



10 CHALLENGES

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

KEY DATES:

- Schools' Challenge Launch Meeting** - 1st February 2023
- Twilight Support Session 1** - 8th March 2023
- Twilight Support Session 2** - 26th April 2023
- Twilight Support Session 3** - 17th May 2023
- Twilight Support Session 4** - 7th June 2023

FORM DEADLINES CHECKLIST:

- Expression of Interest** – 31st March 2023
- Ticket Application Form** – 5th May 2023
- Insurance Form** – 5th May 2023
- Photo Permission Form** - 5th May 2023
- Challenge Summary** – 26th May 2023

For more information on your journey and key dates go to:
lincolnshireshowground.co.uk/education
www.lincolnshireshow.co.uk/kids-zone/schools-challenge

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

- Potential to simplify for Early Years and SEN
- A longer project involving planting/growing
- A quicker project

All challenges can be extended or simplified, get in touch for support

The challenges are student-led, encouraging them to research their ideas and present their findings. You will have the opportunity to work with an ambassador 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.

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 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 Early Years, Primary, Secondary, Special and Independent Schools in Greater Lincolnshire and surrounding areas. We also welcome external, clubs, groups, and associations.



GETTING STARTED

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 2023.

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#schoolschallenge23 @LASEducation

THANKS TO OUR SPONSORS



CHALLENGE
1

GROWING RESILIENCE



In response to the Government's Health and Wellbeing Plan, students are tasked with creating a way of improving wellbeing amongst their school and local community, developing new skills within horticulture and agriculture.

Students can develop a piece of land to utilise for gardening and growing to bring about positive change. The area could be an area for solace and calm creating a sensory and therapeutic experience. Gardening can help support wellbeing through physical and mental health, developing a community and extending learning. Can you evoke the senses through the types of planting to boost mood and calm the mind or even think about foods for health benefits?

Children should learn about how important mental health and well-being is and how to apply their knowledge to the task, thinking about practical ways wellbeing can be improved. Students should show evidence of research and record their journey along the way. Could you measurably increase happiness by using and demonstrating new-found horticultural skills? How about sharing your learning and product of growth with a takeaway pack filled with calm to share with friends, family, and the wider community?

CHALLENGE
2

NATURE NURTURE



Can you create your very own 'nature reserve' - a protected area for flora and fauna? Students are to develop an area to attract new wildlife and improve habitats and micro-habitats within the school grounds or local community? The importance of a balanced ecosystem is essential for life, students should research and implement a plan of action to maintain life and increase biodiversity? Could you even attract a rare and endangered species? Students should research habitats and environments with a view to recreating a shelter or sanctuary for wildlife and developing the natural features within that space. A diary or record of the Challenge journey should be produced using a media of the students' choice, documenting signs of life and species identified. Learning could include living processes, wildlife conservation, observations and data collections, with a potential visit to a local nature reserve to develop knowledge further.

CHALLENGE
3

ART FROM THE HEART



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. Your challenge is to showcase The LAS by creating a piece of artwork made from majority recycled or reclaimed materials? The Lincolnshire Agricultural Society is committed to maintaining a sustainable future and would like to install the winning artwork within the grounds so it's important that your artwork is impactful, free standing and weatherproof where possible (minimum size approx. 1mx1m). The art should incorporate the Lincolnshire Agricultural Society ethos and represent the Society in some way. The Challenge should show research techniques, new skills and knowledge and understanding of the recycling and reclamation procedures. Students must document the planning, design and prototype stages. To extend the challenge, how about using computer aided design, include a mechanical element with gears or pulleys or new techniques in line with the curriculum?

Students are tasked with developing a campaign to promote recycling in the school, families and wider community, along with an action plan of how to improve current practices and change mindsets.

CHALLENGE
4

ROOTS AND HOOVES



Showcasing the legacies of Lincolnshire!

Students are to recognise our great county of Lincolnshire by researching and interacting with members of the community involved in the heritage of native Lincolnshire foods and animals. From the Lincolnshire sausage to the Lincoln Longwool, can you base a project around one (or more) Lincolnshire asset? We would like you to select from the array of Lincolnshire produce and/or livestock to create a marketing plan with the intention of increasing awareness and placing Lincolnshire heritage firmly on the map.

With the Lincolnshire Show in mind, students should research and plan a marketing campaign to enlighten visitors to the show, the county and wider; what is great about our Lincolnshire heritage. The platform for scope is huge and students must get creative through different forms of promotional media. From developing, social media channels, radio jingles, press releases, promotional adverts, design of sales or informational websites and so much more. Credit will be given for the diverse research methods and media opportunities explored.

How about taking us on a journey of a Lincoln Longwool from farm to competition at The Lincolnshire Show, or come up with a new twist on a Lincolnshire food product and design the stand at The Lincolnshire Show? This is a chance to get creative in promoting the uniqueness of your chosen animal or food(s).

CHALLENGE
5

SOIL SCIENCE!



Lincolnshire is the breadbasket of England and the Ukrainian crisis has created a worldwide grain supply problem. Lincolnshire soil is renowned for its fantastic growing properties and provides a fertile base for many crops. Students must take on the role of an agronomist (crop doctor!), concerning themselves with the health and wellbeing of crops. Students must devise a fair test looking at different types of soils to grow crops under different soil conditions. Students must set their own parameters of a scientific test to work out the best growing conditions and the different factors that can affect them. Students must accurately gather, record and present their data to draw conclusions to what the best variables are to improve the health of the crops. Research into soil nutrition, the role of an agronomist and advancements in farming can all be explored as part of the project.

Can you identify which parts of Lincolnshire are ideal for certain crops and evaluate why this is? Farmers carefully align their quest for ideal growing conditions with the balance of looking after the environment and working towards being carbon neutral. Using what you've learnt about healthy soils can you design the perfect field or come up with an innovation that can help farmers grow healthy crops as well as look after the environment and think about carbon stores.

CHALLENGE
6

THE POWER OF WATER



The county of Lincolnshire is surrounded by a diverse coastline of over 50 miles, but the land around is often prone to flooding. This is becoming more apparent as time goes by, having implications for farming. ADA, the membership organisation for flood risk and water level management authorities, invites you to research and design a drainage system to help both the wetlands of the coast and the drier, inland farms? You would need to show detailed investigations into the construction of your design with a miniature model creation. Students must research current flood defences across the county, including man-made and natural ideas, analysing the positives and negatives. Can students consider water management for sustainable food production while improving conservation and protecting habitats? Your challenge is to help future-proof farming across Lincolnshire and provide a solution for instances of drought and flooding.

CHALLENGE
7

VEG OUT



The importance of a healthy diet encompassing your five-a-day can never be overstated. We would like students to plot and plant a range of vegetables, outlining their research and reasons behind your choice of plants.

Students must design and create a miniature vegetable plot using practical planting schemes to inspire others to grow their own food. Along with a growing journal, documenting the stages of research and design, students should incorporate recipes containing ingredients available from their vegetable plot promoting healthy eating and nutritional awareness.

Credit will be given to gardens that incorporate a theme around a book, suitable for their age category. Can you run with that theme to get creative and bring fun and interest to your garden? The miniature garden should bring great inspiration from your book, drawing out decorative themes and aesthetic additions. The ideas are endless!

CHALLENGE
8

LINCOLNSHIRE ROOTS

Supported by
BRANSTON

Fresh produce suppliers, Branston Ltd invite 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 fresh produce products that could be supplied to major retailers throughout the UK. The focus should be on vegetables (including potatoes) that can be grown in Lincolnshire.

As part of the challenge schools should try to grow some of their own vegetables, selecting the best produce to go to market. They will need to 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 products 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 costs 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.

(Planting in March or before is highly recommended)

CHALLENGE
9

FARMING THEN, NOW & THE FUTURE



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.

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

Dairy Farming ● Arable Farming

Poultry Farming ● Horticultural Farming

Livestock ● Renewable Energy Farming

Schools should look at changes over the years along with delving into what the future might hold 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 issues arising.

CHALLENGE
10

GEN Z-ERO - CLIMATE LEADERS OF THE FUTURE



After the pivotal COP26 climate talks and the current energy crisis, it has sparked discussion and crucial action in turning the tide on climate change. 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.

Findings from conducting an audit on the school's current environmental and sustainability performance, should be reviewed, and used to generate an action plan to raise environmental awareness and improve carbon impact.

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

Energy use ● Food ● Travel ● Litter

Water ● Waste ● School /Community Grounds - Biodiversity, planting etc.

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.