

# Food & Food Security

Grade: 9

Subject: Social Studies

Time: 4 Classes, 60 Minutes Each

## Critical Issues - Lesson Plan

### “Slowing Down Our Food”

**Unit:** Interactions and Interdependence of Nations; Dynamic Relationships; Resources and Wealth

**Specific Topic:** Food Security

**URL:** [http://www.fallsbrookcentre.ca/teaching/docs/Lesson\\_Plans/whole\\_world\\_foodsecurity.pdf](http://www.fallsbrookcentre.ca/teaching/docs/Lesson_Plans/whole_world_foodsecurity.pdf)

**Lesson Description:**

This lesson 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 student the opportunity to discover the meaning and significance of food security, the slow food movement, and the CSA (Community Shared Agriculture)

**Curriculum Outcomes:**

**Grade 9**

Outcome - IN9.2: Compare the factors that shape worldviews in a society, including time and place, culture and language, religion, gender identity, socio-economic status, 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 the 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 meets the curriculum in grades 10-12; see curriculum documents for connections.

**Additional Cross-Curricular Connections:** Science, Health

**Assessment:**

- Teacher given quiz
- Journal of research activities
- Evaluation of a technical report or map project
- Teacher observation
- Class participation

**Materials:**

- Sheets of poster board or paper to cover the chalkboard
- Colouring tools such as paint, pastels, pencil crayons, markers, etc.
- Old magazines to cut images out of
- Recording device
- Plan for sage transportation to and from the grocery store

**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 cafe 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](http://www.slowfood.com) or [www.slowfood.ca](http://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, or community project of creating a school yard garden that will provide 'living lunches'.

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