



Project Ferguson I – 5629

# Benchmarking the views of young people on Food, Farming and Countryside issues

## Stage 1 – Qualitative Research

Report

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## 1 Introduction

Farming and Countryside Education (FACE) recognises that children require a better understanding of where their food comes from, and how it is produced and grown. This research was commissioned to establish and monitor the views and opinions of 11-16 year olds towards food, farming and the countryside, to inform the future development of interesting and inspiring educational initiatives.

Previous research carried out in March 2003 provides a benchmark, and this second stage of research follows a similar format to allow for consistency and comparability. Changes were made to cover current topics of interest and high profile issues. The results from this initial qualitative stage will be used to guide the development of the subsequent quantitative study in November 2006.

Focusing on the three specific areas of interest, food, farming and the countryside - the qualitative research was conducted among children in the target age range to establish their views, evaluate any differences, and assess what differences, if any, are due to resources, activities and experience.

## 2 Research Method

### 2.1 Sample and Content

We carried out six discussion groups with boys and girls aged 11 to 16 years, via schools from the *ChildWise* panel. Students were selected to give a cross section of abilities and circumstances.

Fieldwork took place in Suffolk, South Wales, and the West Midlands between the 3<sup>rd</sup> and 5<sup>th</sup> October 2006. These locations were chosen to provide views and opinions from urban, suburban and rural communities.

Group Structure:

|                            | <b>BOYS</b>                          | <b>GIRLS</b>                         | <b>TOTAL</b> |
|----------------------------|--------------------------------------|--------------------------------------|--------------|
| <b>11-12 years (Yr 7)</b>  | <b>Birmingham, W Mids</b><br>(Urban) | <b>Bridgend, Wales</b><br>(Suburban) | <b>2</b>     |
| <b>13-14 years (Yr 9)</b>  | <b>Eye, Suffolk</b><br>(Rural)       | <b>Birmingham, W Mids</b><br>(Urban) | <b>2</b>     |
| <b>15-16 years (Yr 11)</b> | <b>Bridgend, Wales</b><br>(Suburban) | <b>Eye, Suffolk</b><br>(Rural)       | <b>2</b>     |
| <b>TOTAL GROUPS</b>        | <b>3</b>                             | <b>3</b>                             | <b>6</b>     |

The groups opened with a discussion about Food. Students talked about their preferences and tastes, nutrition and diets, labelling, food origins and purchasing. They were also shown showcards with selected symbols from food packaging.

The discussion then moved on to Farming, with students asked to describe a typical farmer, and talk about the purpose of farming, farm produce and other farming issues.

The final part of the discussion looked at Countryside issues. This involved talking about the purpose of the countryside, its importance, and the careers that it has to offer.

A selection of showcards was used during the discussions.

## 2.2 About the Groups

Suffolk (Rural):

- Small Secondary School serving a large rural area around the town of Eye
- Located between Ipswich and Norwich
- Socio-economic circumstances are very advantageous
- Most of the children were born locally, with some coming from families who have established links with local food production e.g. Farmer, Fruit and Veg wholesaler
- Range of abilities and interests
- All were white ethnic

South Wales (Suburban):

- Secondary School in Bridgend, between Swansea and Cardiff
- Built up area, but with countryside, country parks etc. nearby
- Pupils come from the full range of economic circumstances
- Most of the children were born locally, some had family in other parts of the UK
- Range of abilities and interests
- All were white ethnic

Birmingham (Urban):

- A split site Secondary School situated within the inner-ring of Birmingham
- Located on a busy road, in a built up area
- Socio-economic circumstances are severely disadvantaged
- Range of abilities and interests
- All were from ethnic minorities, primarily Bangladeshi and Pakistani
- Most spoke English as a second language

The previous research, in March 2003, involved eight groups, with separate groups of boys and girls in each area:

- South England – Bournemouth
- North England – Washington
- Wales – Port Talbot
- Scotland - Edinburgh

## 3 Research Findings

### 3.1 Food

The discussion about Food generated relatively consistent views and opinions across the age range, and also with regard to location type. Whilst there were some variations in the level of involvement, the attitudes and opinions expressed by the young people were broadly similar.

#### 3.1.1 Growing Food

More than half of young people had some degree of involvement in growing food, either currently, or in the past, though for some, this was fairly low-key.

*“We grow potatoes in the garden, and we have several cooking apple trees”*  
(Boys 13-14, Suffolk)

Involvement was highest in the rural location, although several of the students from both the urban and suburban areas also demonstrate a high awareness and interest in growing food. Within the urban community that we visited, most of the young people recognised the limitations of growing food in the city, such as limited space, and poor air quality, yet this had a minimal affect on their interest and enthusiasm, especially amongst the younger students.

*“Herbs – mint and coriander. I enjoy eating the things, and I like digging in the garden”*  
(Boys, 11-12, Birmingham)

It is mainly parents and grandparents who are growing the food, with most 11-16 year olds claiming to eat and enjoy the produce, but few claiming to contribute much towards its production. Mostly this is garden grown, although there were a few mentions of farms and allotments, and one boy’s father in Suffolk was a fruit and vegetable wholesaler.

*“My Mum grows tomatoes, and there’s a mint plant”*  
(Girls, 11-12, Bridgend)

The influence and involvement of schools appeared limited, apart from the mention of a school garden club in the Bridgend groups, and references to cultivating cress plants in class. Much of this activity is at primary level.

*“We’ve done stuff in Science, like put cress in wet cotton wool and see how it grows”*  
(Girls 15-16, Suffolk)

The type of food grown by young people and their families varied quite considerably. Tree fruit, such as apples, plums and pears were most commonly mentioned across the locations, whilst tomatoes and potatoes were also popular. Children in the city groups grew herbs such as mint and coriander, whilst courgettes, carrots and runner beans were most common in the rural location.

The ethnic minority children in the Birmingham group drew most of their experience of food growing from family farms in Bangladesh, Pakistan, and Libya. They had far greater awareness and knowledge of climate dependent fruit as a result.

*“I’ve got a farm in Libya, we grow pomegranates, oranges, lemons, lychees, and grass!”*  
(Boys, 11-12, Birmingham)

The majority of young people expect home grown food to be better for them, because there are fewer chemicals involved. However, there was disagreement about the taste compared with supermarket produce.

*“It doesn’t taste as nice, because we’re used to the shop”*  
(Girls, 13-14, Birmingham)

*“Yes (it will taste better) because everything will have been done by hand”*  
(Boys, 15-16, Bridgend)

### 3.1.2 Cooking & Food Preparation

Almost all the young people claimed to have some experience of cooking and preparing meals. The youngest children (11-12) were due to start Food Economics soon, and most were enthusiastic about this. Older boys take a pragmatic approach to cooking, thinking about food when they’re hungry.

*“(I’m looking forward to making) pizza and apple crumble”*  
(Boys, 11-12, Birmingham)

*“I don’t really think about it, but I like certain foods more than others”*  
(Boys, 15-16, Bridgend)

The older girls talked about the chance to be creative with ingredients and presentation, and the opportunity to cook meals that their parents wouldn’t usually choose to serve.

*“I like oriental stuff, like foreign stuff. My Mum doesn’t make that sort of stuff”*  
(Girls 15-16, Suffolk)

*“When I make salad I put loads of seeds on it to make it really chewy”*  
(Girls, 15-16, Suffolk)

Specialities are generally quite basic, with pasta, beans on toast, and the occasional spaghetti bolognese mentioned. These kind of dishes mostly avoid difficulties such as weighing ingredients, and precision timing, both of which some young people mentioned finding quite hard. Amongst the oldest children however (15-16), there were one or two who were quite experimental with food, usually as a result of having particularly health conscious and involved parents.

*“Weighing all the things, and getting it right”*  
(Girls, 11-12, Bridgend)

*“Once I came home and there was like this plant on my plate and I thought it was a joke, but it was an artichoke heart”*  
(Girls, 15-16, Suffolk)

Mothers remain the main cooking providers, although there are a significant number of families who choose to share the cooking responsibilities amongst partners, and occasionally children.

Despite this, young people rarely test their skills on others, preferring instead to cook just for themselves, when their parents are ill or otherwise engaged. Some are happy to make a special effort on family occasions, such as Mum’s birthday.

*“Mum makes the meals, but if you want any snacks like toast, you get it”*  
(Girls, 13-14, Birmingham)

*"I only ever cook for myself, I wouldn't cook for anyone else"*  
(Girls, 15-16, Suffolk)

*"I cook for the family sometimes"*  
(Boys 15-16, Bridgend)

In terms of their involvement with everyday food preparation, the traditional stereotype prevails, with girls more likely than boys to help out at meal times. In most cases this involves washing and chopping the vegetables, laying the table, and keeping an eye on the oven and boiling saucepans.

*"I help my mum wash things"*  
(Girls, 13-14, Birmingham)

*"I haven't got time to cook – I'm playing out"*  
(Boys, 11-12, Birmingham)

### 3.1.3 Favourite Meals

These young people have a diverse range of favourite meals, including Spaghetti Bolognese, Lasagne, Chinese, Roast Dinners, Burger and Chips, Indian, Pizza and Donar Kebabs. Meat and poultry was considered a high priority, particularly amongst the boys, with chicken cited most frequently, followed by beef and lamb.

*"Pasta, I love pasta"*  
(Boys, 15-16, Bridgend)

One boy in Suffolk occasionally went shooting, and referred to a wide repertoire of meat and poultry, including venison and pheasant.

Takeaways such as Chinese, Fish and Chips and Indian continue to have a high incidence, particularly amongst the urban groups.

When asked what food they disliked, these young people mostly talked about various vegetables, including sprouts, tomatoes, green beans, carrots and broccoli. There was a minority of children across the age range who claimed never to eat any vegetables, although some substituted this with additional fruit or juice drinks.

*"I don't really like vegetables that much, so if my mum does a roast dinner, she doesn't give me any vegetables"*  
(Boys, 13-14, Suffolk)

*"I don't like most vegetables, they're just different tastes"*  
(Girls, 11-12, Bridgend)

A number of children expressed a certain amount of boredom towards their evening meals. In particular, some felt they ate the same meals each week, including Spaghetti Bolognese, Shepherds Pie and Lasagne. This did little to encourage their interest in food and cooking, with many experiencing only a limited repertoire of ingredients. Foods that they would like to try include Sushi, Lobster and varieties of oriental food.

*"Oriental stuff, like different foreign stuff. My mum doesn't like that sort of stuff"*  
(Girls, 15-16, Suffolk)

## 3.1.4 Eating Together

Almost all the young people in the groups eat at the table with their family at least once or twice a week. Commitments such as swimming clubs and other activities were the main reason cited for this not happening more frequently. In Birmingham, children were most inclined to eat with their family on a regular basis, whilst in Suffolk this was more sporadic.

*“It depends what it is. Big meals like maybe Lasagne or Shepherds pie, we’d sit down at the table. Something like beans on toast, we might just sit in the lounge”*  
(Boys, 13-14, Suffolk)

Most children sit down to the same meal as the rest of their family. A minority claim that their parents adopt a ‘you get what you’re given’ approach, but the majority have some degree of influence over the food that is bought, with most parents allowing for a few omissions. In general, parents consult their children on what they would like to eat, ensuring that they are then more forthcoming when it’s placed in front of them. Those who regularly have different meals from the rest of the family were, not surprisingly, those who were more inclined to be fussy about the food that they eat.

*“My mum takes me shopping and she says would you like this for tea, or that for tea”*  
(Girls, 11-12, Bridgend)

*“Well, I wouldn’t eat what I don’t like. I’m really picky with my food”*  
(Girls, 15-16, Suffolk)

## 3.1.5 Balanced Diet

Children are familiar with the expression ‘Balanced Diet’, having learnt about this in school. Most showed some knowledge of the main food groupings. Fruit and Vegetables, Dairy, Fat, Meat, Salt and Sugar are mentioned most frequently, also Protein and Carbohydrates. Students who are less certain refer to a balanced diet as ‘a bit of everything’ or ‘the right amount of different things’.

*“You have to have the right amount of everything. A little bit of fat, a little bit of carbohydrate, and you need quite a lot of protein to grow”*  
(Boys, 11-12, Birmingham)

*“Just having a balance, so you’re getting a bit of everything you need”*  
(Girls, 15-16, Suffolk)

*“A bit of everything, from all food groups – protein, carbs, sugar, dairy, veg and fruit”*  
(Boys, 15-16, Bridgend)

Most young people approach this subject positively. They also recognise the need to avoid high levels of e-numbers, additives and preservatives. However, in some cases it was approached with a degree of distance, with some boys feeling that the maintenance of a balanced diet would be more of an issue in older age, when their bodies were inclined to be less forgiving.

*“I don’t think it’s as bad at our age, but when you get older like. If you’re 70 and you have a really unhealthy diet, you’re probably going to die”*  
(Boys, 13-14, Suffolk)

Girls however, were likely to place considerable importance on maintaining a balanced diet, particularly during their teenage years. They were also keen to establish that a balanced diet can still include less healthy foods, such as chocolate and chips, providing that they are eaten in moderation.

*"You can have chocolate in moderation"*  
(Girls, 13-14, Birmingham)

*"Important, because you have to concentrate for six hours at school, and your diet reflects that"*  
(Girls, 15-16, Suffolk)

Although mentioned less frequently, the majority of young people are also familiar with the terms carbohydrate and protein. High profile diets, such as Atkins have highlighted the significance of such constituents, although only a minority of young people can explain how they actually contribute towards a healthy diet, or which foodstuffs are likely to contain them.

### 3.1.6 Food Packaging and Labelling

Much like the 2003 findings, young people continue to display relatively little interest and awareness of food labelling. But the new Guideline Daily Amounts (GDA's) have had an impact, and are familiar from their high profile presence on breakfast cereal packaging and elsewhere.

*"That's from the back of the cornflakes box!"*  
(Girls, 13-14, Birmingham)

In terms of interpreting information, the majority of young people are more inclined to recall phrases rather than symbols, including 'no added sugar', 'no colours or preservatives', and 'organic'. They consider these to be more self-explanatory, and therefore easier to interpret.

Before any showcards were introduced, the 'V' (Vegetarian) symbol was mentioned most frequently in reference to food labelling, across the majority of groups. This symbol is widely recognised, and is an example of children's greater involvement with labels and symbols that refer to personal dietary requirements, rather than environmental issues.

In each group, we showed eight symbols taken from food packaging, and asked group members if they had seen these before, and what, if anything, they knew about them or could deduce. The order in which the symbols were shown was rotated for each group.

#### Conservation Grade:



This symbol was recognised by boys in Suffolk (13-14), who claimed they had seen it on honey. A number of other groups, who didn't immediately recognise it, also speculated that it might relate to honey production, primarily because of the bee. The majority deduce that it involves protecting insects and other wildlife, however most place very little importance on this, and claim that it wouldn't influence their purchasing behaviour.

*"Is that for honey?"*  
(Boys, 11-12, Birmingham)

*"On honey, and if you go to the Norfolk Show, you see it on the big tents"*  
(Boys, 13-14, Suffolk)

## British Flag:



All groups recognised the British Flag, and most assumed that this means the food has been produced in Britain. Most associate this with basic produce such as meat, eggs, milk, and fruit and vegetables. The majority of young people feel that the flag implies freshness, since it won't have travelled far. The rural groups were also most inclined to associate it with national pride. The majority of 11-16 year olds place significant importance on this label, with most claiming that it would have some positive influence over their purchasing behaviour.

*"Made in Britain. I don't like eggs from some places...Spanish eggs are prone to salmonella. British eggs are like a really high standard"*  
(Boys, 13-14, Suffolk)

*"It comes from Britain...it's not been imported. It's on meat"*  
(Boys, 15-16, Bridgend)

*"It's from Britain... I would buy British because I live in Britain"*  
(Girls, 15-16, Suffolk)

## Organic:



The debate surrounding Organic food emerged throughout the groups, and is clearly of interest for a significant number of young people. Few recognised this specific label, with some more likely to talk about what the word implies, rather than the label itself. For the majority the symbol suggests healthiness, and is most frequently attributed to products such as vegetables, milk, yoghurts and eggs. Most expect the food to be very natural, and not sprayed with pesticides. A few recognised the Soil Association symbol.



*"Oh I've seen that...the vegetables just come straight from the ground, they don't have to put anything on them"*  
(Girls, 11-12, Bridgend)

*"If you have organic stuff, it's better because no chemicals go into your body"*  
(Boys, 11-12, Birmingham)

Young people in the rural and suburban groups were most likely to have family or friends who specifically look out for organic produce, and consequently, they were most inclined to consider it important.

*"My mum sometimes buys organic foods, and it shows that no pesticides and things are used"* (Girls, 15-16, Suffolk)

## Animal Welfare:



Much like the previous study, there was some claimed recognition of this symbol, but very little awareness of what it represents. A few speculate that it might relate to seafood, perhaps because of the dolphin shaped logo, whilst others assume it protects against animal testing. The concept of free-range wasn't mentioned, whilst the idea of protecting animals that will eventually be killed, was viewed by some with a degree of confusion. Overall, this symbol generated little support from the young people.

*"I've seen that – it's not tested on animals"* (Girls 11-12, Bridgend)

*"Wow, that tells me a lot about the product??"* (Boys, 15-16, Bridgend)

*"It doesn't hurt animals? But they're dead anyway?"* (Girls, 15-16, Suffolk)

## Ethics:



In contrast to the Freedom Foods symbol, young people were most likely to be aware of the Fair Trade concept, with some limited recognition for the logo. Awareness was highest amongst the urban and suburban groups, with the young people in Birmingham quick to draw reference to the poverty and deprivation that they have seen in their countries of origin. The concept was most frequently attributed to products such as Coffee and Chocolate (especially Green & Blacks), with most continuing to acknowledge it in the non-exploitation context. The urban groups, and to some extent the boys in the rural location, placed significant importance on this concept, although they were inclined to respond more to the word rather than the symbol.

*"Yeah I've seen that on coffee and produce...more money goes to the farmer"*  
(Girls, 13-14, Birmingham)

*"I don't look for it. It just catches your eye and you realise"*  
(Boys, 13-14, Suffolk)

## Assured Food Standard: (NB: replaced British Farm Standard in April 2005)



This revised symbol was recognised by most young people, whilst those who weren't familiar, claimed that it was relatively easy to interpret. This was most frequently associated with meat. The majority use the words and the flag to infer that it represents British standards, and provides consumers with a greater level of reassurance about the origins and production of the food that they purchase. Whilst many children are unsure of exactly what these standards entail, most agree that they imply quality. Overall, the majority agree that this is an important scheme, and many claim that they would judge food marked with this symbol more favourably than food without.

*"Yeah, I've seen that on milk. It's been tested"* (Girls, 11-12, Bridgend)

*"It means that the standards are high, and they haven't been touched without gloves"*  
(Girls, 13-14, Birmingham)

*"Is that British food standards or something, meaning that it comes up to standard with the regulations. Isn't it on meat, and eggs sometimes?"* (Boys, 13-14, Suffolk)

## Leaf Marque:



This symbol attracted the most confusion, with the majority of young people unfamiliar with it, and unaware of what it represents. The logo is considered relatively vague, and ultimately this impacts upon its relevance and importance amongst the children. There was some suggestion amongst the rural groups that it might be present on some types of butter, such as Clover, whilst other groups suggested it might relate to vegetables and eggs.

*"It's on butter, Clover. It looks more healthy and it's better for the animals"*  
(Boys, 11-12, Birmingham)

*"Producing goods that in a way that doesn't harm the environment"*  
(Girls, 13-14, Birmingham)

*"Never heard of it"* (Boys, 15-16, Bridgend)

## Guideline Daily Amounts / Traffic Lights :



As previously mentioned, nutritional labelling such as traffic lights and GDAs, have impacted significantly on young people. The majority recognise them, and a large number claim to use them. The labels are familiar from cereal packs. The majority consider this form of labelling to be very important and valuable. Many use them as a guide towards how much to eat, rather than what not to eat, reflecting their limited involvement in food purchasing. The colour coding works well for most, whilst the percentages and amounts have contributed significantly towards a higher level of knowledge of recommended daily allowances.

*“Green is good for you, red is bad for you, and orange is OK”*  
(Girls, 13-14, Birmingham)

*“I normally look at them after I’ve bought something. If it’s a lot of fat, then I’ll eat a little bit of it one day...instead of not buying it, I’ll just eat smaller amounts”*  
(Girls, 15-16, Suffolk)

*“I don’t really know if 2 grams of salt is good or bad”*  
(Boys, 15-16, Bridgend)

The majority of children place the greatest importance on the Guideline Daily Amounts labelling. Young people living in Suffolk were most inclined to also value the Assured Food Standard and Organic labelling, whilst in Birmingham the children felt that Fairtrade was of significant importance.

*“(GDA’s) shows you what you’re supposed to eat, and for (Fairtrade) the money goes to the people that grow the food”* (Girls, 13-14, Birmingham)

*“I know the Fairtrade and Organic one, and the Assured Food Standards and the British one, but the rest I’m not entirely sure about”* (Boys, 13-14, Suffolk)



In Birmingham, references were also made to the ‘Halal’ symbol. Most commonly associated with meat, this label indicates that produce has been slaughtered according to Islamic rites i.e. whilst pronouncing the name of Allah or His Oneness, and with no electric shocks or machine blades.

Overall, young people were most likely to place significance on symbols that implied it would be **healthier for them** (e.g. GDA’s, Organic, Assured Food Standard) rather than whether it would be **kinder to the environment**, or **more humane for animals and wildlife**.

### 3.1.7 Branding

In terms of branding, young people are consistently influenced by the various media channels, with some children placing significant importance on the image and appearance of food packaging, using this as an indication of likely quality and taste. Most are suspicious of ‘value’ and ‘economy’ brands, with many claiming that brands such as Walkers, Cadbury’s or Marks & Spencers represent quality and expertise. Some refer to provenance in a similar fashion – Irish or Welsh beef, representing quality etc.

*“If a crisp advert is on TV, and then there’s another one that is not on TV so much, you normally go for the one that you see more”* (Boys, 13-14, Suffolk)

*“Tesco value microwaveable lasagne or Tesco Finest – You’d buy finest”*  
(Boys, 15-16, Bridgend)

## 3.1.8 The Influence of Television and Advertising

Parents and teachers are important sources of information on food and eating, but young people acknowledge that they also learn a lot about food from the Television. In particular, programmes such as *Jamie's School Dinners*, *You are what you eat*, *Honey we're killing the kids*, and *Gordon Ramsay's F Word* were frequently mentioned, whilst *Super Size Me* also appeared to have had quite an impact amongst the older children. They credit these programmes with promoting what types of food are good for you, what foods to avoid, whilst also demonstrating the possible consequences of an unhealthy lifestyle.

*"There's the Jamie Oliver one where they're all obese and they try and run, but they can't"* (Boys, 11-12, Birmingham)

*"Super Size Me which was about McDonalds. That totally put me off McDonalds"* (Girls, 15-16, Suffolk)

Girls in particular enjoy the sensationalist nature of these programmes, with several referring to Jamie Oliver's presentation on the content of chicken nuggets, and the projection of what unhealthy children will look like in 40 years time, featured on BBC3's *Honey we're killing the kids*. It's clear that many young people value the entertainment that these programmes provide, whilst their function as a source of information is a less obvious attraction.

*"When Jamie Oliver showed you what was in chicken nuggets. My sister ate them all the time, but now she doesn't, she eats chicken goujons"* (Girls, 15-16, Suffolk)

Advertising was also referred to throughout the discussions, with *Sid the Slug*, *Cheese Strings*, the *British Heart Foundation*, *Walkers Crisps*, and *Marks and Spencer* mentioned amongst others. The younger children in particular can recite a great deal of information from such adverts, often remembering exact phrases. The message regarding the recommended daily allowance for salt comes through strongly, with most groups aware that it is 6g. But children can be selective in what they believe – one boy in Wales referred to the *Cheese Strings* adverts as junk food advertising, disputing the claim that these are 100% cheese.

*"The one where he dies, and goes 'too much salt is bad'"* (Boys, 11-12, Birmingham)

*"Cheese Strings, they're as fake as they look"* (Boys, 15-16, Bridgend)

## 3.1.9 The Food Chain

Much like the previous study, the phrase 'food chain' continues to imply 'survival of the fittest', rather than 'traceability'. Requiring only a hint of explanation, young people easily grasp the idea of this concept quickly, although few show much interest in it. In Birmingham, the girls in particular felt that this concept could take them beyond the boundaries of their comfort zone, expressing reservations about knowing too much about where their food comes from, particularly if it was once alive. Others can see its commercial benefits, whilst few can relate to it on a personal level.

*"It would put me off, because you'd know what the chicken had eaten. If it was vegetables or chocolate maybe"* (Girls, 13-14, Birmingham)

*"It would be alright to know I suppose"* (Boys, 15-16, Bridgend)

## 3.1.10 Food Issues

Young people were relatively indifferent towards the issue of where their food comes from, with most assuming that the majority probably originates in Britain.

British food is most commonly associated with freshness and quality, with most young people recognising that it won't have travelled far in comparison to imported goods, and it will have faced strict British regulations. However, most children also acknowledge that certain foods are climate dependent, and therefore must be imported in order for us to benefit from greater levels of choice and variety.

*"I'd be a bit reassured if it was somewhere that was closer to where I lived. In the UK or something, because it's fresh food"* (Boys, 13-14, Suffolk)

*"I think we get a lot of meat and potatoes from this country, but fruit and stuff, we get a lot of that from other countries"* (Girls, 15-16, Suffolk)

In Birmingham, one girl felt it was important to import food, particularly from poorer countries, where farmers are not currently subsidised like they are in Britain.

*"From poorer countries it would be better, because they don't get subsidised as much as farmers do in Britain"* (Girls, 13-14, Birmingham)

Only a minority associate 'buying British' with patriotism and national pride. This was most likely to occur in rural locations, where children are most likely to appreciate the direct benefits of buying home-grown produce.

These young people were unaware of the current debate surrounding food miles. But most only required a minimal explanation in order to appreciate the concept, with many referring to the increased risks of pollution as a result of food being transported around the world. A few also expressed concern about wealthier countries buying food from poorer countries, particularly when there's a risk that the poorer nation won't have enough food left to feed their own people.

But few referred to the adverse effect that increased food miles might have on British producers.

*"In India...if they haven't got much food themselves, how could they make food for us"* (Girls, 11-12, Bridgend)

*"As long as they're safe, I don't mind where they've come from"* (Boys, 13-14, Suffolk)

## 3.1.11 Purchasing

All those in the groups buy the majority of their food from supermarkets, with Tesco, Asda, Morrisons and Sainsbury's mentioned most frequently throughout the groups. Few children get involved on a regular basis, seeing this as a simple approach. This lack of involvement contributes to their limited recognition of food labels and packaging.

*"Tesco have these vouchers for £5 towards a trip to South Africa"*  
(Boys, 15-16, Bridgend)

Young people were more likely to get involved in smaller, top up shops, which gives them the opportunity to ensure that their personal favourites are included. But in most cases they put in requests for favourites, or depend on parents' appreciation of their preferences.

Children across the locations can name occasions when their families buy from alternative outlets, such as going to the butchers for the Sunday joint, or using a local wholesaler for fruit and vegetables. In most cases, the motivation for this is usually better quality.

*“If my mum is cooking a chicken, she doesn’t bother going to the butchers, she goes to Tesco”* (girls, 11-12, Bridgend)

*“If my mum does a roast on Sunday, she’ll go down to the butchers to get a piece of meat. The butchers seems fresh, better quality than the supermarket”*  
(Boys, 13-14, Suffolk)

Amongst the Birmingham groups, families were likely to use alternative producers when sourcing halal meat and poultry.

*“Asian supermarkets for meat, because it’s halal”* (Girls 13-14, Birmingham)

Few, apart from those living in Suffolk, were aware of Farmers markets, or indeed what their purpose is. Older boys in Wales, and girls in Birmingham, imagined them to be dirty, smelly places, where farmers sell their livestock. Amongst those who are familiar, most believe that local produce is healthy and fresh, although some claim that farmers markets are infrequent, and therefore cannot be used as a regular alternative to supermarkets.

*“Is that where they go round selling sheep to other farmers? ...we don’t live near farms, we live near Cadbury World!”* (Girls 13-14, Birmingham)

*“(They’re) a bit hectic. (I would go more often) if it was a bit more exciting, and a bit more local”* (Boys, 13-14, Suffolk)

### 3.1.12 Involvement

These young people’s involvement in food relates primarily to the way in which they themselves are affected by it – food enjoyment, issues of personal health, and obesity. Health continues to receive high profile coverage from the media, enhanced further by aspirational figures such as Jamie Oliver fighting the cause.

Relatively few had any wider concerns, although more could see that there were environmental and fair trade issues, when asked specifically.

But social and environmental issues are harder for young people to appreciate and understand, particularly on a personal level. As a result, they invite a certain degree of apathy, reinforced by powerlessness.

*“I think I know enough, although there is a lot I don’t know”* (Girls, 15-16, Suffolk)

## 3.2 Farming

Involvement and knowledge of farming varied between the groups. Most, if not all had visited a farm at least once during their childhood, but for some (e.g. suburban and urban) this was a one off occurrence, whilst for others (e.g. rural) farming was part of their daily lives. For the Birmingham groups, many of their references to farming relate to their family run ventures abroad.

Overall, views and opinions towards farming in Britain show very little difference by age. In terms of gender, girls had less interest, with some finding it difficult to relate to farming on a personal level.

*“They’re all old. They’ve got sad lives, because all they do is look after animals. They can’t go out clubbing or anything”*  
(Girls, 13-14, Birmingham)

Variations between locations reflected the degree of knowledge, but the picture remains broadly consistent.

### 3.2.1 Farming Practices

We asked children to compile a list of typical farm produce. Nominations were relatively consistent with the previous study, focusing primarily on foodstuffs.

Reponses include:

- Wheat, Oats, Corn
- Rice
- Milk, Cheese, Dairy
- Meat
- Fruit and Vegetables
- Crops
- Organic food
- Sugar
- Poultry
- Barley

Herbs, Malt, Hops, Drinks and Fish were never nominated, whilst non-food produce such as Wood, Timber, Reeds and Willows were also absent. Young people also had difficulty understanding the term Energy Crops, asking for further clarification. For Sugar, at least some were thinking of sugar cane, but not beet.

Most young people can name a selection of farm produce, ranging from crops through to livestock. However, few manage to delve below the surface, to include varieties or types of produce.

*“You just don’t realise they produce all that stuff”*  
(Boys, 13-14, Suffolk)

### 3.2.2 Definition of Farming

In some cases, the definition of farming has progressed from the narrow and obsolete portrait described in the previous study. However, perceptions remain relatively dated, with some children struggling to appreciate the qualifications and business acumen that farming requires. Nevertheless, some quite sophisticated images are also present, such as the use of complex combine harvesters. Boys in the Wales groups guessed that a modern tractor could easily cost £100,000.



The majority of young people focus on the manual skills that farming demands, such as skills with animals, looking after the land, and maintaining fences and mechanics. They have difficulty understanding the relevance of accountancy and management skills, and in particular, they quickly dismiss the idea that farmers need skills in Information Technology.

*“Use computers to sell things, and type”* (Girls, 11-12, Bridgend)

*“You don’t need (IT). Hi-tech machinery...it’s a tractor!”* (Boys, 15-16, Bridgend)

In terms of what farming involves, many young people struggle to look beyond the concept of food production. Most approach this subject with a degree of naivety, with their use of language and narrow spectrum of responses indicative of their undeveloped levels of knowledge.

*“I always thought farms were food”* (Girls, 13-14, Birmingham)

When we presented them with a list of uses, most children accepted the relevance and purpose of the different features, although many of them were not top of mind. Some queried the definitions of Conservation, Land based Engineering and Farriery, and others had difficulty accepting that Tourism and Fish Farming were elements of farming.

*“Fish Farming, I don’t really call that farming really. When I say farming, I assume land, not sea”* (Boys, 13-14, Suffolk)

Spontaneous responses included:

- Growing and selling things for a profit
- Primary industry
- Looking after animals – cattle, pigs, chickens
- Milking cows
- Producing and supplying food
- Growing crops
- Driving tractors
- Collecting eggs
- Cooking from scratch

One of the most significant contrasts arose when talking about the perception of farming in the 21<sup>st</sup> century. Whilst most young people agree that it’s a traditional and long established occupation, children in the rural and suburban locations felt that this makes it very old fashioned and dated as a consequence. By contrast, many of the children in Birmingham draw their references from farms in Pakistan and Bangladesh, and recognise that farming in Britain is very modern and progressive in comparison, with wealthy farmers using hi-tech machinery.

*“It’s more advanced over here, with machines. Over there people rob the food because they need it, but over here they won’t be able to because of guard dogs and that” (Girls, 13-14, Birmingham)*

*“Sometimes roots can disappear, but farmers speak a bit ‘yokel’...it used to be common, but it’s not so much, it’s just our old way of life”  
(Boys, 13-14, Suffolk)*

*“It’s like going back in time...some people haven’t seen pigs apart from on the telly”  
(Girls, 15-16, Suffolk)*

*“Not a hip thing to do, it’s all family businesses. No one wants to go into it anymore because there’s not much money”  
(Boys, 15-16, Bridgend)*

### 3.2.3 Portrait of a Farmer

When asked to describe what a typical farmer looks like, the groups became very articulate and animated. Responses were relatively consistent across the groups, with most children particularly enjoying this element of the discussion.

*“He’d have an accent, a Suffolk accent, chewing on corn with a dog. They’re really laid back...used to the surroundings, they don’t like anything new”  
(Girls, 15-16, Suffolk)*

|                     |   |   |   |
|---------------------|---|---|---|
| Rural responses:    | <i>Muddy<br/>Dirty<br/>Tools<br/>Grey hair<br/>Old fashioned<br/>Talks loudly (ears damaged by machinery)</i> | <i>Overalls<br/>Wellies<br/>Dog<br/>Beard<br/>‘Yokel’</i> | <i>Hat<br/>Accent<br/>Chewing straw<br/>Tartan jacket<br/>Green clothes</i> |
| Suburban responses: | <i>Wellies<br/>Dungarees<br/>Dodgy cap</i>  | <i>Farmers hat<br/>Body warmer<br/>Chewing corn</i>       | <i>Old shirt<br/>Aged 40-50<br/>Shepherds crook</i>                         |
| Urban responses:    | <i>Trampy<br/>Chequered shirt<br/>‘Hillbilly’<br/>Braces</i>  | <i>Smelly<br/>Old<br/>Tatty jeans<br/>Lumber jack</i>     | <i>Wellies<br/>Straw hat<br/>Carry fork / spade<br/>White shirt</i>         |

Rural children were most inclined to describe actual people living in their community, whilst urban students made references to television programmes such as Emmerdale. The ‘Weetabix’ advert was mentioned in several groups, with a few children indicating that this symbolised their impression of a typical farmer.

Several stressed that a farmer was likely to be older, in order to have gained the necessary experience, and also that he probably came from a farming family.



Weetabix Advert 2006



Emmerdale

*"You get an image of them from cartoons and the TV"* (Boys, 11-12, Birmingham)

*"I like the advert when the scarecrow came back to life"* (Boys, 15-16, Bridgend)

When asked to describe the characteristics of a typical farmer, responses were both positive and negative. Attributes ranged from, grumpy, stubborn and reclusive, through to hard working, caring, patient and strong.

*"Probably older men because they're stronger...their dad's were farmers...they've got to like horses and animals, and getting up early and going to bed late"*  
(Girls, 11-12, Bridgend)

*"I think they'd have a family...not mind getting dirty...patient...and dedicated and hard working"* (Girls, 15-16, Suffolk)

Almost all young people agreed that farming requires a great deal of dedication, with some also recognising that in most cases it's a life long commitment. The younger boys in Birmingham took this to the extreme, claiming that farming involves a great deal of sacrifice, requiring men to spend time away from their families in order to provide them with a certain standard of living. This reflects their experience of farming in third world countries.

*"You have to give up things, and live on your own. You have to leave your family behind, because you can't do two things at once"* (Boys, 11-12, Birmingham)

In general, farming is rarely perceived as an accessible occupation, with many young people recognising that responsibility and ownership are usually passed down through the generations of one family. Children commented on the money required to buy land, livestock and machinery, therefore implying that there are many barriers to entry.

*"A good credit rating, because the machinery costs a hundred thousand pounds for a tractor"* (Girls, 13-14, Birmingham)

*"If you've got money to buy it, like livestock and land, a farmhouse and tractors"*  
(Boys, 13-14, Suffolk)

*"Farmers are meant to be rich aren't they? ...It's normally run by a family"*  
(Girls, 15-16, Suffolk)

### 3.2.4 Farming Issues

As previously mentioned, the Organic debate ran throughout the groups, with some young people significantly more informed than others. For the majority, organic implies healthy, primarily because it hasn't come into contact with pesticides and sprays. For most, this represents the extent of their understanding, although there was one girl in Birmingham who was particularly well read on the subject, concluding that there was no evidence on the long term benefits of Organic, and in her opinion it was very overpriced. Much of her information came from Newsround and the Internet.

*"I don't buy organic, it's generally more expensive and I don't think it's much different in the long run because all vegetables are washed"* (Girls, 13-14, Birmingham)

There were a few children in the rural and suburban locations whose families regularly bought organic produce, although they were in the minority. Most young people recognise its expense and health benefits, without acknowledging its contribution to wider environmental issues.

Free-range produce was also discussed during the groups, with most young people finding this an easier concept to understand. Most often attributed to eggs, most children recognise that free range refers to animals being able to roam more freely. Some children assumed that organic produce would also be free range.

*“It’s not kept in cages or anything. I’d prefer to buy something that was free range”*  
(Boys, 13-14, Suffolk)

*“Things aren’t in cages, like battery chickens. They’re allowed to run about...it makes you feel better, you know they were looked after”* (Girls, 13-14, Birmingham)

Most of the groups had some knowledge of fertilisers and pesticides. Much like the previous study, fertilisers are generally perceived quite positively, with a number of children acknowledging that they contain nutrients that help plants and crops to grow. The oldest boys had studied fertilisers in school and were the most knowledgeable, talking about phosphates, potassium and nitrogen, and aware that fertiliser use can cause residual pollution.

Pesticides are often referred to as chemicals, and consequently receive a fairly negative response from young people. With a number of children linking them to the organic debate, most conclude that if organic is deemed to be much healthier, pesticides must therefore be unhealthy. One older boy talked about other pest control mechanisms, for example, introducing certain flies to control pests in sugar cane.

*“You put them on crops, and it makes them grow better”* (Boys, 11-12, Birmingham)

*“Pesticides keep away animals like slugs. Fertilisers help plants to grow and put all nutrients into the soil. (I prefer) treated food, because they’ve been more looked after, and no animals have urinated on them”* (Girls, 13-14, Birmingham)

*“They’re chemical. They get rid of bugs so they don’t eat all the crops”*  
(Boys, 13-14, Suffolk)

*“They cause all the pollution at the moment”* (Boys, 15-16, Bridgend)

Much of their knowledge and information on farming issues such as these, are gathered at school, primarily during science and geography lessons. A number of children mentioned recently studying particular elements of this topic, including Fertilisers and Pesticides, and Organic food.

## 3.3 The Countryside

This element of the discussion produced the most disparity across the groups, with young people in the urban groups displaying limited knowledge of the British countryside.

Views and opinions towards its attributes and function remain relatively consistent, although involvement and knowledge levels vary considerably.

### 3.3.1 Visiting the Countryside

Most of the young people in the groups had actively visited the countryside within the last few years, with those living in rural locations most likely to do so on a regular basis.

For the children living in the city, visits to the British countryside are most likely to have been organised by the school, with many children mentioning a trip they went on whilst at primary school. But for many, the closest they ever come to visiting again is when they pass through on the motorway.

*“You don’t visit it, you just go through it on the motorway”*  
(Girls, 13-14, Birmingham)

For children in the Birmingham groups, their most recent visit to ‘the countryside’ is likely to have been abroad, with most finding it easier to recall the details of a foreign visit, as opposed to a local one. With some 15% of children in the UK now from ethnic minorities, plus other children whose families have second homes or wider family living abroad, the numbers with such overseas links are now significant.

*“It’s much cleaner here, Pakistan is all grey”*

*“I’m not interested in seeing the animals now, because we’ve seen them so many times before”*  
(Boys, 11-12, Birmingham)

Those living in rural and suburban areas are more likely to appreciate what the British countryside has to offer on a personal level. A number of children mentioned visiting friends in the countryside, playing football, shooting birds, and generally having a relaxing time. In comparison, the urban children are inclined to appreciate the aesthetic qualities of the countryside, without acknowledging how they could impact upon their lives.

*“In the city you have shops, but you can’t go shooting and fishing. You can’t do as much in the city”*  
(Boys, 13-14, Suffolk)

*“For holidays...fishing...our mate lives there. It’s nice on a summer’s day”*  
(Boys, 15-16, Bridgend)

In spite of this disparity of experience, children’s descriptions of the British countryside are relatively consistent, with words such as fresh, green, quiet and open, frequently mentioned. Those who visit regularly talk about the countryside with a great deal of pride, recognising that it’s a nice place to visit, and that the majority of their food originates from there.

*"It sounds like a big garden, and not so much money to buy a house"*  
(Girls, 11-12, Bridgend)

*"Everyone I know that's worked in London says they prefer it here, they didn't realise there was a place like here"*  
(Girls, 15-16, Suffolk)

### 3.3.2 The Purpose of the Countryside

The main reasons given for visiting the countryside involve factors such as fresh air, peace and quiet, relaxation, and to escape from pollution. Leisure pursuits such as walking, cycling, fishing and shooting are most likely to be mentioned by those who visit regularly. This is similar to the previous research.

But in contrast to the previous study, the majority of young people were reasonably informed on the principle of needing the countryside in order to live. A number of children throughout the groups talked about the implications it has on food production and the preservation of wildlife. Those living in Birmingham were more likely to have difficulty suggesting recreational uses.

*"We're damaging the health of the animals if we don't have the countryside – there would be more pollution if there were more cities"*  
(Boys, 11-12, Birmingham)

*"Loads of animals would die, it would be just junk food...we wouldn't be able to live would we"* (Boys, 13-14, Suffolk)

*"We get food from it"*  
(Girls, 13-14, Birmingham)

*"It's quite important to us, because of the food chain"*  
(Girls, 15-16, Suffolk)

### 3.3.3 Who looks after the Countryside?

When asked who looks after the countryside, most young people instinctively talk about those who live there - farmers, or residents and homeowners. Both suburban (Wales) immediately said this was everyone's responsibility – i.e. all those who visit or use. After further prompting, some children suggest that the Government or council might contribute.

Young people remain far from certain on the facts regarding this, with no spontaneous mention of any environmental bodies. The majority of children are inclined to believe that responsibility for the countryside is generally conducted at a personal level, with few recognising the scale of co-ordination and organisation required to maintain and preserve these parts of the country.

*"If everyone does their bit, it won't need everyone to look after it"*  
(Girls, 11-12, Bridgend)

*"People who live there, farmers and their families"* (Boys, 11-12, Birmingham)

*"The Government. The people couldn't stop a really large supermarket, but then the Government could"* (Boys 13-14, Suffolk)

Much like the previous study, the concept of guardianship relates most frequently to the people who live in the countryside, rather than to those who visit. In particular, children who live in rural communities are the most likely to show any degree of ownership for the countryside, whilst those living in urban and suburban locations are likely to show a reserved approach.

*“It’s our country”* (Girls, 11-12, Bridgend)

*“There’s just space to do what you really want...not as uptight as cities...everybody knows each other. We wouldn’t be anywhere without it”*  
(Boys, 13-14, Suffolk)

*“At the back of our house we’ve got two fields. One of them was set aside, and it was all going to be built on, like new houses. We’ve all clubbed together and each bought a strip of land because we don’t want stuff to be built on it”*  
(Girls, 15-16, Suffolk)

Overall, almost all young people acknowledge that the countryside is worth protecting, although it’s not clear whether many truly appreciate what this actually involves.

### 3.3.4 Aspirations

Perceptions of the countryside are varied, with most young people indicating that the peace and quiet makes it an ideal place for older people and maybe young families to live.

When asked about what it can offer people of their age, many rural and suburban children cite freedom and safety as key benefits. Much like the previous findings, however, the lack of transportation and independence are once again mentioned as reasons for not wanting to live in the countryside.

*“More freedom, because it’s safer. You’re allowed out later than if you’re in the city. But there’s not as much to do, and if you live out in the sticks, you always have to rely on your mum to take you places”*  
(Girls, 15-16, Suffolk)

Young people living in the city are the least inclined to show enthusiasm for what the countryside has to offer, with many commenting on the isolation, lack of entertainment, and scarce number of amenities. Some also argue that people living in the countryside have limited social skills, primarily as a result of the isolation.

*“There are only two shops!”*  
(Boys, 11-12, Birmingham)

*“They’re not into modern things like music. They’re boring, we do more socialising”*  
(Girls, 13-14, Birmingham)

**Benefits** of the Countryside: Relaxing  
Peace and quiet  
Less pollution - fresh air  
Sport and leisure activities  
Somewhere to go on holiday  
Wealthy people live there  
Somewhere for animals to live  
More freedom (rural groups)  
Safer (rural groups)  
No cars (Urban groups)

**Disadvantages** of the Countryside:  
Fewer job opportunities  
Fewer shops  
'Behind the times'  
Reliance on parents – less independence  
Poorer transportation links  
Less entertainment – places to gather with friends  
Poorer educational resources (urban groups)

Whilst the vast majority of children recognise the overall importance of the countryside, there is a clear lack of knowledge about the resources that are available there. Most children in Birmingham, and a few in Bridgend, questioned whether there were schools in the countryside, whilst the youngest boys in the city were adamant that modern technology such as televisions would not be available. When questioned further on this matter, these boys also assume that country born children are very deprived in terms of education, with few of them able to read and write.

*“Less chance of becoming Prime Minister if you live in the countryside, because you’d have less education and they don’t know how to write properly, not joined up, and they can’t spell”*

*“No shops, can’t watch much television, they’re working on the farms all the time. We’ve got a better knowledge of technology, they have more knowledge of farming”*

(Boys, 11-12, Birmingham)

### 3.3.5 Career Choices

Towards the end of the discussion, children were asked to name some of the jobs that involve working in the countryside. Amongst the rural and suburban groups, responses fell into two categories – those who are involved in working the land, and those providing standard services in the countryside.

|                       |                   |
|-----------------------|-------------------|
| <i>Farmer</i>         | <i>Landscaper</i> |
| <i>School teacher</i> | <i>Fisherman</i>  |
| <i>Pub landlord</i>   | <i>Postman</i>    |
| <i>Shopkeeper</i>     | <i>Milkman</i>    |

Responses from the children in the Birmingham groups differed slightly, focusing on farming. Their suggestions in part reflected their experiences of farming in third world countries.

|                        |                                   |
|------------------------|-----------------------------------|
| <i>Ploughing</i>       | <i>Milking the cows</i>           |
| <i>Collecting eggs</i> | <i>Trading food at the market</i> |

Children were then presented with a selection of potential careers that involve working in the countryside. The list was taken from the LANTRA booklet, and was also used during the last phase of research. Careers that were of potential interest varied by sex :

**Boys :**

*Landscaping*  
*Land Based Engineering*  
*Agriculture*  
*Conservation*  
*Game Keeper*  
*Vet (but not Veterinary Nursing)*

**Girls :**

*Animal Care*  
*Floristry*  
*Equine Studies*  
*Veterinary Nursing*  
*Conservation*  
*Landscaping*

Overall, the boys were most inclined to choose jobs that involve some form of technical expertise or physical exertion, whilst most of the girls opted for careers that require an element of compassion, or aesthetics.

Within each of the groups there were children who struggled to find any of the options appealing. The majority felt that the countryside couldn't offer them the range of opportunities or indeed the money that urban life could, with some claiming they might choose to live and work there when they were older (at least 30).

### 3.4 Overall

Children and young people in this age group combine a sense of idealism and optimism with an awareness of their own very limited power to change events. Most are content to rely on parents and wider authority to look after the day to day business of ensuring things get done, concentrating instead on their own immediate world and needs.

Their relationship to food and food production is very personal – what is in it for them, rather than any great involvement in environmental or economic issues as such.

Farming and countryside perceptions are shaped by their experience, with clear variations between those from true rural areas and those elsewhere, plus an additional (and likely to increase) dimension relating to those with ties to other countries.

The nature of the curriculum means that visits to the countryside, and projects with a related focus, are more likely to take place at primary level. Whilst such trips and activities are often memorable (because they are different and enjoyable), their impact fades over time. As a result, it is the younger children who may have clearer perceptions.

An outdated view of the countryside means that many young people fail to appreciate the scope of careers that are possible. In addition, the image of the countryside as a place to be calm and relax can also imply boredom and backwardness. Many regard the countryside as somewhere they may have more time for when they are older.



|     | PER 100g         | PER PACK |
|-----|------------------|----------|
| MED | <b>Fat</b>       | 18.5g    |
| MED | <b>Saturates</b> | 3.1g     |
| MED | <b>Salt</b>      | 2.0g     |
| LOW | <b>Sugars</b>    | 3.6g     |
|     | <b>Calories</b>  | 389      |

2.

Agriculture - crops / livestock / machinery

Fish Farming / management

Horticulture

Forestry / Woodland

Landscaping

Conservation

Leisure activities

Country sports

Tourism

Non-food crops

Looking after the land

Maintaining fences / walls

Access / rights of way / paths

3.

Cereals / Grains / Corns

Energy Crops

Herbs

Meat / Poultry

Dairy (e.g. milk, cheese, eggs)

Wood / timber

Vegetables

Oats

Malt / hops for alcohol

Sugar

Drinks

Speciality products (e.g. ice cream, yoghurts, clotted cream fudge)

Fish

Reeds / Willows

Fruit / Orchard crops / soft fruit

Barley

Potatoes

4.

Ability to be able to show initiative

Being flexible / adaptable

Willingness to learn about new technology

Business Acumen

Skills in: Problem solving

Communication

Accountancy

Team working

Management

Leadership

IT

Veterinary

Conservation

Animal Care

Hi-tech machinery

Mechanics

5.

Agriculture

Animal Care

Aquaculture

Environmental Conservation

Equine

Farriery

Fencing

Floristry

Gamekeeping and Wildlife Management

Land based engineering

Landscaping

Production Horticulture

Veterinary Nursing