

SDG15 Seeding Sustainability

Micro Module 2: Food Sovereignty and Security



MM2: Food Sovereignty and Security

Programme Phase 1: Research and Development

Lesson 2 Food Miles

**Subjects: CSPE, English,
Geography, Home Economics,
SHPE**

Lesson Title and Summary: 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.

Vocabulary: Consumer; Distribution; Food Miles

In this lesson, the learner will:

- think about where food comes from
- summarise information to create a definition
- calculate the food miles of commonly consumed items
- examine the reasons behind food transportation
- apply the reasons behind food transportation to their local area

Materials

- Media Link: Food miles calculator
- Access to the Internet



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ACTIVITY INSTRUCTIONS

Flipped Classroom (pre class task)

Ask learners to photograph the following items from the supermarket or home if they are available

- Bread
- Milk
- Cheese
- Pasta
- Butter
- Rice or Pasta
- Tinned vegetables/fruit

Ask them to note the origins of the items and any other location data (i.e., where it was packaged).

Activity 1 Supermarket Photograph Sharing (20 mins)

- 1) Ask learners to share the photographs they took in small groups. After 5-10 minutes, ask groups to share any similarities they found (origins, packaging locations, etc.).

Activity 2 What are food miles? (30 mins)

- 1) As a whole class, create a definition of 'food miles'. Give the learners time in pairs to brainstorm their ideas and work together to create a common definition on the board. Compare to this definition: Food miles: the total geographical distance that food is transported between their cultivation, processing and to the consumer at point of sale. Basically, how far your food travels to get to your plate.
- 2) Refer back to the photographs learners took in the pre-class task. In pairs, ask them to calculate the food miles of each item using <http://www.foodmiles.com>
- 3) Using the definition of food miles and their calculations, give learners (in pairs) time to list all the reasons they believe food is transported long distances. Create a class list on the board (examples- population size, lack of growing space, climate, gives variety to diet).

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
 - Two things they found most interesting and would like to explore more.
 - One – their opinion they have about the tasks.
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- Use Post-its or a mentimeter survey - www.mentimeter.com - to gather reflections

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, reduce the timing of Steps 2 & 3.

Extension: For a longer lesson, use the following directions to complete an extended writing activity:

- Look at each of the items on the list and decide which reasons from Step 4 apply to the local area.
- Are they good reasons? Why/why not?
- What have you learned today about food miles that will change the way you shop or eat?

Optional activity: Ask learners to begin researching local food producers and develop a case study to build up a local archive.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

- Food Miles calculator: <http://www.foodmiles.com>
- The Conscious Challenge: <https://tinyurl.com/y4un4k25>
- Green Schools Ireland: <https://greenschoolsireland.org/themes/global-citizenship-travel/>
<https://greenschoolsireland.org/the-travel-theme/>
- Global Goal Case Studies - <https://www.theblackfeministproject.org/cfp>

LOCAL TRIP / EXPERTISE

Visit the local supermarket or farmer's market to help complete the extension task.

Here, learners can find specific information on the country of origin of each ingredient they are working with. They could also undertake a comparative study on the costs of items in the supermarket and farmer's market.

Local organic deliveries - <https://www.greenearthorganics.ie/>