

# SDG2: Future of Food

## MM5: The Food We Eat



### Micro-Module 5: The Food We Eat

### Experimentation and Exploration

### Lesson 4: Food Production and Our Health

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

#### Lesson Title and Summary: 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.

#### Vocabulary: Nutrition, Processed Foods, Ultra-processed Foods (UPF)

#### In this lesson, the learner will:

- Learn how food production methods can impact health
- Apply picture-sorting research techniques
- Conduct research to validate assumptions
- Work in groups and learn how to make decisions together

#### Materials

- Worksheet: Sort Your Groceries
- Grocery Sticker Sheet
- Internet access
- Markers/pens/pencils
- Paper
- Scissors
- Tape/glue/Blu tack



# MM5: The Food We Eat

## Lesson 4: How Do We Produce Food?

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



### ACTIVITY INSTRUCTIONS

#### Activity 1: Watch a Video (15 minutes)

1. As a class, watch the video: UK doctor switches to 80% ULTRA-processed food diet for 30 days 🍔🍕🍷 BBC (9:12min)
2. At the end of the video, facilitate an open class discussion:
  - What did you think of the experiment?
  - Were you surprised by what happened to the doctor?
  - What did you learn that you didn't know before?
  - What is a UPF?
  - Why do you think these kinds of foods are so popular?
  - How do you feel about food after watching this video?

#### Activity 2: Sort Your Groceries (35 minutes)

1. Divide the class into groups of 4 or 5 and distribute the Grocery Sticker Sheet.
2. Allow 5 minutes for each group to cut the individual food items out of the second worksheet. Meanwhile, distribute the Worksheet: Sort Your Groceries (one per group).
3. Each group should work together to decide where each food item from the sticker sheet belongs by placing them into the appropriate category on the Sort Your Groceries worksheet. It's okay if the learners are unsure at this stage, they should use their judgement to decide collectively.
4. When all food items are placed into their categories, each group should prepare to share their worksheets with the class by placing them on the shared classroom board.
5. Allow the class to look at all the worksheets and facilitate discussion to draw out and notice any differences in how each group sorted their food items.

#### Activity 3: FLIPPED CLASSROOM: Check Your Sorting

1. Each group should validate their completed worksheet by researching the different food items to understand if they are in fact unprocessed, processed, or ultra-processed. They should continue to work in groups if possible and can use the internet for this task. Please see multimedia box for useful videos and articles.
2. When they have conducted this research, each group should make a note on their own worksheet to indicate if certain food items should be moved to a different category.
3. It's important that the group work together to make any changes so that each learner can reflect on what they have learned. Facilitate a brief discussion of any changes they made and their validation research in the next lesson.

#### 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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## Lesson 4: How Do We Produce Food?



### EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, ask the class to watch the assigned video for activity 1 at home before the lesson. Note: the classroom discussion should still take place.

Extension: For a longer lesson, add a secondary video: How harmful can ultra-processed foods be for us? BBC News to the first activity (see multimedia box). Encourage the class to take notes during both videos and facilitate a discussion in response to both experiments.

Allow the groups to complete activity 3 in class.

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

Video: UK doctor switches to 80% ULTRA-processed food diet for 30 days 🍔🍕🍷 BBC (9:12 mins)  
<https://youtu.be/T4PFt4czJw0>

Video: How harmful can ultra-processed foods be for us? BBC News (6:42 mins)  
<https://youtu.be/wlhbYA5QLEw>

Video: How the food you eat affects your brain (4:52 mins) <https://youtu.be/xyQY8a-ng6g>

Video: How sugar affects your brain (5:02 mins) <https://youtu.be/IEXBxijQREo>

Video: Whole Foods vs Processed Foods (1:36 mins) <https://youtu.be/lCyakCKf1vM>

Article: It delivers a taste bomb of pure pleasure, but ultraprocessed food is killing us  
<https://www.irishtimes.com/health/your-wellness/2023/01/30/it-delivers-a-taste-bomb-of-pure-pleasure-but-ultraprocessed-food-is-killing-us/>

Article: Processed Foods and Health  
<https://www.hsph.harvard.edu/nutritionsource/processed-foods/>

### LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Visit your supermarket and try to determine what food is unprocessed, processed, or ultra-processed. Notice how the supermarket organise these items – can you find unprocessed and ultra-processed food in the same aisle or are they kept separate? How are the foods labeled – do they use the words processed or unprocessed anywhere?

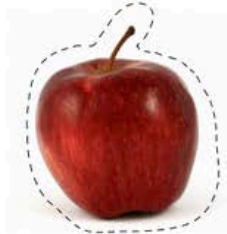


# Grocery Sticker Sheet

Using a scissors, cut out the food items below



Nuts



Apple



Microwavable Pizza



Tinned Fish



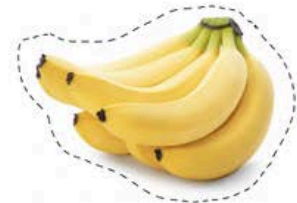
Chicken Nuggets



Fish



Milk



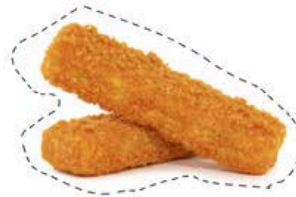
Bananas



Ready Meal



Chocolate



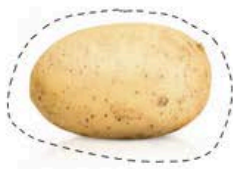
Fish Fingers



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