

Slowing Down our Food

Lesson Title: Food and Food Security: Slowing Down our Food	Grade: 9-12	Subject: Social Studies	Time: Four 60 minute classes	Unit: Interactions and Interdependence of Nations; Dynamic Relationships; Resources and Wealth	Topic: Food Security	Cross-Curricular Components: Science; Health
URL: http://www.fallsbrookcentre.ca/teaching/docs/Lesson_Plans/whole_world_foodsecurity.pdf						
Lesson Description: Provides students with the opportunity to explore where their food comes from and what processes impact its arrival in the grocery store. This lesson also provides students the opportunity to discover the meaning and significance of food security, the slow food movement, and the CSA (Community Shared Agriculture).			Curriculum Outcomes: <ul style="list-style-type: none"> ● Outcome: IN9.2 Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education. (a, b, c, d, e, f) ● Outcome: IN9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society. (a, d) ● Outcome: DR9.3 Assess the relationship of the natural environment in the development of a society. (a, b, c, d, e) ● Outcome: RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied. (a, b, c, d) ● Outcome: RW9.2 Appraise the significance of trade and transportation in the development of the societies studied. (a, b, c, d) ● Also satisfies some curriculum areas for Grade 10-12; see curriculum documents. 			
Materials: <ul style="list-style-type: none"> - Sheets of poster board or paper to cover one blackboard or green board. - Colouring tools such as paints, pastels, pencil crayons. - Old magazines to cut images out of. - Recording device like a mini-disk for those conducting interviews. - Plan for safe transportation to and from the grocery store 			Assessment: <ul style="list-style-type: none"> - Teacher-given quiz - Journal of research activities - Evaluation of a technical report or map project - Teacher observation - Class participation 			

Procedure:

Before:

Pose these questions to the class:

How is it that hunger and poverty exist in areas of high agricultural production?

In your own words, how would you describe Food Security?

What would achieving food security look like for farmers in developing countries? In Canada?

During:

Locate: Make a map of your area. The idea is to make a giant mural complete with interview transcripts, research findings, photos, collages, etc. Take into consideration: Where does the agricultural land lie? Where are the industrial areas? Where is most fertile and what are the main crops that are grown there? Where are our watersheds, where are our wilderness areas?

Interview: Find out who your local farmers are, where they are located and what crops they grow. Where do they sell their produce to? Is it organic or conventionally grown? What do they view as the greatest obstacles to farming? Are there any CSA farms in your area? What is the history of CSA farms? What does it cost to become a shareholder?

What is the shareholder entitled to?

Consider: Visit your local grocery store. List all the products (do not limit yourself to produce!) that are grown locally, compare prices with products that are shipped in from out of province / out of country. What is the farthest place within Canada that food comes from? What is the farthest place internationally? How many products carry the Fair Trade Logo on them?

Bring it Home: Do a survey of your home. Does your family grow any of its own food? If so, for how many months of the year is it able to provide for you? If possible, bring in photos to share with classmates.

After:

Pretend that you are the owner of a small café dedicated to serving in-season, local foods. Research recipes and ideas. Is there a slow food group in your province? Check out www.slowfood.com or www.slowfood.ca for ideas.

Design a menu for all four seasons; be as creative as possible. How will you convince people that this is a worthwhile approach to food? Consider starting a class, school, a community project of creating a schoolyard garden that will provide “living lunches.”

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