

# Schools' Challenge

22ND & 23RD JUNE  
THE LINCOLNSHIRE SHOW 2022

## KEY DATES:

Networking Meeting – Thursday 3rd February 2022  
Twilight Support Session 1 – Wednesday 9th March 2022  
Twilight Support Session 2 – Wednesday 20th April 2022  
Twilight Support Session 3 – Wednesday 18th May 2022  
Twilight Support Session 4 – Wednesday 8th June 2022

## DOCUMENT CHECKLIST:

- ☐ Expression of Interest – Friday 25th March 2022
- ☐ Ticket Application Form – Friday 6th May 2022
- ☐ Insurance Form – Friday 6th May 2022
- ☐ Photo Permission Form – Friday 6th May 2022
- ☐ Challenge Summary – Friday 27th May 2022

For more information on your journey and key dates go to:  
[www.lincolnshireshowground.co.uk/education/events](http://www.lincolnshireshowground.co.uk/education/events)

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#schoolschallenge22  
@LASEducation

# WELCOME

TO THIS YEAR'S SCHOOLS' CHALLENGE  
ORGANISED BY THE LINCOLNSHIRE  
AGRICULTURAL SOCIETY.

Would you like to involve your School in the Schools' Challenge competition at the Lincolnshire Show? It's a fabulous and fun opportunity to learn more about food, farming, the local community, the environment and sustainability. With ten challenges (and 2 virtual challenges) to choose from all with a focus on inspiring young people to gain a better understanding of Lincolnshire's rich agricultural history, its horticulture and land-based activities, whilst putting learning into context, the competition is one not to be missed!

The challenge competition is open to all Nursery, Primary, Secondary, Special and Independent Schools in Greater Lincolnshire and surrounding areas.

# 10 CHALLENGES

FOOD, FARMING, THE LOCAL COMMUNITY,  
THE ENVIRONMENT AND SUSTAINABILITY

The challenges have been designed to link food, farming, the local community, the environment and sustainability to the National Curriculum and Early Years Framework. We hope that you will enjoy embedding the challenge projects into your learning.



Please choose from the range of challenges and complete and return the expression of interest form. You will then be sent guidance notes to support your students through their chosen challenge, ready to compete for Schools' Challenge Champion at the Lincolnshire Show 2022.



The challenges are student led and encourage them to research their ideas and present their findings. You will have the opportunity to work with a mentor from either a farming or business background who will support with the challenge project journey and be an experienced sounding board.

Schools tell us that the opportunity the whole experience gives students to research, explore and take ownership of their learning, along with the opportunity to boost their self-confidence by engaging with the public and presenting to a panel of judges, are the reasons they enter the competition and compete to become a Schools' Challenge champion.

# VIRTUAL CHALLENGES

We recognise that schools' have been fantastic in adapting to elements of a virtual life and appreciate that not all schools can take part in the Schools' Challenge due to the distance of travel for Lincolnshire Show days. We would like to continue the positives of virtual learning by offering a selection of 2 challenges for those Schools' that are located 40+ miles away.

## CHALLENGE 1

### AGRI-CLAIMED ART

The Lincolnshire Agricultural Society is a charitable organisation home to the Lincolnshire Showground. We are truly passionate about promoting and supporting education, food, farming and the countryside within Lincolnshire, being one of the largest agricultural counties in the UK. With new developments of our environmental area, we would like you to get creative in developing a large piece of artwork (minimum 1mx1m) in the form of an emblem made from recycled and reclaimed materials. Students must research the importance of recycling for the environment and the devastating impact it can have, along with the importance of the Society and all its involvement with food, farming and the countryside. Students' recycled emblem/artwork must represent the Lincolnshire Agricultural Society, farming and elements that depict Lincolnshire. Artwork will be judged virtually with a chance of being showcased at the prestigious Lincolnshire Show 2022.



### READY, STEADY, GROW

## CHALLENGE 2

Understanding food provenance is an important part of learning, developing knowledge of how your food goes from farm to fork. Students are tasked with developing their school garden by growing a selection of vegetables to be harvested before June. Schools must develop their understanding of seasonal vegetables to plan their planting. Once vegetables are harvested students must use their imagination and creativity to design a tasty recipe using predominantly the food grown in the school garden. There has never been a better year to reflect upon how our food reaches our plates than the Queen's Jubilee year! Your tasty recipe design must be fit for a Queen – and could feature as a celebration banquet. Students must develop their understanding of how food is farmed locally including knowledge of the farming year, farm machinery and techniques used. School groups can use their senses to try different foods and combinations before developing their final recipe. Culinary and nutritional awareness must be considered including step-by-step instructions, serving suggestions, cooking times and nutritional content/labelling.

## THANKS TO OUR SPONSORS

BRANSTON

WATERSIDE  
SHOPPING

Farmacy plc  
Advisors to Agriculture

FCC  
Environment

Dyson  
Farming



CHALLENGE 1

## GEN Z-ERO - CLIMATE LEADERS OF THE FUTURE

November 2021 sees the pivotal COP26 climate talks take place here in the UK – Glasgow. These talks support the crucial action in turning the tide on climate change supporting how we can recover cleaner, rebuild greener and restore our planet.

With a large proportion of school children across UK households, there has never been a better opportunity for classrooms to inspire progress across communities.

Students are called to action to reduce their carbon impact bringing together the forward thinkers for a better, fairer, zero carbon future.

Students are tasked with looking at the impact that their whole school is having on the environment and are challenged to make their school a more environmentally friendly place.

An audit should be conducted to review the school's current environmental and sustainability performance both inside and outside the classroom.

The findings should then be used to generate an action plan to raise environmental awareness and improve the schools carbon impact.

Students can consider all areas listed below or focus on one or a small selection:

Energy use	Waste	Water
Travel	Food – waste, growing, procurement etc	School /Community Grounds – Biodiversity, planting etc.
Litter		

School climate leaders should form a campaign to promote the eco-friendly projects to be developed and implemented in consultation with the whole school, to help make their school a 'greener' and more pleasant place to be. Promotion and awareness should be made across the school, families, governors and wider community.



CHALLENGE 2

## FROM FARM TO INFINITY

With over 50 years since the Apollo 11's Lunar Landing, America's Artemis Programme brings a new era of exploration. NASA's aims to return American astronauts to the lunar surface by 2024 brings new insight into space exploration.

Students are tasked with researching and investigating the life of an astronaut and delving into food in space. Students must look at the challenges faced in providing and storing food in space and investigate the solutions to overcome these while ensuring nutritious meals, maintaining a healthy astronaut. You may even want to try recreating your very own space food!

As we venture further into space for months and years at a time there will become an issue of getting resupply shipments to astronauts and the need for fresh produce will intensify. Explore what research and development has already been made into growing in space and some of the issues that arise from a closed environment without sunlight or earth's gravity. Can you design your very own space 'allotment' capturing the requirements for growing in space and highlighting the topic of sustaining life in space in the future?



CHALLENGE 3

## A YEAR TO REMEMBER - PLATINUM JUBILEE!

As part of the build up to the county's prestigious Agricultural Show, students are challenged with developing a media campaign to promote The Lincolnshire Show. Students must develop strategies to increase attendance with the focus on attracting a younger audience to the Lincolnshire Show. The Lincolnshire Show is a true celebration of rural Lincolnshire, after 2 years off it's a perfect opportunity for the campaign to draw upon reigniting the Show coming up with innovative ways to energise its return, while still considering its roots of educating and promoting about food, farming and the countryside.

Students should critically analyse the existing strategies used to advertise The Lincolnshire Show and come up with new and ingenious ideas. Consideration of a wide range of marketing channels should be included such as social media, press releases, TV advertising, posters, leaflets, giveaways, blogs and radio jingles. This year's Show theme is The Queen's Platinum Jubilee and a great link to consider for drawing in the visitors. As a national celebration of the Queen's 70-year reign, a feat no previous monarch has achieved, it's a great opportunity to tie in community celebrations and tributes. With a year-long commemoration, The Queen hopes to create a year to remember with the Queen's Green Canopy legacy, the big Jubilee lunch, lighting of the beacons, birthday parade and much more.



## FOOD FOR THOUGHT

With new recommendations to the national food strategy, it's a perfect time to take action and make positive changes to food culture within schools.

It's a great opportunity to examine your school and make changes to improve better choices when it comes to the health and well-being of students and staff and improve how you eat, cook and grow. Students are asked to research what is meant by the school food standards across the school day along with recommendations from the Eat Well guide. Students should use the information gathered to develop a selection of healthy meals or snacks that could be used within school, for example school dinners, packed lunches, breakfast clubs, snacks etc. Credit will be given to foods that boost your brain power and learning and are appealing but affordable. Where possible, ingredients should be grown within the school or locally sourced. Thoughts around standards such as the Fair Trade, Red Tractor and the Lion Mark should be explored.

An awareness campaign must then be developed to alert the wider school community to the importance of healthier lifestyles, balanced and nutritious diet; providing the energy and nutrients needed to do well at school. Students can branch out from healthy eating and look at keeping fit within school to support healthy lifestyles and positive influences on concentration and learning. The campaign must not only reach students but can be extended to local families and the wider community.

As an extension to the challenge, students could bring out their entrepreneurial side and turn their healthy food designs into a school sales opportunity. Sales to parents and the community or an in-school snack shop could enhance the promotion of healthy choices as well as feeding back into the school.

CHALLENGE 5

## GLOBAL FOOD MAPPING

Beef, vegetables, cheese and fish are some of the UK's top ten food exports.

Students are to investigate why and where their favourite food products are sent around the world, mapping the journey and calculating the food miles. Credit will be given to research on foods grown locally for export.

Students are to select another country of interest to look at their food production and exports and how it differs to ours. Where possible schools should make contact with a school or food producers from that country to compare and contrast ideas.

With COP26 taking place in Glasgow there is a heavy focus on carbon impact, your project should also investigate how your school/students can reduce their food miles and become more carbon-conscious. Topics of interest may include: seasonality, locality, storage and preparation issues, cost of production, impact on price of foods, fair trade.



CHALLENGE 6

## LINCOLNSHIRE ROOTS

Lincolnshire produce suppliers, Branston Ltd have invited your "school company" to develop a range of fresh produce products under their "new brand" – Lincolnshire Roots.

Under the brand, students must select a range of produce products that could be supplied to major retailers throughout the UK, however the products must include any root vegetables (including potatoes) that are grown in Lincolnshire.

As part of the challenge schools should try to grow some of their own root vegetables, selecting the best varieties to go to market.

Develop suitable packaging for their produce and think about produce combinations and any other extras that could be included (e.g. a herb mix). You may include promotional wording, serving suggestions or recipe guides with nutritional content. Packaging material must be carefully considered to be environmentally friendly whilst retaining the produce quality and functionality and standing out amongst other competitor suppliers.

Students will fully market their produce product including a mock 'pitch'. You will need to think about establishing brand values (Who are the products being marketed to? What are the key messages?) and brand assets (sub-brand name, logos, designs), while not forgetting the costings involved. Students can devise a marketing campaign for the brand/products, which could include print-ready advertising, a TV/radio advert or social media promotion.

Branston Ltd are supporters of this challenge and are keen to offer guidance and opportunities. (Planting in March or before is highly recommended)

CHALLENGE 7

## FARMING THEN AND NOW

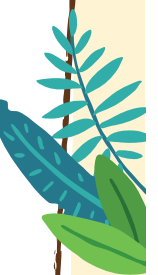
Over the years we have seen many changes and developments in agriculture and food production. Students should research, discuss, debate and demonstrate how farming and food production has changed over the years and investigate the impact these changes have had on British farming. With the upcoming celebration of the Queen's Platinum Jubilee, you may want to focus your research to changes over the last 70 years in recognition of Her Majesty's reign.

Schools can consider farming in a broad sense or narrow their focus to one (or a selection) of the suggestions below:

Dairy Farming	Horticultural Farming – fruits, salads, flowers	Poultry Farming – egg production
Arable Farming	Livestock – e.g. genetics, biogas	

Schools are challenged with the task of looking at changes over the years along with delving into what the future might hold next for food production and farming. Can you create your own innovative ideas to support these advancements?

Discuss how farming has had to deal with many issues over the years such as labour intensiveness, increased population, climate change, costs of production, mechanisation and what those solutions have looked like. Consider the pros and cons of developments in farming and discuss any new issues arising, for example farms reaching net zero carbon emissions by 2050.



CHALLENGE 8

## MY COMMUNITY, MY COMMITMENT - A HAPPY HEALTHY SCHOOL

Students are tasked with the challenge to improve an area of land within their school grounds or local community as a space to promote health and happiness. This is a perfect opportunity to develop links within the community to action change of a physical space where the school or community feel welcomed. They should research and investigate ways to improve their own happiness and learning, how they can improve the well-being of their school and how they can improve the well-being of their community. This information should inspire students to help them develop their design ideas. They should create a portfolio of ideas and implement them. Students must keep a video diary recording the changes and impact.

CHALLENGE 9

## HABITAT HAVEN

Students are tasked with the challenge of researching, designing and creating a miniature 'Show' garden with a key emphasis of looking after and enriching biodiversity by creating the perfect habitat haven to support wildlife and its ecosystems.

The last two years have highlighted the importance of our environment and being outdoors. Biodiversity matters because it supports vital benefits we as humans get from the natural environment, contributing to the economy, health and well-being and enriching our lives.

Students must design and create a miniature garden that utilises practical planting schemes to inspire others to get growing and attracting wildlife into their gardens. Credit will be given to gardens that plant to support wildlife attraction. Students should research the current issues involving our wildlife and the decline of species to help form and plan their garden. This could extend to living processes, wildlife conservation, observations, data collection and design and technology (you may also like to consider wildlife conservation practices in farming). The task lends itself well to be innovative and creative in developing habitat homes as part of the garden design (including bird boxes, bug hotels etc). Those schools happy to do so can contribute their school made habitats to the Lincolnshire Showgrounds environmental area post Lincolnshire Show, creating a lasting legacy.

The Garden Challenge will be judged in three parts: A growing journal documenting the stages of research, design and the creative process, planting of the garden and display stand and presentation to judges.



CHALLENGE 10

## GROWING SMART - TECHNOLOGY FOR FOOD

With the current population at approximately 7.9 billion and its expectations to reach 9.9 billion by 2050, farmers and the agricultural industry are challenged with feeding the exploding world population while remaining sustainable, cost effective and environmentally friendly. Looking at the future of farming to meet the challenges of the 21st century and reduce the pressures on our soils and oceans we see a new era of technological change and use of precision and data driven agriculture. Students are challenged with researching and reporting on the farming technologies emerging. Students must grow their own food crop using technology to make the most efficient use of resources such as soil, water or fertiliser. Ideas could include hydroponics, aquaponics or high-level data recording of growing variables. You will need to record your observations and measure your results to show improvements.

Alternatively, students are tasked with developing a new technological solution to weed control. Looking at technologies already available, can students design a machine or technique for the future?

