

**Critical Issues - Lesson Plan**

**“An Introduction to Food and Trade”**

**Unit:** Resources and Wealth; Power and Authority; Interactions and Interdependence of Nations

**Specific Topic:** Food Security

**URL:** [http://www.oxfam.ca/sites/default/files/ox\\_food\\_security.pdf](http://www.oxfam.ca/sites/default/files/ox_food_security.pdf)

**Lesson Description:**

Students will learn about food as a basic human right, free trade and how it affects food security and developing nations, and what they can do locally to make a global impact in a workshop style lesson.

**Curriculum Outcomes:**

**Grade 9**

Outcome - IN9.4: Determine the influence of worldview on the choices, decisions, and interactions in a society. (a, b, d)

Outcome - PA9.3: Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada. (b, c, d)

Outcome - RW9.1: Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied. (a, b, c)

Outcome - RW9.2: Appraise the significance of trade and transportation in the development of the societies studied. (b, c, d)

*Also meets the curriculum for areas in Grade 10-12; see curriculum documents.*

**Additional Cross-Curricular Connections:** Health

**Assessment/Extension:**

- Teacher-given quiz
- Teacher observation
- Class participation in discussions

**Materials:**

- Flipchart or blackboard
- Photocopies of true/false quiz
- *Global Villagers - Grains of Life* video
- Photocopies of quotes
- Photocopies of *Think Globally - Act Locally*

## Procedure:

### Before

- Introduce Oxfam Canada to students
- Provide the opening comments on food insecurity and free trade (pg. 5)
- Brainstorm as a class words that students associate with “food security” and “food insecurity,” and ask them to file them under one of these two headings. At the end, evaluate the list as a class and decide if any need to be moved.
- Read the Oxfam Definition of *Food Security*
- Ask if there are any additional ideas from the definition
- Restate that food is a basic human right
- Summarize that food insecurity is to be malnourished, and explain what this means
- Emphasize or add the word “trade” under food insecurity. There are many factors that threaten food security. However, trade policies often feature prominently in the equation. This is because trade policies determine how much of a country’s agriculture will be designated for export and how much will be left for domestic consumption.
- Allow students to complete the True and False quiz and have them set it aside.

### During

- Introduce the video, and pass out quotes for the students to reference
- After the video, conduct a class discussion:
- For each quote one question has been chosen (\*) for discussion (there is not time to discuss all the questions)
- The facilitator can choose an additional question for each quote
- The co-facilitator may wish to chart on the blackboard or flip chart the general themes or patterns of discussion
- Use the suggested responses to bring closure to the discussion
- Allow students to change their answers on their true/false quizzes if they choose to. Then, provide the correct answers

### After

- Provide students with the *Think Globally - Act Locally* handout (or compile your own based on Saskatchewan resources)
- Pose the question: With the information gained from the workshop, how can we as consumers and citizens make a difference within our local communities and on the global stage?
- On the blackboard or flipchart, label one column **Local** and another column **Global**
- Chart the responses from the participants under the appropriate columns
- Pass out the resource page *Think Globally - Eat Locally*, which will provide them with some practical suggestions and resources to learn more on the topic

**Extension Resource:** For further information on Global Citizenship Education (GCE) and additional resources, see [SCIC’s Global Citizenship Education Modules.](#)