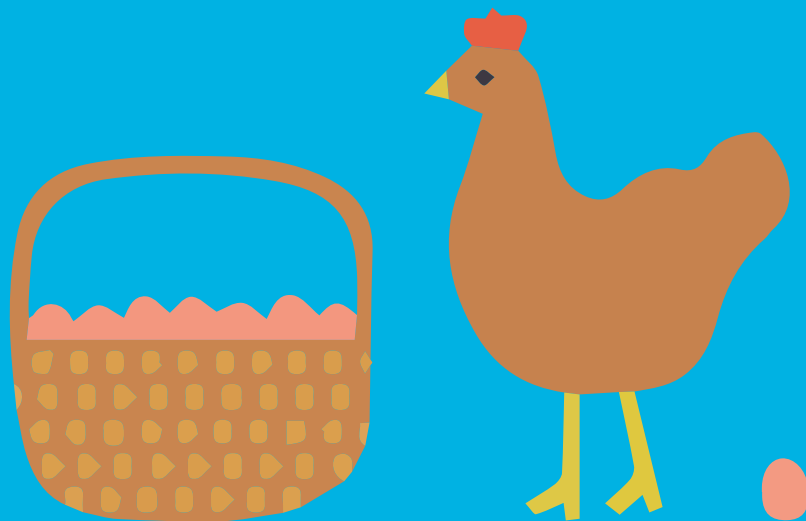


# coop



**FREE RANGE ART**  
**Teacher Guide**

# Co-op Eggs Free-Range Art resource and competition!

## How to use this resource

All lesson ideas included in this resource are designed to be adaptable to suit your individual class, time and resource needs. You can run these activities over multiple lessons, or cherry pick the ones that will suit the needs of your class the best.

You can find more information about how these lessons link to the Key Stage 2 curriculum at the end of this resource.

## In this pack you will find:

- **Teacher notes** including the lesson plans, worksheets and curriculum links
- **Lesson PowerPoint presentation**
- **Competition entry leaflet**
- **Free-post envelope**



## Introduction

**Free-Range Art** is an engaging Art & Design and D&T resource that leads pupils through a range of creative challenges to an exciting design finale, with a unique chance for 3 winners to see their design work across their nations.

Developed by Co-op, pupils learn all about egg production, from farm to fork, and use this learning as a springboard for a range of art and design activities that help develop commercially-relevant, creative design skills in Key Stage 2 pupils. Pupils are then invited to enter a competition to reimagine our free-range egg box. We want pupils to let their imaginations run wild, just like our free-range hens!



## Competition prizes

Three winners will be selected from England, Scotland and Wales & Northern Ireland.

### 1st Place:

- £1000 in coupons to be used to purchase art supplies for the winner's educational institution.\*
- The winners label will be printed on some of Co-op's own brand egg packs and sold in stores across the UK!
- A visit to Co-op Head Office for the winner to collect their prize



### 2nd Place:

- £500 in coupons to be used to purchase art supplies for the winner's educational institution.\*

### 3rd Place:

- £250 in coupons to be used to purchase art supplies for the winner's educational institution.\*

Full terms and conditions can be found at

[www.nationalschoolpartnership.com/terms-conditions-freerangeart](http://www.nationalschoolpartnership.com/terms-conditions-freerangeart)

## Using sketchbooks to reinforce the learning

- Depending on your class, you may wish to encourage pupils to use their sketchbooks as a base for them to develop their design work, laying out the ideas, notes and improvements over several pages of the sketchbook, mirroring how real-life designers work.
- It is useful for pupils to see how their ideas can develop, change and improve over time, and to understand that really good artwork evolves over many versions.
- Throughout this resource there are opportunities to work in, and review, pupils' sketchbook ideas. These can easily be replaced with good-old fashioned pieces of paper if that works best for your circumstances



\*Materials will be purchased from TTS Group see <https://www.tts-group.co.uk/> for details



## About Co-op eggs

We have, for many years, looked to improve the welfare of animals. Back in the 1990s we started labelling the living conditions of the hens on egg boxes and, following on from this, in 2008 we became the first convenience retailer to use only free-range own-brand eggs. And since 2010, all the eggs used as an ingredient in our own-brand products have been free-range too.

The farmers we work with only produce Co-op fresh eggs which are Free-range, RSPCA assured and carry the British Lion Mark. We only want these eggs because they ensure Co-op eggs are tasty, safe and protect animal welfare - and because it is an ethically better way of doing business.

## Co-op free-range means:

- All our laying hens are raised to strict animal welfare standards.
- Hens are free to roam in paddocks from dusk till dawn and are housed in barns at night for their safety where they lay their eggs.
- They have constant access to outside areas and are free to move around and forage in vegetation.
- They have access to food and water at all times and can move freely around the shed where they can interact with their companions.
- They are also able to behave naturally because their homes reflect their natural habitats.
- They have adequate nesting areas and access for laying eggs, as well as shelter and shade from outside.



CERTIFICATION MARK

**RSPCA Assured** is the RSPCA's ethical food label dedicated to farm animal welfare. Their vision is for all farm animals to have a good life and be treated with compassion and respect.

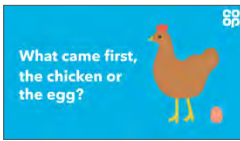
The RSPCA Assured label makes it easy to recognise products from animals that have had a better life, so you can feel good about your choice when shopping and eating out. If there's an RSPCA Assured label on the packaging of the eggs, fish and meat that you buy, you know the farms - and everyone else involved in the animals' lives - have been assessed and meet RSPCA animal welfare standards.



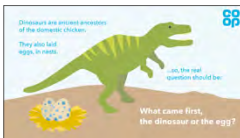
**British Lion mark** is the UK's most successful food safety mark, with over 90% of UK eggs now produced to its strict standards. They include a guarantee that hens and eggs are British, as well as that all hens are vaccinated against salmonella. Auditors visit farms to check on how the farmers are looking after their hens. Every British Lion egg is also stamped with a unique number and means every egg, hen and bag of feed is completely traceable, every step of the way.

## Lesson plan

### Starter (5 mins):



- Display **slide 2** with this (just for fun) question: What came first the chicken or the egg? Does anybody know? Then display the picture of a T-Rex on **slide 3**. Explain that because dinosaurs are ancient ancestors of the domestic chicken and they too laid eggs in nests, the real question should be what came first, the dinosaur or the egg!



- Using **slide 4** explain to pupils that today they are going to take part in a design competition that is all about eggs...



### Competition time!



- Explain to pupils that Co-op is asking school children from around the UK to help them redesign their egg boxes. Displaying **slide 5**, talk pupils through the prizes. The winning designs will be printed onto some packs of Co-op 6-pack medium eggs and sold in stores across the UK!



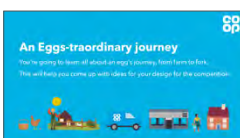
- Ask pupils to estimate how many boxes that could be with their design printed on it? **2.5 million boxes!**
- They will also win £1000 worth of art supplies for the school! Can pupils guess how many felt tip pens that might buy? Approximately 10,000!
- Finally, read through the **Competition leaflet** together, and take a look at the label template provided. You may wish to compare this to a real egg box, so pupils can visualise what they are designing for and ask questions of their own.

### Introducing the creative challenges



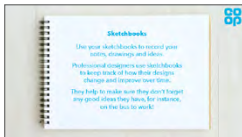
- Does anybody know what a graphic designer is? What do they do? What kinds of things do they design? Use **slide 6** to tell pupils a bit about design as a career.
- Explain that during the forthcoming lesson(s) they will have a go at designing some of the things designers usually design, to give them a taste of what being a designer is like. It will also help them to come up with lots of good ideas for their egg box design.

### Introducing the eggs-traordinary journey



- Use **slide 7** to explain that pupils are going to learn all about the egg's journey, from farm to fork. This will help them come up with ideas for their design.
- Use this opportunity to display **slide 8** and encourage pupils to use

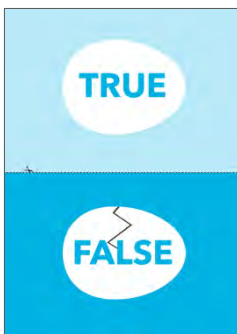




their sketchbooks as the base for them to document the egg's journey from farm to fork, and all the ideas they will have along the way.

- Explain how professional designers rely on their sketchbooks to help them keep track of how their designs change and improve over time and to make sure they don't forget any good ideas they have, for instance, on the bus to work! You could mention that employers in the design industry often like to see a sketch book in an interview to understand more about the way a designer works.

## Activity: Free-range egg facts (slide 9)



- Take pupils to an area where they are going to be able to move around freely (like a free-range hen!). On opposite walls, display the **true and false signs** on **page 15** of this guide.

- Ask pupils to close their eyes and imagine (visualise) they are a Co-op free-range hen. Does anybody know what free-range means? Co-op free-range hens are completely free to behave like a chicken and roam around the paddock. They are very happy to peck around the farm and even like to play the odd game of football! At night, they return to their barn where they lay their eggs, ready for collection in the morning.



- Explain that you are now going to tell them some facts about eggs found on **page 13** of this guide. They must decide whether they think they are true or false by going to lay an egg next to the appropriate stand, like a free-range chicken on a Co-op farm. This activity depends on your class, if your pupils are especially excitable you may just decide to ask them to move sensibly to stand next to the right sign!
- Use the free-range facts sheet to read out the questions and answers. You could increase the competition by eliminating any pupils who get the wrong answer to see who is the biggest egg-head quiz master!

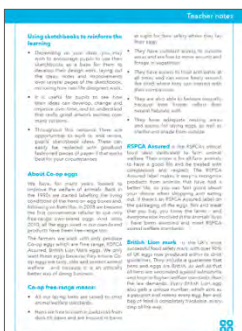
## An eggs-traordinary journey part 1: from the hen to the farmer



- Remind pupils that they are looking at the journey of a Co-op egg, from farm to fork using **slide 10**. Let them know that the journey begins with a free-range hen.

1. Hens lay their eggs in nest boxes on the farm.

2. These eggs then pass down a conveyor belt into the pack house where they are packed by the farmer onto trays.



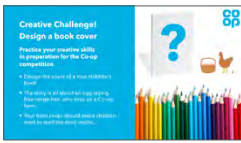
- Co-op farmers only produce Co-op eggs which are free-range, RSPCA Assured, British Lion Mark eggs (more info found in the **About Co-op** section on **page 3** of this guide). Co-op only wants these eggs because that way they can be sure that Co-op eggs are tasty, safe to eat, protect animal welfare and because that is the right thing to do.

- Using **slide 11**, show pupils the happy life of a free-range chicken reared at a Co-op farm. Display the images of happy, free-range Co-op chickens enjoying their lives as egg-laying hens.

- You could play pupils this **Meet the Producer video**, showing life on one of Co-op's RSPCA-assured egg farms.



## Creative challenge 1: design a book cover



- Tell pupils you are now going to set them their first design challenge using **slide 12**. This challenge is not the final design for the competition, but a warm-up task to help get their artistic ideas flowing.
- Task them to imagine they have been asked to design the cover of a new children's book about an egg-laying free-range hen who lives on a Co-op farm.
- They should make sure their front cover makes children want to read the story inside.
- You may wish to discuss some ideas as a class, perhaps drawing a mind-map on the board. They should include the title of the book, the name of the author (they can make these up or you could come up with the same title and author as a class – maybe using some funny egg puns!) and think about how they would portray their main character and their home. How will they give clues about the story inside? Will they include any other characters? You may wish to look at some front covers from their favourite story books in the library.
- Allow them time to draw their designs before sharing their covers with the rest of the class.
- What have pupils learned about free-range hens, free-range farms and free-range eggs, for the egg box competition? How can they incorporate what they've learned into their designs? Encourage pupils to jot down ideas in their sketchbook.

## An eggs-traordinary journey part 2: from the farm to the store

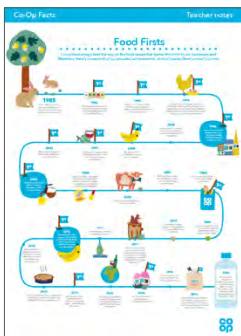


- Using **slide 13**, look at the next stage of the Co-op egg's journey from farm to fork:
  1. *Trays of eggs are collected from the farm by a lorry driver and taken to a Co-op packing site.*
  2. *Once at the packing site, the eggs are sorted by size and placed in boxes. For this competition, you will be designing the box label for Co-op's medium eggs.*
  3. *Boxes are then collected by a lorry and taken to a depot.*
  4. *From the depot, the egg box is taken to Co-op stores, to be sold to a customer.*

## Creative challenge 2: design an advert for Co-op



- Using **slide 14**, explain that designers usually like to know all about their client – the company that is paying for their design. This is so they can make sure their design reflects what they know is important to their client.
- Explain that Co-op is a different kind of business, that is owned by its members, not big investors, and their members get a chance to have a say in how they're run. Profits mean members receive money, rewards



and offers and Co-op can support its local community.

- Watch this **short video** about Co-op and its origins.
- Put pupils into pairs and give each pair one of the **Facts about Co-op** on **page 9** of this guide (or let more able pupils read the facts and pick the one they find most interesting). You can differentiate facts according to the level and ability of the pair, or even consider mixed ability pairings, with more able pupils being in charge of the words (like a copywriter) and the less able pupil being in charge of the images (like an art director).
- Tell pupils they are now working as a 'creative team'. This is so they can bounce ideas off each other. Sometimes, real designers who work in advertising chose to work in pairs. One person will take control of the words being used in the advert, and the other will take control of the pictures.
- Pupils must work as a creative team to design a poster (a print advert) that communicates their fact, in a very eye-catching and clear way, to Co-op customers.
- Review adverts and share facts about Co-op. What have pupils learned about their client, for the egg box competition? How can they incorporate what they've learned into their designs? What might Co-op want their customers to know about them and their eggs? Encourage pupils to jot down ideas in their sketchbook.

## An eggs-traordinary journey: part 3 (from Co-op to the customer)



- Finally, a Co-op customer buys the eggs and takes them home to eat as seen on **slide 15**.
- Use **slide 16** to ask pupils to draw a picture in their sketchbook of a plate, and then fill the plate with pictures of their favourite eggs-based food. You could help them by listing all the different type of recipes (including baking cakes or making pasta) that use eggs found on **slide 17**. Compare responses.
- Tell pupils about some of the **health benefits of eggs**, included on **page 13**. Encourage them to label their egg dishes, in their sketchbooks, with any facts they find interesting or useful. They may want to use some of these facts for their egg box design as people like to know the food they are buying is healthy. Remember to highlight that adding an egg to a recipe doesn't automatically make it healthy. Other ingredients like sugar and salt need to be taken into account.



### Creative challenge 3: design a film poster



- Remind pupils of Co-op eggs complete journey from hen, to farm, to store, to fork using **slide 18**. Ask them to share what they have learned, they can look back in their sketchbooks to remind themselves.
- Now, imagine the egg's journey is being made into a fun, animated film as seen on **slide 19**. They've been asked to design the poster to advertise the film.
- They should make sure their film poster makes people want come and see the film in the cinema, on DVD, or stream it through ODTV.
- You may wish to discuss some ideas as a class, perhaps drawing a mind-map on the board. They should include the title of the film and the main character (an egg). They could also include the name of the actors who voice the characters (they can make these up or you could come up with the title and actors as a class - maybe using some funny egg puns) and think about how they would portray their main character and their journey. How will they give clues about the story of the film? Will they include any other characters? Could they come up with tag line (a funny or intriguing sentence about the film that makes people want to watch it).
- You may wish to look at some film posters from their favourite animated films by going to IMDb.
- Allow them time to draw their designs before sharing their film posters with the rest of the class. Encourage pupils to jot down ideas for their egg box designs in their sketchbook.

## The Co-op free-range art competition (slide 20)

### Mood boards



- Show pupils the mood board provided by Co-op on **slide 21**. This gives some possible ideas for the themes which pupils could use on their egg box designs.
- Depending on the age and ability of your class, you may wish to tell them that this type of work could be known as a mood board, and that designers often use these as a way of sharing their initial ideas for a creative project with their client.
- Allow pupils some time to look back through their sketchbook to create a mind map of possible themes they may use. If you have time, you may ask pupils to create their own mood boards, either using collaged magazines or a digital collage using found images from the internet.

### Mocking it up



- Once pupils have generated their ideas, use **slide 22** to introduce pupils to the **cutter template** which shows where they will place their egg box design. Compare it with a real egg box design.
- Then introduce pupils to the term mock-up on **slide 23**. Explain that designers will produce many versions of their design (called iterations) before they reach the final design. Every version will be given to the client for feedback (the company that has asked for the design). Eventually the designer will produce a design that makes the client happy (and fulfils the brief).
- Pupils should then pick their best ideas (at that point in time) and produce their own quick 'mock-up'. Give strict time constraints as mock-ups are never polished, final designs.
- Finally, allow pupils to peer assess someone else's work. They should role-play the client/designer relationship and use the success criteria contained on **slide 24**, based on the client brief. They should identify one thing that works well and one thing that could be even better. If there is time, encourage pupils to implement that iteration (change) to their mock-up.
- Hand out the **competition leaflet**, read with pupils and answer any questions they may have so they feel confident and excited about completing their design submissions at home.

**ENGLAND KEY STAGE 2:****Art & Design Curriculum Key Stage 2** (Ages 7-11)

Pupils should be taught to:

- to create sketch books to record their observations and use them to review and revisit ideas
- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Design & Technology Key Stage 2** (Ages 7-11)**Cooking and nutrition**

- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

**Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Evaluate**

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**PSHE Key Stage 2** (Ages 7-11)

- Skills for employability, enterprise skills and attributes (e.g. creativity)

**Health and Wellbeing**

- to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

**SCOTLAND 2ND LEVEL:****Health and Wellbeing:**

Healthy diet; the food journey.

**Expressive Arts:**

expressing and communicating ideas, thoughts and feelings through art and design

**Technologies:**

I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.

**WALES KS2:****Personal and Social Education:**

Making informed choices when planning, preparing and cooking food; Understanding characteristics of ingredients

**Design & Technology:**

Applying current healthy eating messages and considering nutritional needs; Understanding the nutritional, functional and sensory characteristics of ingredients

**Art & Design:**

Designing and making images imaginatively and expressively as individuals and in groups

**NORTHERN IRELAND KS1 & KS2:****Communication across the curriculum:**

Engaging with, and demonstrating, the skill of communication; Transferring knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

**Language and Literacy:**

Expressing themselves creatively and to communicate confidently (through Talking and Listening, Reading and Writing) using a variety of skills and media.

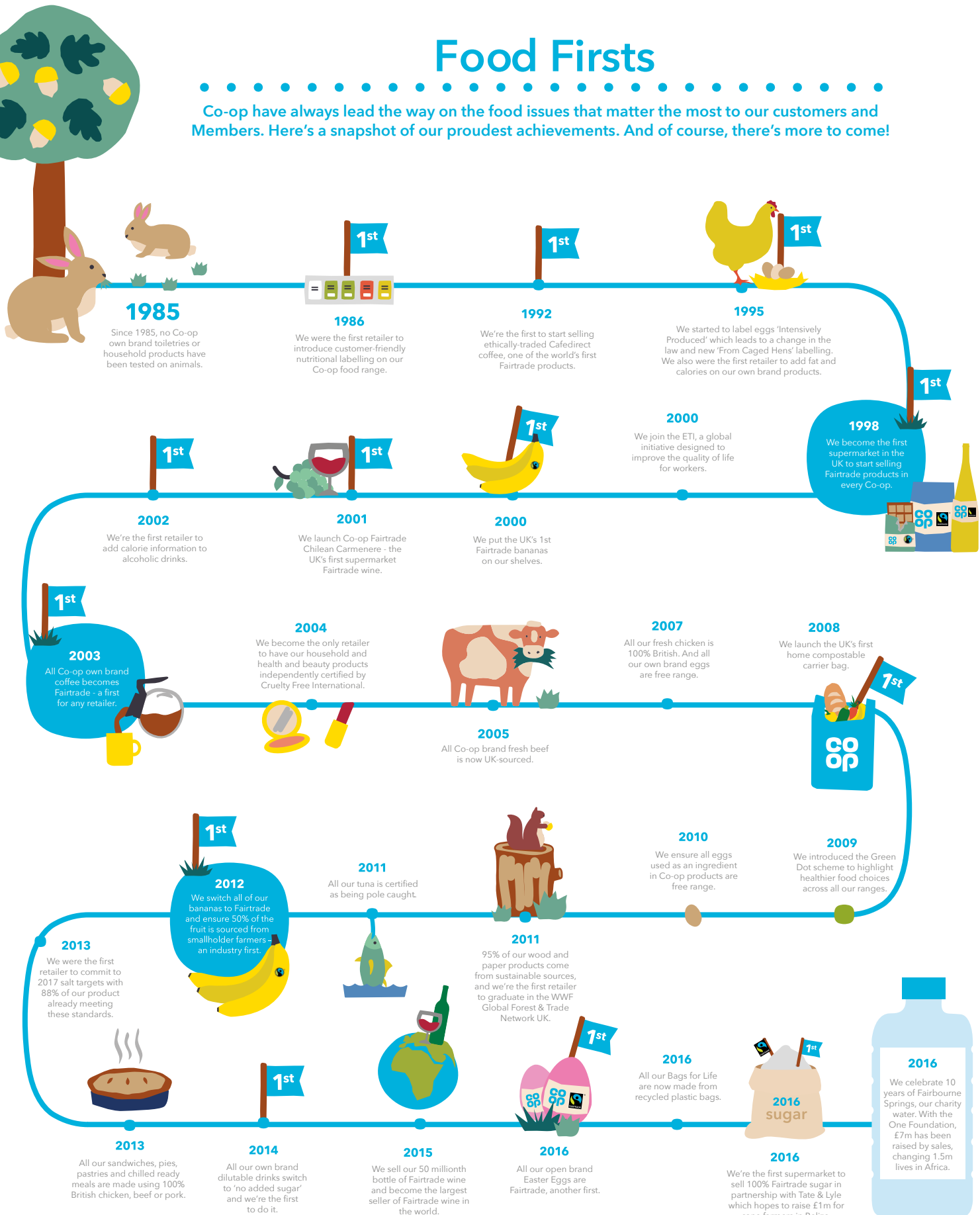
**The Arts:**

Developing creativity, allowing children to express their ideas, feelings and interpretations of the world through pictures, sound and drama.

Fact	True or false
Chickens are one of the closest living relatives to dinosaurs.	<b>True!</b>
Chickens should never, ever, be kept as pets.	<b>False!</b> Chickens can be farmed for meat and eggs and sometimes kept as pets.
The most boiled eggs to be peeled and eaten in a minute is 6.	<b>True!</b> Guinness World Record set by Ashrita Furman (USA), at the offices of the Songs of the Soul, in New York, New York, USA, on 23 March 2012. Each egg was weighed and was more than 58g. All eggs were peeled and consumed within one minute.
Hens produce about 50 eggs per year.	<b>False!</b> Hens can produce more than 300 eggs per year!
There are more chickens in the world than any other bird.	<b>True!</b>
We eat 170 eggs per second, on average, in the UK.	<b>True!</b>
On average, in the UK, we eat 3.5 million eggs per day	<b>False!</b> We actually eat 35.5 million eggs per day!
Hens only lay eggs on a week-day and have weekends off.	<b>False!</b> Hens lay consecutively for up to 20 - 40 days before having a day off.
Hens lay an egg every 24 hours.	<b>True!</b>
A chicken is the domesticated relative of the wild jungle fowl. There are four species of wild jungle fowl still living in Sri Lanka, India, and Southeast Asia.	<b>True!</b>
Free-range chickens are scared of the dark.	<b>False!</b> Free-range chickens come back to bed by themselves when it gets dark to lay their eggs.
6.6bn eggs are eaten in the UK each year, if stretched end to end, they would reach around the world!	<b>True!</b>
The most eggs held in one hand for 30 seconds is 27	<b>True!</b> Guinness World Record achieved by Silvio Sabba (Italy) in Pioltello, Milan, Italy, on 19 May 2013.
It takes a chicken 20 hours to make the egg's shell.	<b>True!</b>
The greatest height from which fresh eggs have been dropped (to earth) and remained intact is 213 m (700 ft)	<b>True!</b> Guinness World Record set by David Donoghue from a helicopter on 22 August 1994 onto a golf course at Blackpool, Lancashire, UK.

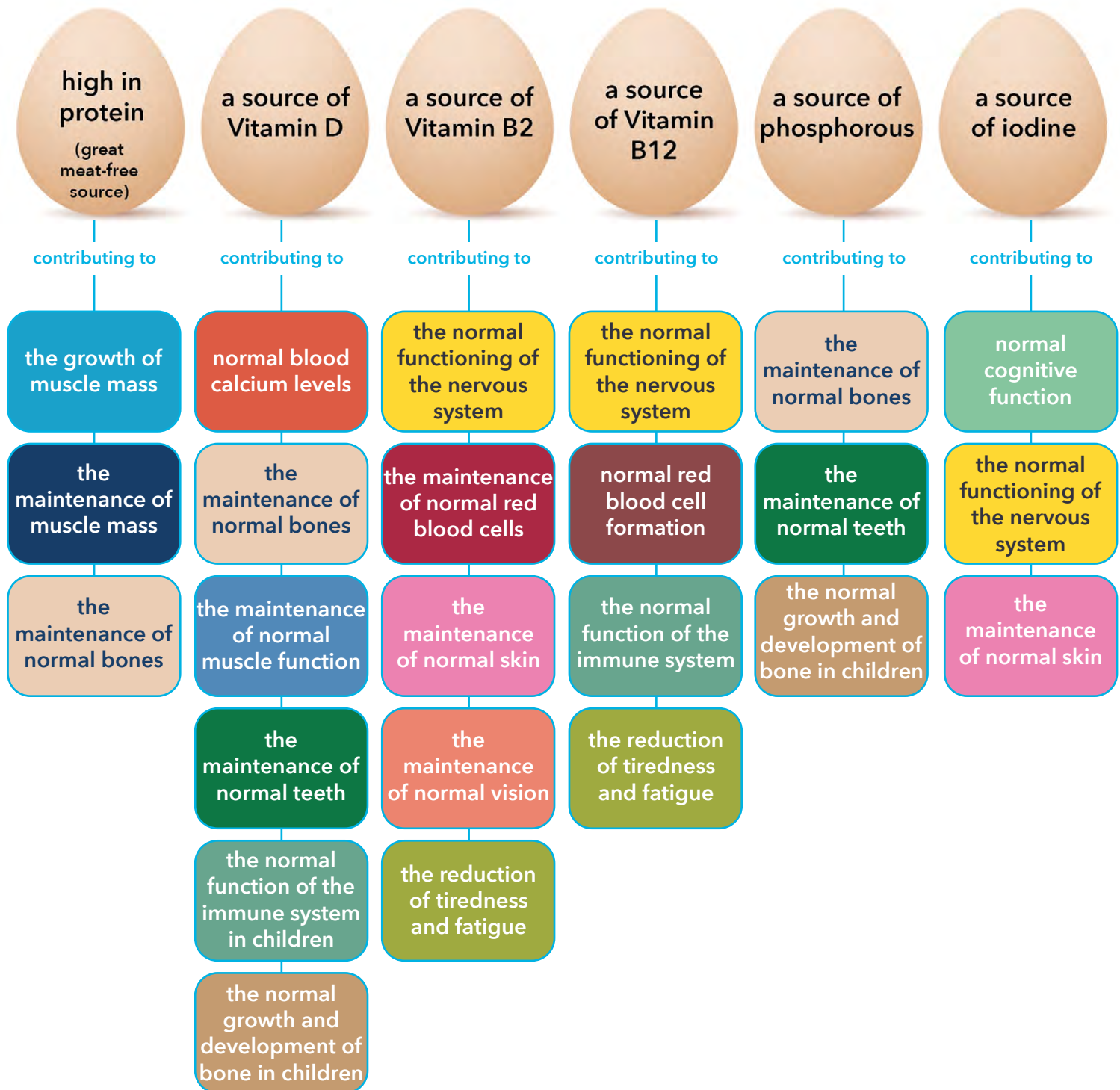
# Food Firsts

Co-op have always lead the way on the food issues that matter the most to our customers and Members. Here's a snapshot of our proudest achievements. And of course, there's more to come!





# Boiled eggs are...



**How many eggs are safe to eat?**

There is no recommended limit on how many eggs people should eat. Eggs can be enjoyed as part of a healthy, balanced diet, but it's best to cook them without adding salt or fat.

For example:

- boiled or poached, without added salt
  - scrambled without butter and using low-fat milk instead of cream
- Frying eggs can increase their fat content by around 50%.

**TRUE**



**FALSE**

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op