

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 10: Framing the Future

Subjects: Art and Design, Agricultural Science, CPSE, Home Economics, SPHE

Lesson Title and Summary: Framing the Future

This lesson will give learners the opportunity to hear from subject matter experts about future food predictions and new solutions that could help combat some of the key problems facing food today.

Vocabulary: Biodiversity, Carbon Emissions, Climate, Consumers, Greenhouse Gases, Prediction, Production, Resource, Solutions, Subject Matter Experts, Vertical Farming

In this lesson, the learner will:

- Hear from subject matter experts on food production and food trends
- Learn why some solutions might be better (or worse) than others
- Continue to build on their research
- Gather more perspectives to help inform their own
- Practice critical thinking
- Work independently
- Engage in group discussion

Materials

- Worksheet: What's The Future of Food?
- Internet access
- Markers/pens/pencils
- Paper



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11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



ACTIVITY INSTRUCTIONS

Activity 1: VIDEO: What's The Future of Food (10 minutes)

1. As a class, watch the video: What's The Future of Food (8:22min).

Activity 2: WORKSHEET: What's The Future of Food (10 minutes)

1. Distribute the worksheet: What's The Future of Food (one per learner).
2. Learners should work independently for this activity in response to the video.
3. You will need to pause the video at intervals to allow learners the time needed to write down their notes.

Activity 3: VIDEO: What's The Future of Food (10 minutes)

1. As a class, rewatch the video: What's The Future of Food (8:22min).
2. Learners can use this as an opportunity to continue filling in their worksheet where there are unanswered questions.

Activity 4: Class Discussion (20 mins)

1. When everyone has completed their worksheet and the video is over, facilitate a class discussion. Allow learners to share their thoughts on what they heard. Here are some prompts to guide the discussion:
 - a. Did anything in this video surprise you?
 - b. Did you hear any new terms or trends or words?
 - c. Did the interviewees reinforce what you already knew or contradict anything in your previous research?
 - d. What do you personally think of these predictions and solutions?
 - e. Do you think these kinds of solutions are relevant to Ireland? Why?
 - f. Would you change how you framed the needs and challenges in the previous lesson having now heard these perspectives?

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.

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, run activity 1 as a flipped classroom. Learners could work in pairs to complete the worksheet and discuss learnings together.

Extension: For a longer lesson, ask the learners to revisit their needs and problem statements from the previous lesson and develop them further using the insights from the video 'What's the Future of Food'

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

Video: What's The Future of Food? [8:22 mins]
<https://youtu.be/U7qdDJt-l64?si=-nQXnqQErS2rgH0>

Video: Future Food | The Menu of 2030 [3:34min]
<https://youtu.be/mnoCy0j7DNs?si=DQHgzgYNeou7Ujtw>

Publication (GOV.ie): Food Vision 2030
<https://www.gov.ie/en/publication/c73a3-food-vision-2030-a-world-leader-in-sustainable-food-systems/>

Podcast Interview: The Future of Food [6:32 mins]
https://youtu.be/Y3vHuw97AiA?si=3Wh4uP1czW_x8CV

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Ask a friend, family member or community member to watch this video and share their thoughts with you. Does the interview shock or surprise them?

Do the solutions make them excited about the future? Do the solutions make them scared or concerned?

MM5: L10 WS WHAT'S THE FUTURE OF FOOD?

2 ZERO HUNGER



At this point in the module you may be wondering about the future of food production and food trends. You might have a lot of unanswered questions or you might feel uncertain about things you've found in your research. And that's okay! The video above sets out to answer some of the big questions about the future of food, and give you some extra food for thought.

Instructions:

1. Watch the video above and document the answers below.
2. Be thinking about your research to date: Does anything in this video surprise you? Are there new terms or trends or words? Do the interviewees reinforce what you already found or contradict anything?
3. When finished, your teacher will facilitate a class discussion.

Question: Why is it so important to make food systems more sustainable?

Question: Will we all have to give up eating meat?

Question: Can lab grown meat be scaled?

MM5: L10 WS WHAT'S THE FUTURE OF FOOD?

2 ZERO HUNGER



Question: Could new foods be developed with added nutrients and vitamins?

Question: Why is everyone talking about eating insects?

Question: Should we return to traditional small-scale farming, and is it possible to feed everyone in that way?

Question: Why is vertical farming more sustainable?

Question: Will consumers accept new foods like lab grown meat and insects?
