

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG2 The Future Of Food



Programme Phase 2: Experimentation and Exploration

Micro-Module 5 The Food We Eat

Subject Areas: Art and Design, Agricultural Science, CPSE, Home Economics, SPHE



SDG2 The Future of Food

Micro-Module 5: The Food We Eat



Micro-Module (MM) 5: The Food We Eat

Experimentation and Exploration

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

Micro-module Summary: The Food We Eat

This micro-module The Food We Eat aims to draw attention to our food choices, food production, food trends and how these can impact our environment, economy, and ecology.

The micro-module initiates by highlighting the challenges in understanding the origins and journey of our food, encouraging learners to delve into investigating their favourite foods. Learners are then introduced to the intricacies of food production and its environmental impacts, fostering an understanding of agriculture and its effects on our planet. Subsequently, learners examine the health implications of various food products and production methods, equipping them with research skills and decision-making capabilities. Learners creatively translate acquired knowledge into engaging narratives through storyboarding techniques. The module then shifts towards future-oriented exploration, encompassing current food trends, trend adoption, challenges in food production, future food predictions, and effective communication of research findings through mood boards and research posters. Lastly, learners are to articulate their insights through playbacks, facilitating real-time feedback and fostering a holistic understanding of the subject matter.

In this lesson, the learner will:

- Understand the basics of food production
- Understand the link between food and culture
- Understand local and global food patterns and trends
- Develop skills in research
- Develop skills in design thinking
- Learn storytelling methods
- Develop communication and presentation skills
- Conduct ongoing research using a range of techniques
- Practice critical thinking
- Use creativity and design to communicate research

Materials

- Lesson plans
- Worksheets



SDG2 The Future of Food MM5: The Food We Eat



SDG2 The Food We Eat

Lesson 1: Understanding Food

One of the biggest challenges we face when it comes to food is understanding where it came from and how it got to us. When we start to learn more about the food we eat, we start to understand much more than what it tastes like. Learners will be tasked with investigating their favourite food.

Resources: Worksheet: My Food Profile

Lesson 2: How Do We Produce Food?

In this lesson, learners will begin to understand the different systems and elements of agriculture and primary food production. This lesson includes key terms and words associated with food systems to help the learners to develop vocabulary that will aid them as they continue to explore the topic of food.

Resources: Worksheet: Glossary, Worksheet: How Do We Produce Food?

Lesson 3: Food and the Environment

In this lesson, learners will investigate the environmental impacts of global food production. They will begin to understand what is required to create the food that we eat every day, and what it means for the planet and its natural resources.

Resources: Worksheet: Food and the Environment

Lesson 4: Food Production and Our Health

In this lesson, learners will investigate the health implications of different types of food products and production methods. Learners will also learn research methods, e.g., picture sorting research, validating assumptions. Through activities, learners will practice making decisions as a group.

Resources: Worksheet: Sort Your Groceries, Worksheet: Grocery Sticker Sheet

Lesson 5: A Story About Food 1

Stories help us connect with others and understand topics in new ways. This lesson is about turning the information gathered and learned about food production, the environment, and health into an engaging narrative. Learners will use storyboarding techniques to achieve this — an important method used in design thinking, film making, and project planning.

Resources: Worksheet: Write a Story

Lesson 6: A Story About Food 2

Stories help us connect with others and understand topics in new ways. This lesson is a

SDG2 The Future of Food MM5: The Food We Eat



continuation from the previous lesson and is about turning the information gathered and learned about food production, the environment, and health into an engaging narrative. Learners will use storyboarding techniques to achieve this — an important method used in design thinking, film making, and project planning.

Resources: Worksheet: Create a Storyboard

Lesson 7: What's Trending?

Learners will begin to explore the future of food in this lesson by investigating current food trends. Trends help us understand how behaviors are changing, what people want, and what the future might look like.

Resources: Worksheet: What's Trending

Lesson 8: Trend Adopters

This lesson is about understanding why different people might adopt different food trends. When we learn about people and their needs and wants, we begin to develop empathy. Empathy is the ability to understand how others feel and what their concerns and motivations are. Having empathy for others helps us to make sense of patterns and decisions.

Resources: Worksheet: Adopter Profiles, Worksheet: Empathy Map

Lesson 9: Framing the Challenge

Learners will frame some of the key challenges of food production and trends in this lesson. They will discuss and document the problems in agriculture and the challenges faced by new trend adopters so that they can begin to think of potential solutions and future scenarios in the follow up Future of Food module.

Resources: Worksheet: Needs and Problems, Worksheet: Reframing

Lesson 10: What's the Future of Food?

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.

Resources: Worksheet: What's the Future of Food?

Lesson 11: Play it Back - Part 1

In this lesson, learners will Craft their Playback in preparation for lesson 12. They will develop and understanding of the play back technique, which uses storytelling to communicate research and ideas.

Resources: Worksheet: Play it Back

SDG2 The Future of Food MM5: The Food We Eat



Lesson 12: Play it Back - Part 2

In this lesson, learners will playback their key learning outcomes from this module. They will use storytelling to communicate their research into food production and food trends and will have the opportunity to get feedback from their teacher and peers.

Resources: Worksheet: Play it Back

Lesson 13: Create a Mood Board and Research Poster

In this lesson, learners will create a mood board to visually showcase the different food production concepts and trend topics that they are inspired by. Learners will be tasked with organising their research findings and insights into a poster to visually communicate and summarise what they have learned about food so far in this module.

Resources: Worksheet: Create a Mood Board, Worksheet: Build a Research Poster

Module development and expertise: Lara Hanlon, Portion Collaborative, Founder

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

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 set up on your school's virtual learning environment such as Teams, Google Classroom, etc. Learners are encouraged to upload documents to share with their peers.

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.

If your virtual learning environment does not support document sharing, we recommend OneDrive or Google Drive. As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free [Canva for Education](https://www.canva.com/education/) account by registering. 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.

SDG2 The Future of Food MM5: The Food We Eat



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SDG2 The Future of Food MM5: The Food We Eat



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SDG2 The Future of Food MM5: The Food We Eat



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SDG2 The Future of Food MM5: The Food We Eat



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MM5: L1 WS MY FOOD PROFILE



You will interview your partner and complete the following questions:

PART 1

What is your favourite food?

Add a photo or draw it in the box then write it down below.

List all the parts that make up this food.

e.g. If your favourite food is pizza it might include cheese, tomato sauce, flour.

Where do you usually get this food from?

e.g. at home, at school, shop, restaurant

MM5: L1 WS MY FOOD PROFILE



Work with your partner to complete the follow questions based on part 1.

PART 2

Using the internet, let's dig a bit deeper. Try to understand more about this food using the following questions as a guide.

What is the history of your favourite food?

Where was it first grown or made?

Who was the first person to eat it?

What country is it associated with the most?

MM5: L1 WS MY FOOD PROFILE

2 ZERO HUNGER



What ingredients are needed to make it?

Where do all the ingredients come from?

Is it usually grown or made in Ireland?

Can it be grown or made in Ireland?

Were you surprised by what you learned? Why?

MM5: L2 WS GLOSSARY

2 ZERO HUNGER



GLOSSARY

Aquaculture:

Agriculture:

Agroecology:

Biodiversity:

Cultivation:

Ecology:

Ecosystem:

Geography:

MM5: L2 WS GLOSSARY



Globalisation:

Organisms:

Polyculture:

Supply-chain:

MM5: L2 TG GLOSSARY

2 ZERO HUNGER



Aquaculture: the breeding, rearing, and harvesting of fish, shellfish, algae, and other organisms in all types of water environments.

Agriculture: the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products

Agroecology: farming that works with nature, the application of ecological concepts and principals in farming.

Biodiversity: the variety of plant and animal life in the world or in a particular habitat, a high level of which is usually considered to be important and desirable.

Cultivation: to promote or improve the growth of (a plant, crop, etc.) by labor and attention.

Ecology: the study of relationships between plants, animals, people, and their environment - and the balance between these relationships.

Ecosystem: all the organisms and the physical environment with which they interact.

Geography: the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.

Globalisation: the process by which businesses or other organizations develop international influence or start operating on an international scale.

Organisms: an individual animal, plant, or single-celled life form.

Polyculture: the practice of growing more than one crop species in the same space, at the same time.

Supply-chain: the sequence of processes involved in the production and distribution of goods.

MM5: L2 WS HOW DO WE PRODUCE FOOD?

2 ZERO HUNGER



Complete this worksheet while watching the accompanying video.
There is lots to learn so take your time!

Why did humans domesticate food?

List 3 things that make up an agricultural ecosystem:

1. _____
2. _____
3. _____

What method of agriculture is used to farm fish?

Why was industrial agriculture created?

List 2 different organisms that might exist in a polyculture:

1. _____
2. _____

What type of subsistence system are the Filipino Rice Terraces (tick one):

- Extensive subsistence system
- Intensive subsistence system

Is industrialised food typically more or less cost effective? Tick one.

- More cost effective
- Less cost effective

In your own words, why is commercial agriculture bad for communities?

List 3 types of people who are involved in producing food:

1. _____
2. _____
3. _____

MM5: L3 WS FOOD AND THE ENVIRONMENT

2 ZERO HUNGER



You will need to access the following website for this activity:

<https://ourworldindata.org/environmental-impacts-of-food>

Steps:

1. Work together to read the data on the website and complete the questions below.
2. One person should manage the worksheet and take notes while the other navigates the website and datasets. Decide who owns which task!

PART 1

How does agriculture impact the environment?

1. _____
2. _____
3. _____

What negative impact does agriculture have on our land?

What percentage of greenhouse gas emissions come from food?

_____ %

What percentage of global freshwater is used for agriculture?

_____ %

What does Eutrophication mean?

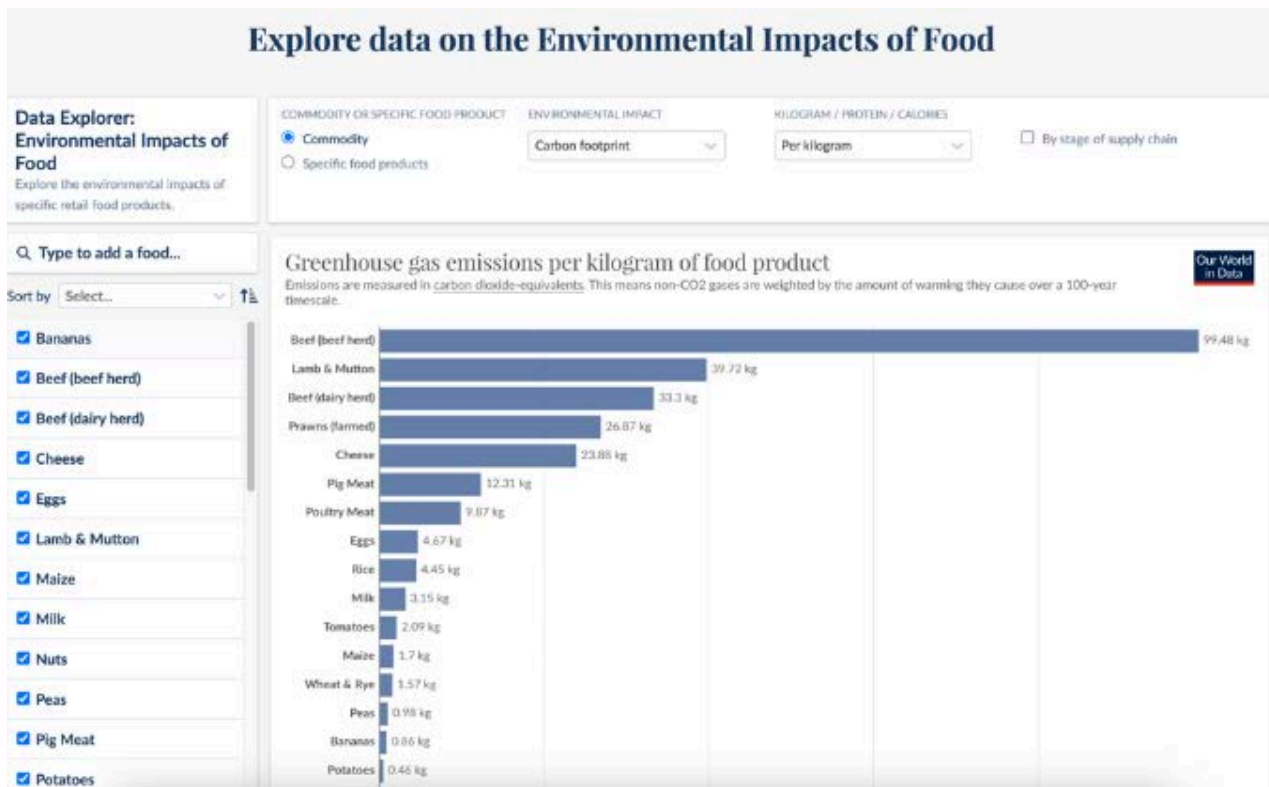
In your own words, why do we need to change the way we produce food?



FOOD AND THE ENVIRONMENT

PART 2

Use the Data Explorer tool to complete the rest of the worksheet. Use the filters on the left and top to answer the questions below.



What are the greenhouse gas emissions per kilogram of potatoes

What are the greenhouse gas emissions per kilogram of milk

Out of the following, which food product emits more greenhouse gases per kilogram (circle one):

- Fish (farmed)
- Pig meat
- Poultry meat

By how much (in kg)? _____

MM5: L3 WS FOOD AND THE ENVIRONMENT

2 ZERO HUNGER



Out of the following, which food product requires more land per kilogram (circle one):

- Fish (farmed)
- Pig meat
- Poultry meat

By how much (in m²): _____

Out of the following, which food product requires more land per kilogram (circle one):

- Fish (farmed)
- Pig meat
- Poultry meat

By how much (in m²)? _____

Out of the following, which food product requires more land per kilogram (circle one):

- Fish (farmed)
- Pig meat
- Poultry meat

By how much (in m²)? _____

How many litres of freshwater is required to produce one kilogram of cheese?

PART 3

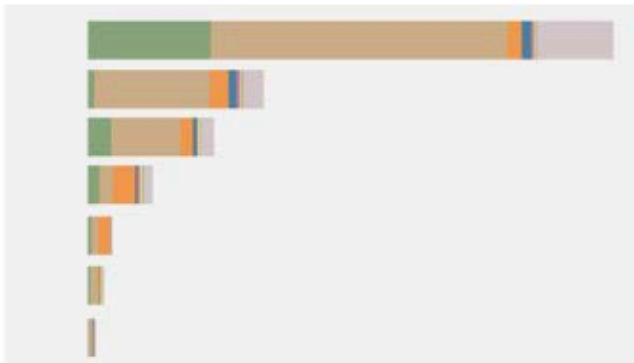
Now, move to the Research & Writing section for the final part of this activity.

Steps:

1. Looking at these article headlines, choose one that interests you.
2. Take a minute or two to read the article and any associated data.
3. Create a summary of what you have learned. Fill out the fields below:



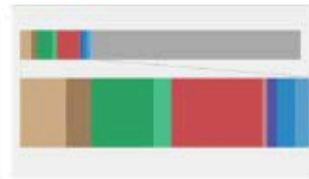
Research & Writing



You want to reduce the carbon footprint of your food? Focus on what you eat, not whether your food is local

'Eat local' is a common recommendation to reduce the carbon footprint of your diet. But transport tends to account for a small share of greenhouse gas emissions. How does the impact of what you eat compare to where it's come from?

Hannah Ritchie



Food production is responsible for one-quarter of the world's greenhouse gas emissions

One-quarter of the world's greenhouse gas emissions result from food and agriculture. What are the main contributors to food's emissions?

Hannah Ritchie

MORE KEY ARTICLES ON THE ENVIRONMENTAL IMPACTS OF FOOD

Less meat is nearly always better than sustainable meat, to reduce your carbon footprint

Hannah Ritchie

Dairy vs. plant-based milk: what are the environmental impacts?

Hannah Ritchie

Yields vs. Land Use: How the Green Revolution enabled us to feed a growing population

Hannah Ritchie

Article 1: <https://ourworldindata.org/food-choice-vs-eating-local>

Article 2: <https://ourworldindata.org/food-ghg-emissions>

Article 3: <https://ourworldindata.org/less-meat-or-sustainable-meat>

Article 4: <https://ourworldindata.org/environmental-impact-milks>

Article 5: <https://ourworldindata.org/yields-vs-land-use-how-has-the-world-produced-enough-food-for-a-growing-population>

Article headline:

In your own words, what is the article about:

Share two facts or statistics that you found most interesting:

1. _____
2. _____

What did you learn that surprised you?

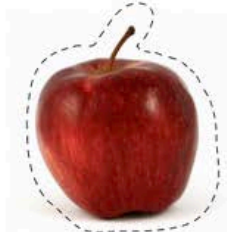


Grocery Sticker Sheet

Using a scissors, cut out the food items below



Nuts



Apple



Microwavable Pizza



Tinned Fish



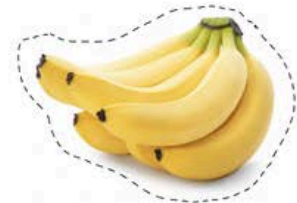
Chicken Nuggets



Fish



Milk



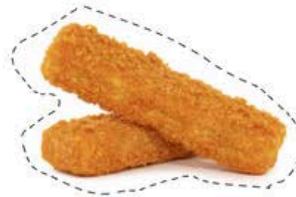
Bananas



Ready Meal



Chocolate



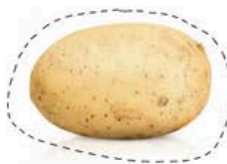
Fish Fingers



Homemade Bread



Carrots



Potato



Crisps



Chicken Fillets

MM5: L4 WS SORT YOUR GROCERIES

2 ZERO HUNGER



Place your food items into the category you think they belong to.

UNPROCESSED

WHOLE, RAW FOODS STRAIGHT FROM NATURE

PROCESSED

FOOD THAT HAS BEEN FROZEN, DRIED, CANNED, BLENDED, DICED, WASHED, FERMENTED, BKAED

ULTRA-PROCESSED

FOOD THAT HAS CHEMICALS, ADDED SUGARS, SALT, EXTRACTS, OR MULTIPLE INGREDIENTS

MM5: L5 WS WRITE A STORY

2 ZERO HUNGER



Create an outline and a summary of your story. You will use that to develop your storyboard.

You have learned a lot about food production, the environment, and health so far in this module. Now it's time to turn what you have learned into a short story. Stories help us connect with others and understand topics in new ways. You will need to revisit your completed worksheets and any notes you may have taken in the previous four lessons. Follow the instructions below and get writing!

Instructions:

First, you need to choose a focus for your story. Consider:

- a. Thinking back on your previous lessons about food production – the case studies, videos and worksheets – what did you find most interesting or surprising?
- b. Did you learn something about how agriculture impacts the environment that you think others should understand?
- c. How would you tell someone about the ways food can affect our health? What story might you tell?
- d. Did you discover anything new about the food in your local supermarket or the food you eat at home that you could explain in a story?

Quickly brainstorm some story ideas:

- a. Write down the top 2 things you learned.
- b. Think about how you can turn them into stories.
- c. Make a list of the people (or characters) who might be involved.
- d. Write a basic plot for each. A plot is simply the sequence of events that happen.

Next, pick your preferred one and refine it. Make sure to:

- a. Consider the main message or piece of information you want to share.
- b. Keep it simple!

Every story needs a strong character. Some questions to ask yourself:

- a. Can you give your character a name?
- b. What kind of personality do they have?
- c. What are they doing in your story? For example, are they buying groceries? Are they farming their land? Are they having a snack?

Create a key moment. Think about:

- o Does something important happen in your story? The key moment might involve a character being challenged by something or someone, for example.
- o The middle of your story should highlight this moment.

Finish with a resolution. Consider:

- o How your story ends. Does your character overcome the challenge?
- o What do you want your peers and teacher to learn at the end of the story.

Write a summary / outline of your story and upload to your digital classroom / teams

MM5: L5 WS WRITE A STORY

2 ZERO HUNGER



Create an outline and a summary of your story. You will use that to develop your storyboard. Consider the parts of a story:

our
**STORY
BEGINS**
here

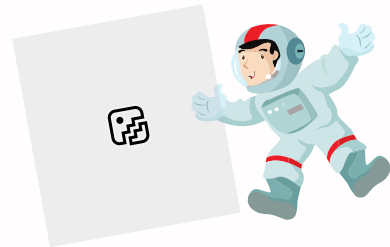
This is the opening of the story - Who, What Where and When?



This is the problem or purpose of the story and defines your main plot line.

DON'T FORGET

Who are the characters and settings, what they will say, and where and how they will say it.



The middle of the story

DON'T FORGET

There maybe one or two events with different characters that make up the film.



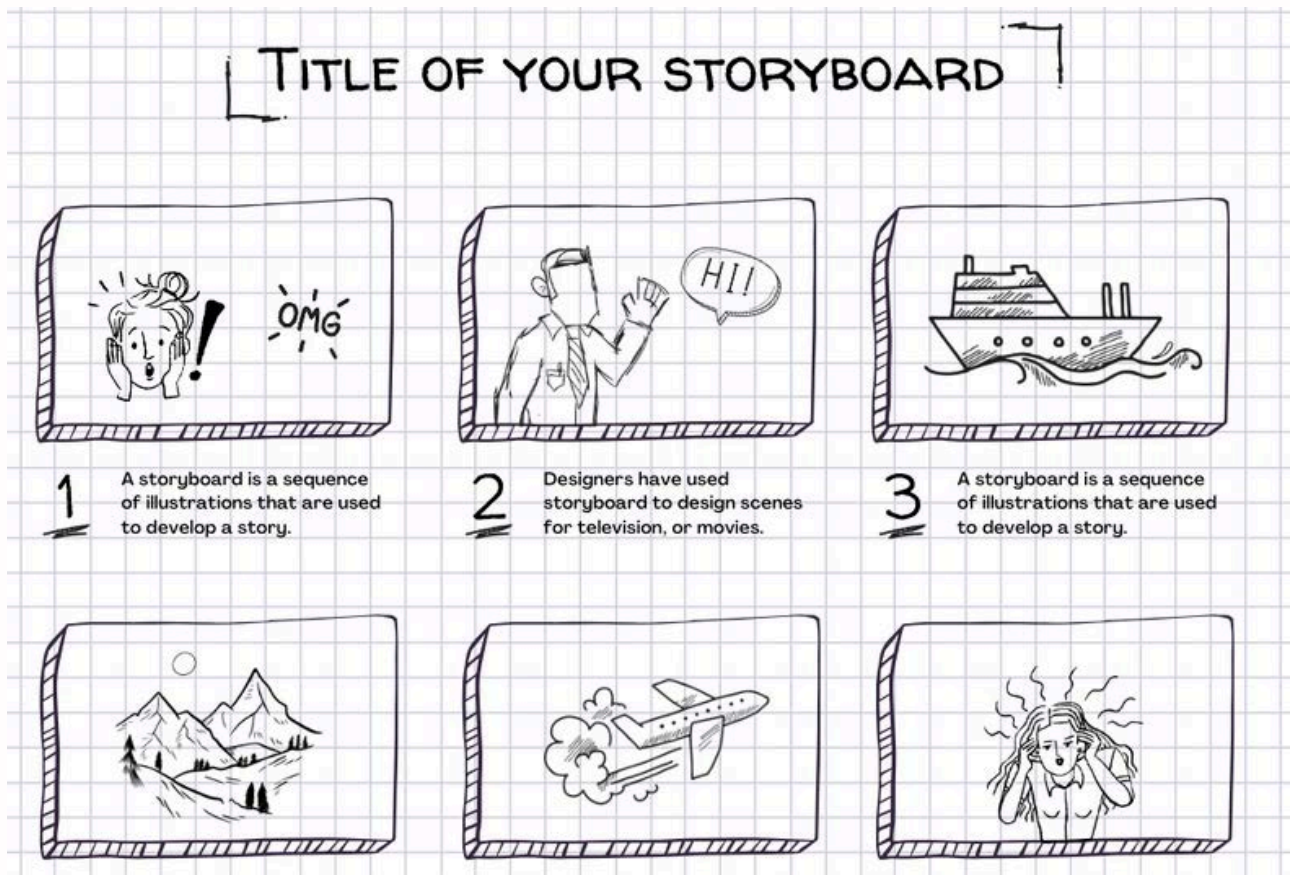
The resolution of the problem or realisation of the purpose - the closing scenes

MM5: L6 WS CREATE A STORYBOARD

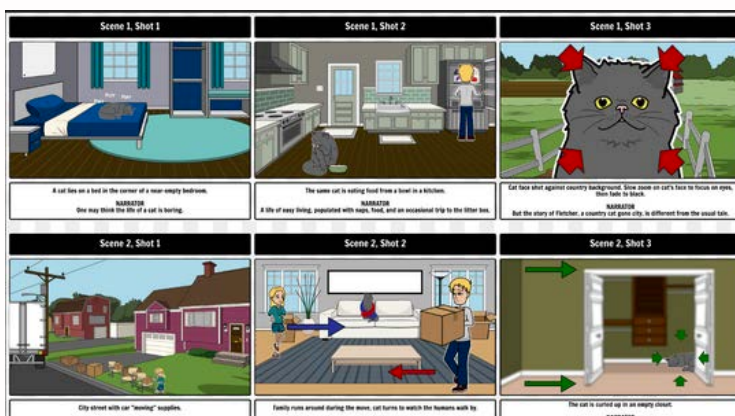


Storyboards

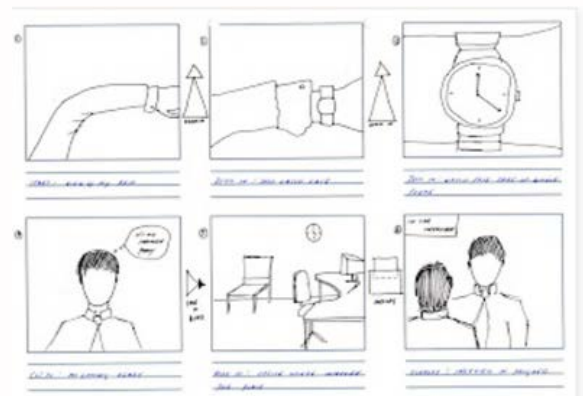
Storyboards enable you to visualise your ideas as a sequence - showing the story's plot over time. You will develop your storyboard in the this lesson.



Storyboard explanation from Canva 2023. Canva has a storyboard editor - with a number of templates



Different Storyboard styles, Canva 2023





CREATE A STORYBOARD

A good storyboard is:

- Clear
- Easily understood by anyone
- Doesn't have overly detailed drawings - shows key scenes, characters and times of day

1

Have you established your timeline?

Some things to think about -

- When does your story occur - what time of the day?
- What are the main events in your story and in what order do they happen?
- Will you use flashbacks?
- Will you have different endings?
- Different storylines happening at once to show different outcomes?

2

Before you start - Do you know the key scenes in your story?

Some things to think about -

- Scenes should show your story / plot development
- Key scenes show important info for the viewer
- Key scenes also show if your locations change or time changes or character changes - make it clear

3

Have you a written description for each image in your storyboard?

- Rough draft - this doesn't have to be perfect but it needs to show a description and some dialogue ideas, e.g. conversations between main characters.
- Are the characters fighting, smiling, or moving toward a destination? Some sort of action should take place in each drawing.
- Show Backgrounds / Characters.



CREATE A STORYBOARD



Use the storyboarding template provided, the index cards, or one of the digital resources to begin storyboarding your project.

CREATE A STORYBOARD SEQUENCE

- Once you have your story idea, characters, key moments, and resolution, you are ready to create your storyboard.
- Get a cork board, some index cards, and drawing pins. You can use the computer and some templates, a magnetic board, or just pieces of paper.
- Think of each row of cards or paper as a scene in your story.
- Write down a brief description and do a drawing on your cards / paper for scenes that you know are in your story.
- Now look and see if there are any gaps in your story – you can do this with someone else and see if makes sense.
- Once it's storyboarded then you can begin writing the full story.

TEMPLATES

- <https://www.studiobinder.com/blog/downloads/storyboard-template/>
- <http://www.printablepaper.net/category/storyboard>
- <https://boords.com/storyboard-template#pdf-storyboard-templates>
- <https://app.studiobinder.com/register?shot-lists-storyboards>
- www.prezi.com
- <https://boords.com/storyboard-template#microsoft-word-storyboard-templates>

Create you own storyboard with MS PowerPoint - <https://docs.microsoft.com/en-us/azure/devops/boards/backlogs/office/storyboard-your-ideas-using-powerpoint?view=tfs-2018>

MM5: L6 WS CREATE A STORYBOARD

2 ZERO HUNGER



YOU CAN ALSO USE THE BOXES BELOW TO SKETCH OUT YOUR IDEAS AND MAKE NOTE FOR EACH SCENE

1

2

3

4

MM5: L6 WS CREATE A STORYBOARD



5

Storyboard panel 5: A large white rectangular area with a dark blue border and a top-right corner cut-off, containing the number 5 in a dark blue circle.

Storyboard panel 5: Three horizontal lines for writing below the main storyboard panel.

6

Storyboard panel 6: A large white rectangular area with a dark blue border and a top-right corner cut-off, containing the number 6 in a dark blue circle.

Storyboard panel 6: Three horizontal lines for writing below the main storyboard panel.

7

Storyboard panel 7: A large white rectangular area with a dark blue border and a top-right corner cut-off, containing the number 7 in a dark blue circle.

Storyboard panel 7: Three horizontal lines for writing below the main storyboard panel.

8

Storyboard panel 8: A large white rectangular area with a dark blue border and a top-right corner cut-off, containing the number 8 in a dark blue circle.

Storyboard panel 8: Three horizontal lines for writing below the main storyboard panel.

MM5: L7 WS WHAT'S TRENDING

2 ZERO HUNGER



Food trends are changes in food preferences that have become popular over a certain amount of time. Just like other trends, food trends often go viral and usually last for a long time. Food trends are important because they indicate a change in how and what people eat and give us a glimpse into the future.

Use this worksheet to learn about the food trend assigned to you.

PART 1

Our food trend is:

Have you heard of this trend before?

In your own opinion, what do you think it involves?

PART 2: Use the internet to learn more about this food trend.

List your sources below i.e. websites, articles, videos etc. as you conduct your research:

1. _____

2. _____

3. _____

4. _____

5. _____

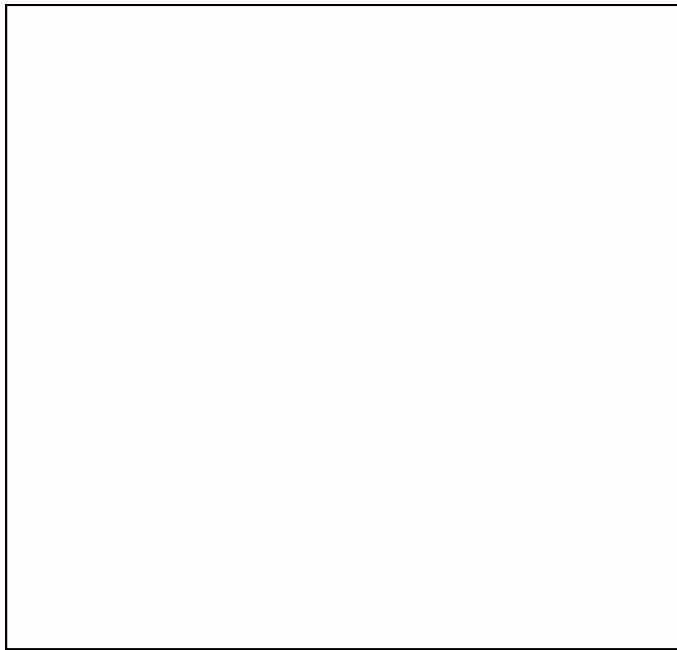
MM5: L7 WS WHAT'S TRENDING



WHAT'S TRENDING

Where is this food trend most popular? e.g. Ireland, Asia, Everywhere

What does this food look like? Draw it below or add a photo from the internet.



What is the official definition of this trend?

Does it rely on technology? If yes, explain how:

MM5: L7 WS WHAT'S TRENDING



Do you think it is expensive or cheap to eat this kind of food?

What type of food would you associate with this trend? e.g. meat, flowers, grain

1. _____
2. _____
3. _____

How is this food made? e.g. is it raw or cooked? Is it ultra-processed?

Could you make this type of food at home?

In your own opinion, do you think this a positive or negative trend?

Do you think it will become a popular food in the future?

Do you think people in Ireland will like it?

Explain your answer.



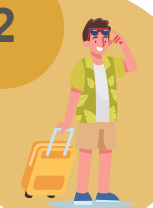
1



Alia the Cultivated Meat Ambassador.

Alia works as a food scientist for a company that is developing cultivated meat. Her job is to work in the lab and create new products like steak and burger patties. She is passionate that the science will help to feed millions of people with tasty food while also reducing the suffering of animals.

2



Simon the Entomophagist.

Simon likes to travel and enjoys learning about different food cultures. On a recent trip to Thailand he discovered insects as food. After trying crickets, bamboo worm and beetles, he was hooked. He believes that insects can be an exciting and sustainable source of protein.

3



Alex the Fake Meat-Eater.

Alex recently went vegetarian. The hardest thing to give up for Alex was meat. Their family often cook burgers, roast meats, and chicken for dinner so it was difficult to be vegetarian at first. However, now Alex loves the fact that they can still enjoy similar food by simply choosing fake meat products.

4



Suri the Forager.

Suri lives in a city but at the weekend always makes an effort to go foraging in the countryside. She likes to walk in the woods, the fields, and go by the sea to gather native wild food like fruit, flowers, nuts, seaweed, and mushrooms. For Suri, foraging helps her to connect with nature.

5



Conor the Vegan.

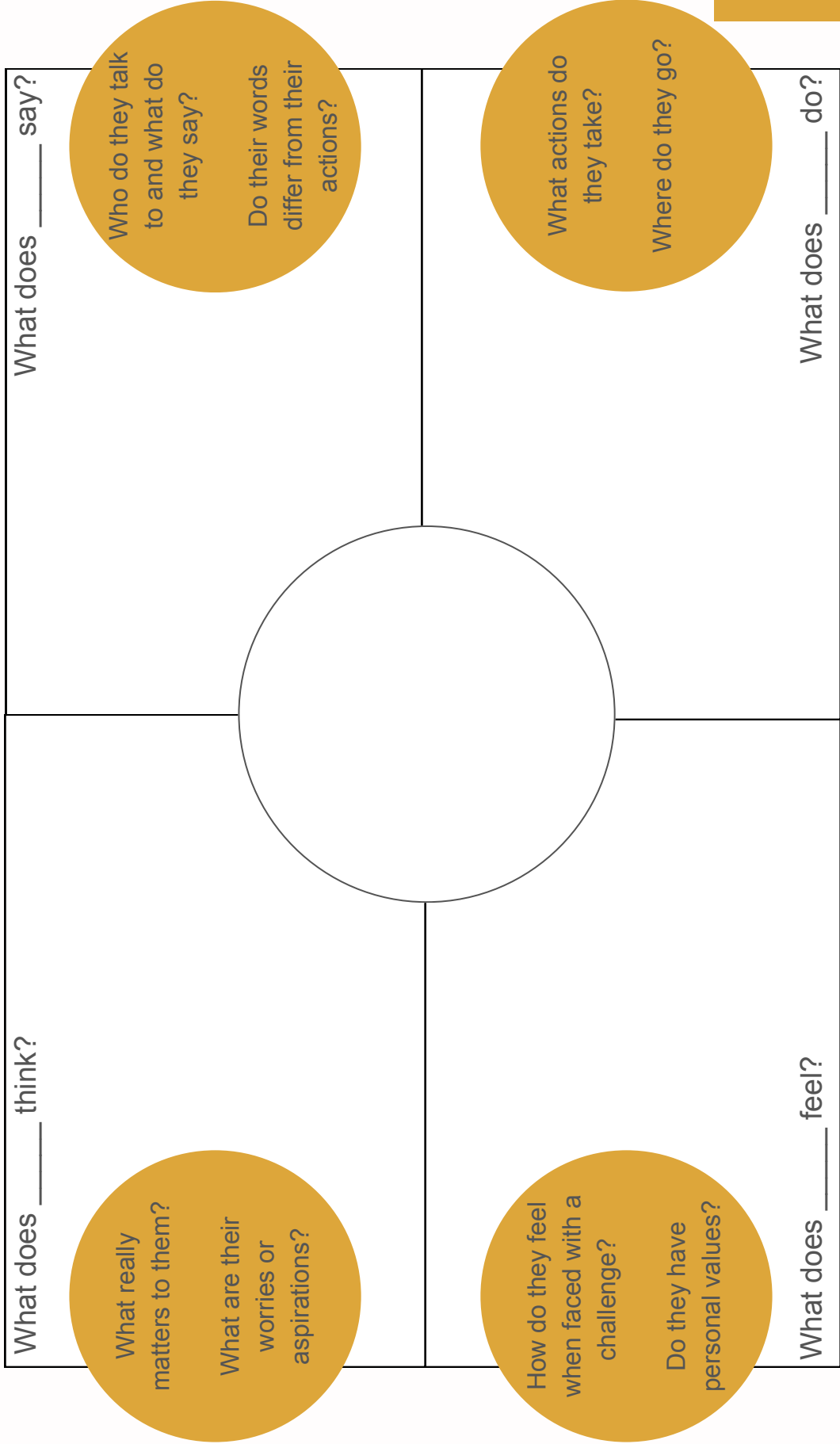
Conor is a fitness fanatic and was raised vegan. His diet is especially packed full of beans, legumes, and grains to ensure he has lots of protein for his workouts. He has noticed an increase in vegan options in shops, restaurants and cafes which makes traveling for his cycling competitions much easier.

MM5: L8 WS EMPATHY MAP



For this activity you will need to make some assumptions. That means what you think and write may not be true, but it's okay for now as you will learn to test assumptions later. Use your adopter profiles and previous research to guide you as you complete the empathy map.

You will use this worksheet to gain a deeper understanding of your adopters. This will help you to paint a picture of their needs, motivations, concerns, and actions when it comes to food waste.



MM5: L9 WS NEEDS AND PROBLEMS

2 ZERO HUNGER



Activity 1

This activity is about highlighting the key problems and challenges associated with food production and food trends.

You will work with your lesson partner to outline, write, edit and refine the needs and problems so that you have a clear understanding of everything you have learned up until this point.

To help with this activity, please refer to SDG2, specifically target 2.3, 2.4, and 2.5, SDG3, specifically target 3.9, and SDG12, specifically target 12.8, and 12.a.

Things to think about and actions to take:

- Can you connect with someone in your community who produces food to better understand the situation? What can you learn from them? What do you think their main problem is in relation to food production?
- Can you speak to someone in your community who might be following a particular food trend or lifestyle such as veganism? What are their needs? What can you learn from them and what challenges do they face?
- What problems did we uncover in relation to food production? Make a list. Refer to Multimedia Box for helpful research links or revisit previously completed worksheets.
- What problems did we uncover in relation to food trends? Make a list. Refer to Multimedia Box for helpful research links or revisit previously completed worksheets.
- Can a picture or diagram help? Try to visually draw or map the problem.
- Who's telling us about these challenges? What is their perspective? What else do I need to find out?
- Does everyone in the group agree? It's important that everyone understands why the problem exists and why it needs to be solved.

Next, work together to define the key needs and problems by writing them down in your own words. Follow the format below:

TIP: If you completed the previous lessons in this module, it might be helpful to refer to your activity sheets.

You can use this space to continue make any notes you might have from Activity 1's research

MM5: L9 WS NEEDS AND PROBLEMS

2 ZERO HUNGER



You can continue to use this space to make any notes you might have from Activity 1's research

Part 1: FOOD PRODUCTION:

Need A

___[insert WHO e.g. farmer]___ needs a way to ___[insert ACTIVITY]___ so that they can ___[insert BENEFIT]___

Problem A

___[insert PRODUCTION METHOD]___ is problematic because ___[insert PROBLEM]___ and is negatively impacting ___[insert WHO/WHAT]___

Part 2: FOOD TRENDS:

Need B

___[insert WHO e.g. adopter name]___ needs a way to ___[insert ACTIVITY]___ so that they can ___[insert BENEFIT]___

Problem B

___[insert FOOD TREND]___ is problematic because ___[insert PROBLEM]___ and is negatively impacting ___[insert WHO/WHAT]___



Activity 2

Next, work together to reframe the needs and problems by writing them down as a single question that invites new ideas and solutions. Follow the format below:

NOTE: A solution is an answer to a problem. At this stage, you don't need to have an actual solution in your mind – a general idea of something that might combat the key problem is all you need for now!

Part 1: FOOD PRODUCTION

How might we ___[insert SOLUTION]___ so that ___[insert WHO e.g. farmer]___ is able to ___[insert a goal that this person wants to achieve]___ ?

Part 2: FOOD TRENDS

How might we ___[insert SOLUTION]___ so that ___[insert ADOPTER]___ is able to ___[insert a goal that this adopter wants to achieve]___ ?

Make sure to keep these as you will need to reference them later!

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?

MM5: L11 WS PLAY IT BACK

2 ZERO HUNGER



You are tasked with crafting a playback that sums up this module so far. Think of a playback like a short story-based presentation. The goal of this playback is to share what you know about the future of food and your opinions on the topic, and allow for others to give you feedback.

Note: You will ONLY have 1 minute maximum (each) to deliver your playback.

You can decide what format to use and how you would like to playback what you have learned. Here are some examples to get you started:

- You might choose to tell a linear story what you have learned from the very first lesson to now. You might pick one interesting learning outcome from each lesson or topic and share it back.
- You might work in pairs to share two different perspectives on what you've both learned so far and how your opinions on the future of food are different. Can you debate your point of view?
- You might roleplay (refer to the Food Waste micro-module if available) and act out your assigned food adopter, telling a story about food from the adopter's point of view.
- You might tell a story about someone in your community and their role in the future of food.
- You might create a simple powerpoint or slideshow to present information.

The key to a good playback is the story! Here are 3 key elements to help you craft your playback in whatever format you decide on:

- **Clear:** Make sure your playback can be understood. Think about the main message you want to convey in your story and focus on making that as clear as possible.
- **Engaging:** How can you make your playback engaging? You want to keep your teacher and peers interested in what you have to say. You might use imagery or humor to make it engaging, for example.
- **Simple:** Don't over complicate your playback! The most memorable stories are simple stories.

- **Write before you talk.** Write or sketch lots of your ideas on sticky notes *before* talking about them. During discussions, capture the main points on sticky notes and post to the wall.
- **There are no bad ideas.** Start big. Diverge to get everyone's ideas out there. Come back together to discuss, cluster, and seek patterns. Then, converge to determine the strongest ideas.
- **Stay focused on your users.** Tell stories about users to keep them at the center of your attention.

- **Everyone participates.** Everyone has a marker and a pad of sticky notes.
- **Stay engaged.** Avoid side conversations. Use a "parking lot" to capture issues that are off-topic.
- **Start on time, stay on time.** To meet our goals, we need to watch the clock and stick to the plan.
- **Yes, and...** Instead of dismissing the ideas that your teammates suggest, push yourself to build on them.



You are now tasked with building your own research poster to visually summarise what you have learned about the future of food throughout this module.

You may choose to create your poster on the topic you created your mood board on in lesson 5. You will need to use lots of visual material like photos, text blocks, screenshots, drawings, graphs, newspaper headlines, quotes, and video stills.

Tip: Refer to your earlier lessons and worksheets to help develop your point of view for your research poster. Lesson 7 in MM5 and Lesson 1 in MM6 will be particularly helpful here.

1. Review your existing material:

- Go back through each of the lessons completed during this module and revisit your learnings including the completed worksheets, videos watched, and any other information gathered.
- How can you summarise what you learned? What was the most important or interesting thing that stood out to you along the way? Can this be the main focus for your poster?
- Will you choose a community problem relating to food, a food trend, or an exciting developing relating to the future of food as the topic for your research poster?

2. Organise your research:

- Once you have your material, you need to start organising it so that others can understand it.
- Can you put the research into different categories, for example? Can you assign keywords or titles to the different pieces of research?
- Think about the flow of information – how will someone understand the key results of your research when they look at your poster? Are there different sections?

3. Collect the visuals:

- a. You now need to find appropriate visuals to represent and communicate your research.
- b. Visuals might include diagrams, photos, drawings, quotes, newspaper or magazine cutouts, screenshots, graphs, bar charts, or video stills.
- c. If you made a mood board in the previous lesson, you can use that, too!

4. Gather your tools:

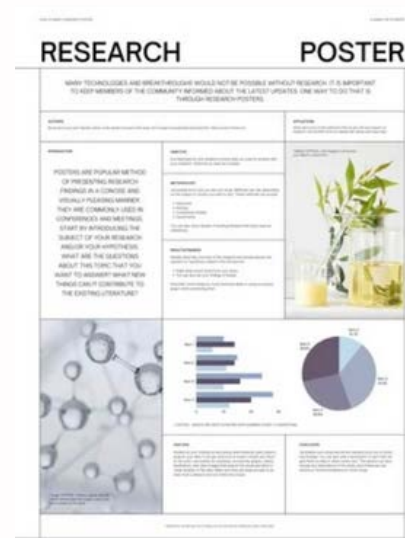
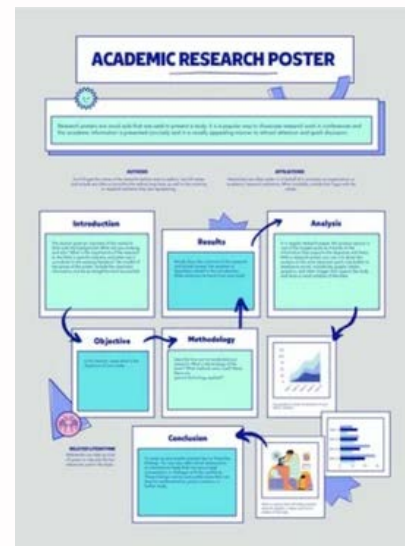
- Now that you have all of your material including the visuals, it's time to prepare the build.
- You will need a board or large sheet of paper to act as your background/display. Minimum A3 size if possible and hardwearing material (foam core or cardboard are good options) if available.
- Glue, tape, or Blu Tack will be needed to paste your visuals onto the poster.

5. Arrange the visuals:

- A good poster is clearly organised and has a hierarchy. That means you will need to arrange the visuals based on their importance and relevance.
- Depending on what you want to communicate about your research, you might decide to make some of the visuals bigger or more prominent than others. You might want to overlap some visuals or make something stand out on its own for impact.
- It's important to arrange the visuals according to how you organised your research in the previous . Add a section title or draw a box around categories if you'd like.
- You might consider drawing a timeline or a spider diagram to map out your research or a specific part of your research.
- If you are using lots of text in your poster, try to keep it simple. Use bullet points or short paragraphs.
- Once you feel your poster successfully communicates your research you are done!

6. Share your poster:

- Take your completed poster to class and share with your teach and peers.



Examples of research posters, which are usually more formal in style than other information posters

MM5: L13 WS CREATE A MOOD BOARD

2 ZERO HUNGER



A mood board is a visual tool that helps you to showcase inspiration and concepts. It is an effective way to create an atmosphere or feeling that can draw people in so they can learn more about a topic or concept. You will need to use lots of visual material like photos, screenshots, newspaper headlines, quotes, and video stills.

Tip: Refer to your earlier lessons and worksheets to help develop your point of view for your mood board. Lesson 7 in MM5 and Lesson 1 in MM6 will be particularly helpful here.

1. Decide on your point of view:

- A mood board should celebrate a concept, idea or point of view and it should have a certain look and feel based on the atmosphere or “mood” you want to evoke around your idea or point of view. For example, will your mood board show the exciting and positive opportunities of a new type of food or food trend? Or will your mood board show the uncertain and worrying side of the future of food production? The first step is to determine what kind of mood you want to set.
- Your mood board might show different concepts and moods depending on what your point of view is i.e. positive and negative trends, funny and scary ideas etc.

2. Gather visual inspiration:

- You will need to pull together a range of imagery that symbolises or shows different elements of your ideas around food production, food trends, and any other aspects of the future of food you have been inspired by so far.
- Imagery might include photos of food, a supermarket product brochure, screenshot of a YouTube video, an illustration or sketch of a food product or location such as a farm.
- You should also use words like quotes or headlines from a newspaper.
- Feel free to draw or illustrate your own imagery!

3. Gather your tools:

- Once you have your visual inspiration ready, you will need a board to act as your background/display. This should be large (minimum A3 size if possible) and hardwearing (foam core or cardboard are good options if available).
- Glue, tape, or Blu Tack will be needed to paste your visuals onto the board.

4. Arrange the visuals:

- A good mood board is clearly organised and has a hierarchy. That means you will need to arrange the visuals based on their importance and relevance.
- Depending on the feeling you want to communicate, you might decide to make some of the visuals bigger or more prominent than others. You might want to overlap some visuals or make something stand out on its own for impact. Get creative!
- Once you have all your visual inspiration arranged and pasted on your board, you are finished!

5. Share your board:

- Take your completed mood board to class and share with your teacher and peers.