

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG15 Seeding Sustainability



Programme Phase 1: Research and Development

Micro-Module 2: Food Sovereignty

SUBJECT AREAS: CSPE, English, Geography,
Home Economics, SHPE



Seeding Sustainability The Ice Cream Olympics



Research and Development Micro-Module 2:

Food Sovereignty and Sustainability

**Subject Areas: CSPE,
English, Geography,
Home Economics, SHPE**

Micro-module Summary: Food Sovereignty and Sustainability

This micro-module contains ten lessons that introduce the concept of food sovereignty and sustainable food production. Learners begin to consider how food is produced, distributed and consumed building an awareness of our food systems using a local lens.

Learners develop and understanding of the mechanisms and policies of food production and distribution to develop insights into the system of global food production.

Vocabulary: Consumption, Distribution, Food Sovereignty, Global Food Systems Production, Sustainability

In this micro-module, the learner will:

- become aware of the global food system through local understanding and personal experience
- develop the skills to analyse how food is produced, distributed and consumed
- identify the mechanisms and policies of food production and distribution
- begin to identify control points in the global food system
- develop critical thinking skills applied to sustainable food production

Materials

- Seven lesson plans
- Learners Activity and worksheets
- Internet Access required



Seeding Sustainability - Food Sovereignty and Sustainability



Seeding Sustainability: Food Sovereignty and Sustainability

Lesson 1: Who produces the food I eat, and why does it matter?

It is important to recognise the systems and impacts behind food production and importation. Too often, there is no thought behind how the food gets on our plate. This lesson introduces learners to key terms and issues associated with food sovereignty and security and how this might affect their own food choices.

Resources: Worksheet: Active Listening Task - La Via Campesina

Lesson 2 Introduction to Food Miles

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson looks at the reasons behind this and considers the pros and cons of food transportation.

Resources: Food Miles Calculator

Lesson 3 Meal Challenge

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson looks at how we eat according to where we live, the pros and cons of eating locally, and the challenge of creating a meal with lower carbon emissions.

Resources: Worksheet: Meal Challenge

Lesson 4 From Fork to Plate

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson examines food distribution and supports learners to develop an understanding of the Irish food system..

Resources: Worksheet: Flipped Classroom Task - Whats your food footprint, Worksheet: Map of Ireland

Lesson 5 The Local Food Project

This lesson introduces learners to artist Lisa Fingleton's Local Food Project and 30 day local food challenge. Every year Lisa invites people to take part in the 30 day Local Food Challenge from the 1st-30th September. The challenge includes all food/ingredients grown on the island of Ireland.

Resources: Worksheet: The Local Food Project

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Lesson 6 Could you survive on a pre-famine diet?

This lesson encourages discussion and research on past and present diets, based on the listening task completed before the lesson. It looks at key differences in diet between the rural poor and elite and how the diet was impacted by natural and man-made forces.

Resources: Flipped Classroom Task - Could you survive on...?

Lesson 7 Food Choices - What if the whole world went vegan? Part 1

This lesson encourages learners to examine the argument of plant-based diets through imagining the whole world as vegan. It aims to connect food choice to issues such as food scarcity and security, sustainable use of resources and poverty.

Resources: None required

Lesson 8 Food Choices - What if the whole world went vegan? Part 2

This lesson is a continuation from Lesson 7. It aims to connect food choice to issues such as food scarcity and security, sustainable use of resources and poverty.

Resources: Worksheet: What if the world went vegan?

Lesson 9 Food Choices What to do about food waste

This lesson encourages learners to develop their understanding of the levels of food waste domestically and commercially in their local area and connect it to issues in other places. They are supported in sharing, organising and recording ideas and collaborating with peers.

Resources: Support: Facilitating a world café

Lesson 10 Eating Seasonally

This lesson examines seasonal eating as a way of being more sustainable, but also highlights the issues associated with the ability to eat seasonally in certain areas.

External Expertise Ms Rebecca White

Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact us e:hello@futurefocus21c.com

For more information on the resources please visit www.muinincatalyst.com

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Setting up an online learning environment for the lessons on this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a module should be setup on your school's virtual learning environment such as Teams, Google Classroom, etc. Learners are encouraged to upload documents to share with their peers. If your virtual learning environment does not support document sharing, we recommend OneDrive or Google Drive.

You can also use Google Sites or Microsoft Sway to encourage learners to present their work over the year - this can easily be set up to reflect the aims of TY and provide a showcase for their work as well as an assessment tool.

Setting up a Canva Education account.

As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free Canva for Education account by registering here: www.canva.com/education. Canva for Education provides primary and secondary school teachers and students with premium features and templates. You can then also set up lessons and invite your learners to the class.

Food Sovereignty and Sustainability References

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LESSON 1 ACTIVE LISTENING TASK: LA VIA CAMPESINA



Home
La Via Campesina, founded in 1993, is an international movement bringing together millions of peasants, landless workers, indigenous people, pastoralists, fishers, migrant farmworkers, small and medium-si...
La Via Campesina

LA VIA CAMPESINA

READ AND MARK THE FOLLOWING STATEMENTS T (TRUE) OR F (FALSE) AS YOU WATCH THE VIDEO.

- Transnational Corporations help those suffering from hunger. (T / F)
- More than 1,000 million people in the world suffer from hunger. (T / F)
- Food Sovereignty focuses on food production which is local, small scale and appropriate to the ecological and cultural areas. (T / F)
- Large food corporations are socially responsible. (T / F)
- Change in the use of the land, e.g. growing transgenic soya, has caused peasants to be displaced off the land. (T / F)
- Multinational Agribusiness has not created pollution of the rivers and the habitat of indigenous peasant populations. (T / F)
- If local landowners / farmers do not set local seeds, biodiversity will disappear.(T / F)
- It is essential to reclaim the importance of agricultural work and the importance of people who dedicate themselves to agriculture. (T / F)
- Being a peasant implies a harmonious relationship with Mother Earth and with land, water and seeds. (T / F)
- Food Sovereignty means 'food security' and 'self-sufficiency'. (T / F)
- Food Sovereignty is necessary for people. (T / F)
- La Via Campesina's goal is to strengthen the world movement for Food Sovereignty.(T / F)
- Young People are the future of Food Sovereignty. (T / F)
- La Via Campesina has over 200 million farmers in over 70 countries. (T / F)

MM2: LESSON 3 FOOD MILES 'MEAL CHALLENGE'

15 LIFE ON LAND



In your group, you need to create a packed lunch for school. You need 1 sandwich, 2 snacks and 1 drink.

1. Here is your shopping list. Select the ingredients you will need from this list

Ingredient	Origin
Bread	
Tuna	
Chicken	
Ham	
Lettuce	
Tomatoes	
Cucumber	
Cheddar Cheese	
Feta Cheese	
Goats Cheese	
Eggs	
Mayonnaise	
Butter	
Jam	
Oranges	
Apples	
Bananas	
Grapes	
Strawberries	
Crisps	
Chocolate	
Yoghurt	
Bottled water	
Orange juice	
Soft drink	

MM2: LESSON 3 FOOD MILES 'MEAL CHALLENGE'



2. Once you have selected your ingredients, you need to answer the following questions for each one:

- Where do they come from?
- How did they get to Ireland?
- How far have they traveled?
- What are the carbon emissions produced?

Remember! Pay attention to the time of year and check online about Irish food production if you need to.

<https://www.teagasc.ie/crops/horticulture/vegetables/>

You can use the following to help you:

- Video: What's Your Food Footprint? | Earth Lab
https://www.youtube.com/watch?v=k7DQ0EEqxV4&feature=emb_logo
- Food Miles <http://www.foodmiles.com>
- Carbon emissions table

Mode of transport	Kg of CO2 per km
Plane	9
Train	90
Truck	1.3
Cargo ship	20



MM2: LESSON 4 FOOD MAP OF IRELAND

15 LIFE ON LAND



1. Choose a favourite meal and make a list of 6-8 main ingredients. For example, a vegetable curry might include rice, potato, carrot, peppers, tomato and coconut milk.

2. For each of the ingredients, research where they are produced and plot them on the map. For any of the ingredients that come from outside of Ireland, write the name of the country and the ingredient in the list.



Ingredients produced in Ireland

Ingredients produced outside Ireland

MM2: L L4WS FCWHAT'S YOUR FOOD FOOTPRINT?



This is a 30-45 minute task to be completed at home.

You will need access to the Internet. Please bring the completed worksheet to your next class as we will be using your ideas to begin looking at the food system in Ireland and food transportation.

1. Before watching the video, complete the predictions below: What do you think 'food footprint' means?

What kind of information do you think the video will tell you? Please list 2 - 4 ideas

2. Watch ['What's Your Food Footprint?'](#) by Earth Lab. Don't answer any of the questions the first time you watch it.



3. Before watching the video again, list 5-10 main words, phrases and ideas you remember from the video.

-
-
-
-
-
-
-
-
-
-



LMM2: L L4WS FCWHAT'S YOUR FOOD FOOTPRINT?



4. Watch the video again and answer the following questions:

What is the average amount of food eaten by each person in the world per day? _____

What types of things affect the amount of produce that is grown around the world?

How much do people eat per year, on average?

Complete the statistics; _____ eggs _____ milk

- _____ beef
- _____ pork
- _____ chickens
- _____ fish
- _____ pulses (lentils, beans)
- _____ oil (i.e. coconut)
- _____ alcohol
- _____ potatoes
- _____ tomatoes

To meet the world's nutritional needs, what size growing area is needed for crops and produce?

The size of the _____ or _____ times the size of the _____.

What are some of the issues associated with growing (i.e., meaning you couldn't just produce everything in your garden or field)?



MM2: L L4WS FCWHAT'S YOUR FOOD FOOTPRINT?



5. Now that you have a better idea of what a food footprint is, write down your ideas about the following questions;

Give your own definition of 'food footprint'

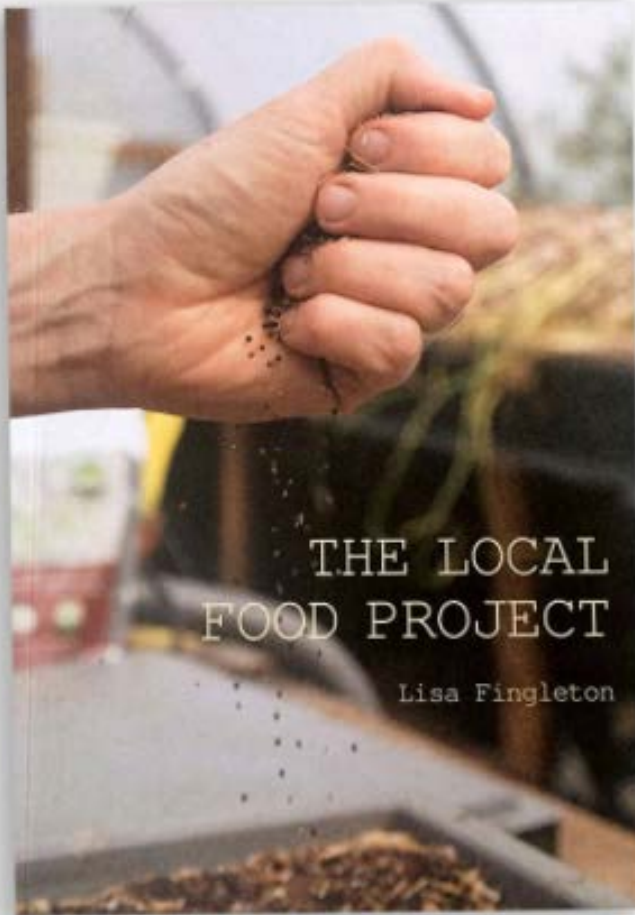
Were your predictions about the content of the video correct?

Have you ever thought about where all the food you eat is grown or produced? Do you think that you eat locally?

At 8:24mins, the presenter asks whether it might be better to 'ditch the animal products altogether'. What are your thoughts on this?

6. List two surprising facts that you learnt from the video





Lisa Fingleton is an artist, film maker, writer and grower living in West Kerry, Ireland. You can learn more about her work at <https://lisafingleton.com/>

One day I bought a sandwich in a petrol station and I couldn't believe that there were over 40 listed ingredients from all over the world including such things as Diglycerides of Fatty Acids, Xanthan Gum, emulsifier and stabilisers. I started to think about the journey of a sandwich and where all these ingredients come from. It felt like this sandwich connected me to so many places, people, plants and animals from all over the planet. I started to think about the energy needed to bring this sandwich to me; all the electricity, fuel and water.

It makes me sad that food, which lands on our plate, has traveled thousands of miles just to be eaten by us. I had been to Borneo and seen the destruction of the rainforest with palm oil plantations and here was palm oil in my sandwich. I learned a lot from that sandwich. It made me question if there is really any such thing as 'cheap food'? Someone, somewhere is paying the price in terms of poor conditions for workers, crowded conditions for battery hens or health implications for the consumers of processed foods. I am concerned about the fact that we are importing so much of our food and losing the capacity to be self sufficient, despite what we know about climate change and carbon footprint. According to Eurostats 2016 "Only 1% of Irish farms grow vegetables, the lowest in the EU" (Agriland headline).

Why are we not growing vegetables in Ireland?

It is not easy to eat local Irish food all year round and I know that. There are hungry months in late Spring when the food is just not ready after late frosts. So three years ago I decided to do a trial month: A 30 day local food challenge.



<https://lisafingleton.com/project/the-local-food-project/>

September seemed a really good option as the garden is truly abundant with tomatoes, kale, spinach, herbs, peas, beans, onions, garlic, beets, carrots, parsnips and the list goes on. It is a luscious month in the gardening calendar. To eat Irish still means doing without what [Barbara Kingsolver](#) called 'botanically outrageous' foods, but it is somehow easier this month with all the food on offer in the garden and hedgerows. By eating only Irish food I hoped to reduce air miles, support local growers and farmers, eat food that is tasty and fresh and in a small way resist capitalist systems that insist that food is only about profit. I also wanted to link with local growers and engage the community around me to think about what we are eating and how we can be more sustainable in our food consumption'.

Now the 30 Day Local Food Challenge takes place every September. This year, with the support of Transition Kerry and other groups around the country, lots of people joined the challenge. This community page has been created on Facebook to share ideas, menus and the experience of eating food only from the island of Ireland.

Join the Local Food Project Group ([Facebook](#))

MM2; L6WS COULD YOU SURVIVE ON A PRE-FAMINE DIET?



The diet of the rural poor in Ireland prior to the Famine is one of the most unusual in modern history. In The Irish History Podcast, presenter Fin Dwyer, tries out the diet and chats to Regina Sexton, a food historian in University College Cork about how people consumed and flavoured this diet.

Before listening to the episode, answer these questions.

a) What do you think the pre-famine diet largely consisted of?

b) Do you think that many people in Ireland may eat similarly to the pre-famine diet, today? Why/why not?

c) List anything you already know about the pre-famine diet.

1. Open the link to the episode; ['Could you survive on a pre-famine diet? I tried...'](#)

2. Listen and answer the following questions.

a) Why is the pre-famine diet in Ireland considered one of the strangest in the modern world?

b) Who was considered the 'rural poor' in Ireland?

c) What determined how the pre-famine diet was cooked?

d) How did the cooking method impact the diversity of the diet?

e) In what ways did people try to avoid the monotony of the diet?

MM2; L6WS COULD YOU SURVIVE ON A PRE-FAMINE DIET?



f) How did mealtimes vary?

g) How healthy was the pre-famine diet?

h) Describe some of the pressures mentioned:

- Seasonal collapse:
- Lack of social security:
- Land producing crop:
- Imports:

i) What was one of the examples given to explain how people of the time may have dealt with hunger when potato stocks were low?

j) How did the diet of the more elite of society differ from the rural poor?

k) What do you notice about the variety of food that was available in bigger cities?

l) What was the presenter's overall feelings about the pre-famine diet he lived on for the day? Would you agree with him?

MM2; L8WS WHAT IF THE WHOLE WORLD WENT VEGAN?



What if the whole world went vegan? It's an interesting idea that would impact both our health and that of the environment.

Talk to your partner for 2 minutes about your initial thoughts on this.

- Do you agree with the idea?
- What possible impacts could there be?

1. Watch the video: What If The World Turned Vegan? Don't take any notes this time

2. When you have finished watching the video;

What are some of the key words/phrases you remember?

What did you already know?

How do you feel about what has been discussed in the video?

What was the most surprising thing you remember from the video?

MM2; L8WS WHAT IF THE WHOLE WORLD WENT VEGAN?



3. Watch the video again and answer the questions.

- According to the video, how many people in the UK are not eating animal products?
- According to the video, what three health issues have research studies shown plant-based diets to benefit?
- How many animals (cows, sheep and pigs) does the video say there are thought to be in the world? How many chickens does the video say there are approximately in the world?
- What percentage of agricultural land is devoted to livestock? And how much is for animal feed? Listen for the total figure of land and use the percentages to calculate the square kilometres.
- What percentage of greenhouse gas emissions are attributed to livestock?
- If everyone became vegan how much does the video say food-related emissions are predicted to drop by?
- What three things are stated to happen if the 'world went vegan'?
- What are the potential negative effects of going vegan? List 3 issues stated in the video.
- Pause at 5:13 mins of the video - think about how your life might change if you no longer used animal derivatives (sourced from animals)? What would you find the hardest to give up?

Discuss your answers with a partner. We will review the answers in 2 minutes.

*** Finally, Do you think the figures have increased or decreased since 2017?**

*** How might you verify the facts and statements in the video?**

Go back to the discussion you had with a partner before watching the video. Have your views changed? Why/why not?
