



Total time

45-60 mins

Age range

9-14 years



## The Human Face Of Food Investigations in Social Science



### Subject

Geography, Social Studies, Global Citizenship,

### Materials

### Learning Outcome

- To understand the framework of the Global Goals for Sustainable Development
- Stimulate students to think about the agricultural, rural, and fishing industries that produce food across the world.
- Inspire students to not only consider the environmental impacts of these industries but also the social impacts on equality, economic growth and human rights for those that work within them.

- Devices for displaying or projecting video
- Completed “Every Plate Tells a Story” activity sheets
- Writing and drawing materials
- “Farming Types” handout (Appendix B)

### Lesson Preparation

- Have the “Every Plate Tells A Story” Activity Sheets available for review
- Print “Farming Types” handout (Appendix B)

**Note:** This lesson is preferably part of an extension to the “Every Plate Tells A Story” lesson plan, which includes the Plate Survey, the animation film or alternatively the comic.

## Teacher Notes

### Key Vocabulary

- Sustainability
- Development
- Goal
- Climate
- Consumer
- Social Justice
- Human Rights
- Equality
- Stewardship
- Discrimination

### Step 1: Introduction To Food Producers

10  
mins

#### Review “Every Plate Tells A Story” Survey

Begin the lesson by asking students to look again at their completed Every Plate Tells A Story activity sheet, and consider one ingredient from his or her plate.

#### Imagine

Next, after picking one ingredient from the plate, student consumers can investigate the origin of that ingredient, saying, “Imagine the very beginning of its journey, and imagine the person who grew/caught it and where in the world this person lives and works.”

#### Food Map

Review this article to find out where ingredients were most likely to have come from:

<http://www.npr.org/sections/thesalt/2016/06/13/481586649/a-map-of-where-your-food-originated-may-surprise-you>

Use these interactive maps <http://blog.ciat.cgiar.org/origin-of-crops/> to investigate further.

Ask for student volunteers to share findings about their believed food’s origin.

## Step 2: Learning Activity

Pass out the “Farming Types” handout (Appendix B) Students should consider the eight pictures displayed, and choose one that they think most closely represents someone that may have been involved in the production of their ingredient. Note: Through internet use they can alternatively choose an image of someone else that they believe more closely depicts someone involved in the production of their ingredient. Students should then put themselves “in the shoes” of their chosen food producer and conduct internet research if possible to build a picture of their life.

This research and investigation will provide data and evidence that will help make the following creative writing assignment more authentic.

If additional support is need prompt students to consider the following social justice issue areas while putting themselves “in the shoes” of the person they are researching.

- Income level and income security
- Working conditions
- Equal work for equal pay
- Discrimination of any sort
- Long term impact of farming practice on the land, culture and family life
- Opportunities and limitations for individual economic growth

### Creative Writing

Assign writing tasks where each student will complete a narrative depicting the life of the farmer of the chosen ingredient. Within the written story, students should try to bring the farmer to life by considering the impact of farming (of this said food) on **culture** and **family life**, adding evidence to describe the challenges and opportunities in their context, both present and past. In addition, students should hypothesize and elaborate on how their farming life would be changed if the Global Goals were achieved.

Following the collection of student essays by the teacher, ask for volunteers to share their stories by reading them aloud to the class.

### Differentiation and Alternatives

For those classrooms that have access to technology, ask students to use the **Chatterpix** application to illustrate their chosen food or the farmer who produced the food. Next, give the illustrated picture a “voice,” by allowing the students to read aloud and record the narratives they wrote with the application’s program, to create an animated video. Finally, post your digital creation using social media to the links shown below.

## Step 3: Extended Learning Activity

Teachers are strongly encouraged to invite experts, such as local farmers, to video conference with the students in order to clearly illustrate food distribution systems. If possible, a field trip with students to local farms, distribution centres, and/or markets would provide great learning opportunities and personal connection with the people who work at the base level.

## Research on Social Justice and Human Rights

Teachers and students may also consider related social justice and human rights issues. Encourage students to conduct research on the Amnesty International website to discover authentic global happenings with regards to farming and injustices. See this link:

<https://www.amnesty.org/en/what-we-do/>

and conduct a "quick search" for the word "farm" on the Amnesty International website, there are online forms in which to make a difference by pledging support for human rights, especially in protection from violence and intimidation.

## Responsibility as Consumer

Advocacy Task: Ask students if they believe their daily choices can impact the lives of the farmers about which they have written. Explain that we all have power as consumers and global citizens. Ask students to think of what they can do to help achieve the Global Goals to improve the lives of the people who grow their food. For example, write a letter to a food vendor, agri company, or government official making the case for the Goals and asking them to implement a specific change (e.g. eliminate forced labour from their supply chain, endorse a policy for supporting women's access to financial services to grow their farm business, challenging discrimination in the industry). Or instead, write a letter directly to a local or international farmer and inquire about the farmer's training, passion, stewardship, and craft and how they think their work contributes to the Global Goals.

### Step 4: Conclusion Activity

5  
mins




FLIPGRID.

- Invite students to share their thoughts and ideas <https://flipgrid.com/globalvoice> . Look for grid topics on Food and Sustainability
- Add your activity and writing to a global map of learning about the Global Goals: <http://worldslargestlesson.globalgoals.org/map>

Share your learnings and ideas on social media and let your students formulate a pledge using the following Hashtags:

#WorldsLargestLesson  
#TeachSDGs

Tag the World's Largest Lesson

 @TheWorldsLargestLesson  
 @TheWorldsLesson  
 @TheWorldsLesson

## Supporting Resources

Farming Sustainability in the African Rift Valley  
<https://www.globalonenessproject.org/library/films/thousand-suns>

Amnesty International <https://www.amnestyusa.org/our-work/cases/>

## About the authors

This lesson has been produced as a collaboration between the World's Largest Lesson and the [#TeachSDGs](#) Task Force.

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# THE GLOBAL GOALS

For Sustainable Development



## Appendix B: Pictures



<http://www.fao.org/documents/card/en/c/fa6a801c-5bd4-4522-a2ff-bfbef1e56529/>



<http://www.fao.org/home/en/>



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<http://www.fao.org/resilience/multimedia/photos/photo-detail/en/c/851253/>



<http://www.fao.org/resilience/multimedia/photos/photo-detail/en/c/448981/>



<http://www.fao.org/agroecology/en/>



<http://www.fao.org/animal-production/en/>



<http://www.fao.org/news/story/en/item/471169/icode/>