

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 9: Framing the Challenge

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

Lesson Title and Summary: 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.

Although not necessary, learners will benefit from revisiting their completed worksheets and learning outcomes from all previous lessons in MM5 and MM6.

Vocabulary: Agriculture, Design Thinking, Need Statement, Problem Statement, Production, Reframe, Research, Solutions, Trends

In this lesson, the learner will:

- Collate and apply research findings
- Define key problems and challenges
- Write needs statements to reflect people's needs
- Reframe needs and problems into engaging questions
- Practice critical thinking
- Practice written articulation and sentence structure

Materials

- Worksheet: Needs and Problems
- Worksheet: Reframing
- Internet access
- Markers/pens/pencils
- Paper



MM5: The Food We Eat

Lesson 9: Framing the Challenge



ACTIVITY INSTRUCTIONS

Activity 1: Defining Needs and Problems (35 minutes)

1. Learners should continue working in assigned pairings from previous lessons.
2. Distribute the worksheet: Needs and Problems
3. Assist the learners where possible by helping them to write, edit and refine needs and problems. Here are some nudges to help the class along:
 - a. Use a mind map to list and connect all of the known problems
 - b. How are fishers, farmers, or growers impacted by the agricultural methods they follow
 - c. Do you understand one more than another?
 - d. Do you have first-hand experience with any of the food production methods or food trends that you previously researched?
 - e. Can you tell us about the challenges you see or experience?

Activity 2: Reframing (15 minutes)

1. Learners should continue working in assigned pairings.
2. Remind learners that they may wish to refer to previous worksheets and lessons
3. Distribute the worksheet: Reframing
4. Assist the learners where possible by helping them to write, edit and refine their reframed statements.

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

MM5: The Food We Eat

Lesson 9: Framing the Challenge



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, skip activity 2.

Extension: For a longer lesson, as a class, select and watch the videos 'Defining the Problem and 'How to write a great problem statement' provided in the multimedia box. Ask the class to reflect by sharing their written statements after each activity. Use the extra time to hone their statements.

This activity could also be a Flipped Classroom watching the videos at home and using the time to share and rewrite their statements.

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

Video: Defining The Problem (1:25 mins) <https://youtu.be/2rJRVv-NOaA>

Video: How to Write a Great Problem Statement (1:36 mins) https://youtu.be/cZLgh5JF_a8

Ten Things You Should Know About Industrial Farming:
<https://www.unep.org/news-and-stories/story/10-things-you-should-know-about-industrial-farming>

Video: "This is an emergency" (41:26 mins)
https://youtu.be/l3U_xd5-SA8?si=m-MkZbsQV0fAEjtN

What's Next in Food Trends? New Consumer Curiosity Study
<https://www.thepacker.com/news/retail/whats-next-food-trends-new-consumer-curiosity-study>

Video: How does your diet affect the environment? (1:26 mins)
<https://youtu.be/7Rufgoy9R2U>

Video: Can healthy food save the planet? (2:10 mins)
<https://youtu.be/Plc42oIU0Ik>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Do you know a farmer, fisher, grower, or someone who is involved in any of the food production methods you learned about in the previous lessons?

Can you speak to them to understand what kind of challenges and needs they have? Write down what you learn and use it to complete your worksheets.

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!