

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 1: Understanding Food

Subjects: Agricultural Science, CPSE, Geography, Home Economics, SPHE

Lesson Title and Summary: 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.

Vocabulary: Journey, Local, Playback, Research

In this lesson, the learner will:

- Think critically about the food they eat
- Consider the differences between local and global
- Be exposed to the complexities of food supply chains
- Work independently to conduct research
- Develop basic presentation skills

Materials

- Worksheet: My Food Profile
- Internet access
- Markers/pens/pencils
- Paper



MM5: The Food We Eat

Lesson 1: Understanding Food



ACTIVITY INSTRUCTIONS

Activity 1: My Food's Journey (25 mins)

1. Put learners into pairs.
2. Distribute Worksheet: My Food Profile (one per learner).
3. Ask learners to think about their favourite food.
4. Complete the assigned worksheet as an interview. One learner should ask their partner the questions on the worksheet and record their answers. Their partner should then ask the learner the questions on the worksheet and record their answers. Work together to complete part 2 of the worksheet for both learners.

Activity 2: Playback (25 mins)

1. Clear a space on the wall or provide a board and ask the learners to hang/stick up their worksheets for the class to see.
2. When everyone has their worksheets in place, ask each learner to present their partner's Food Profile, if time allows.
3. Have each group take photos of their worksheets and upload to a shared drive or virtual classroom. Ask learners to read each profile before the next class.

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.

MM5: The Food We Eat

Lesson 1: Understanding Food

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, run activity 1 as a flipped classroom. Have the class discussion in the next lesson. Alternatively, divide the class into groups of 2 or 3 and ask each group to pick a shared food to research together.

Extension: For a longer lesson, allow learners to research additional foods/dishes. Provide a new worksheet for each food.

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

SDG goal 12: Ensure sustainable consumption and production patterns

<https://sdgs.un.org/goals/goal12>

SDG goal 13: Take urgent action to combat climate change and its impact

<https://sdgs.un.org/goals/goal13>

SDG goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

<https://sdgs.un.org/goals/goal2>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Visit your local grocery store, shop or supermarket and look at the labels of some food products. Can you find out where they came from e.g. Ireland or Argentina? How many ingredients are listed on the label?

Complete Seeding Sustainability Food Sovereignty Lesson 2: Introduction to Food Miles

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

2 ZERO HUNGER



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?

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration
Experimentation and

Lesson 2: How Do We Produce Food?

Subjects: Agricultural Science, CPSE, Geography, Home Economics, SPHE

Lesson Title and Summary: 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.

Vocabulary: Aquaculture, Agriculture, Agroecology, Biodiversity, Cultivation, Ecosystems, Geography, Globalisation, Local, Organisms, Polyculture, Production, Research, Supply-chain, Systems, Technology

In this lesson, the learner will:

- Understand agricultural systems
- Learn about the history and trends of agriculture
- Learn about the different people involved in food production
- Develop a basic understanding of food systems
- Practice notetaking

Materials

- Worksheet: Glossary
- Worksheet: How Do We Produce Food?
- Teacher's Notes: Glossary
- Internet access
- Markers/pens/pencils
- Paper



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



MM5: The Food We Eat

Lesson 2: How Do We Produce Food?



ACTIVITY INSTRUCTIONS

Activity 1: Glossary (20 minutes)

1. Divide learners into groups of 2-4.
2. Have each group write their own definitions for the words from the glossary in the WORKSHEET: Glossary.
3. Briefly discuss their definitions. See teacher's notes for glossary definitions.

Activity 1: How Do We Produce Food? (30 minutes)

1. As a class watch the video How Do We Produce Food? Crash Course Geography #43 (11:39 mins).
 - a. Allow the learners to read through the questions and prompts on the WORKSHEET: How Do We Produce Food? independently (5 mins). They will each need to complete this worksheet while watching the video, taking notes about what they are hearing and seeing along the way. Learners will also need to revise their glossary as they watch the video.
2. When everyone is ready, play the video. NOTE: the video moves very quickly and there is a lot of information for the learners to digest. Please pause the video regularly so the class can take notes and grasp the content steadily.
3. Facilitate any questions from the class along the way.
4. When the video has ended, allow the learners extra time to complete their worksheet and add any final notes. Ask the learners to revise their glossary definitions based on the video as well.
5. Then ask the class to discuss what they've learned about food production, following their worksheet as a talking guide (see teachers notes for glossary definitions).

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.

MM5: The Food We Eat

Lesson 2: How Do We Produce Food?



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, ask the learners to do activity 1 at home, in advance of the lesson. This should reduce the learning curve and the amount of time required to view the video in class.

Extension: For a longer lesson, spend more time discussing the video and the various terms.

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

Video: How Do We Produce Food? Crash Course Geography #43 (11:39 mins)

https://youtu.be/xx_Cu7Le3ZY

National Geographic: The Art and Science of Agriculture

<https://education.nationalgeographic.org/resource/agriculture/>

Bord Bia: Agriculture and Food & Drink Sector (Ireland):

<https://www.bordbia.ie/industry/irish-sector-profiles/irish-agriculture-food-drink-sector/>

Bord Bia: Irish Vegetables – What's In Season

<https://www.bordbia.ie/whats-in-season/vegetables/>

Climate Ireland: Agriculture

<https://www.climateireland.ie/#!/tools/sectors/agricultures>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Visit your local community garden, farm, or production facility to learn how food in your area is produced. E.g. Can you visit a dairy farm or talk to a dairy farmer about milk production? Or can you observe fishers bringing fish and seafood off the boats to sell to local mongers or chefs?

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. _____

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Experimentation and Exploration

Lesson 3: Food and the Environment

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

Lesson Title and Summary: 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.

Vocabulary: Commodity, Data, Environment, Eutrophication, Greenhouse Gas Emissions (GHG), Supply Chain

In this lesson, the learner will:

- Research food production and the environment
- Navigate, search, and filter data
- Learn how to compare data
- Work in pairs/groups

Materials

- Worksheet: Food and the Environment
- Internet access
- Markers/pens/pencils
- Paper



MM5: The Food We Eat

Lesson 3: Food and the Environment



ACTIVITY INSTRUCTIONS

Activity 1: Investigation (35 minutes)

1. Divide the class into groups of 2 or 3.
2. Provide a computer with internet access to each group.
3. Load the URL: <https://ourworldindata.org/environmental-impacts-of-food> on each computer. This will be the primary source of information for the duration of this lesson.
4. Distribute the worksheet: Food and the Environment (one per group).
5. Learners should use the worksheet to guide their research, answering the questions along the way.

NOTE: This lesson can be run as a flipped classroom if computers are not available for all learners/groups in class.

Activity 2: Research playback (15 minutes)

1. Ask each group to place their worksheets on the shared classroom board for everyone to see.
2. Ask each group to read out or “playback” PART 3 of their completed worksheet. They should share this task so that each learner has the opportunity to present their findings and learnings.

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.

MM5: The Food We Eat

Lesson 3: Food and the Environment



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, run activity 1 as a flipped classroom activity. If possible, learners should still work in pairs or groups of 3 to complete the activity outside of class.

Extension: For a longer lesson, give the class more time to explore the research. Once the worksheet is complete, learners can continue to click through the data and read additional articles.

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

Our World in Data: Environmental Impacts of Food Production:

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

Environmental Protection Agency:

<https://www.epa.ie/our-services/monitoring--assessment/climate-change/ghg/agriculture/>

National Geographic:

<https://education.nationalgeographic.org/resource/environmental-impacts-agricultural-modifications/>

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

Visit your local community garden, farm, or production facility to learn how food in your area is produced.

Interview a farmer about the impact of agriculture on the environment.

Contact your local council to ask about steps they are taking to reduce the impact of agriculture on the environment.

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?

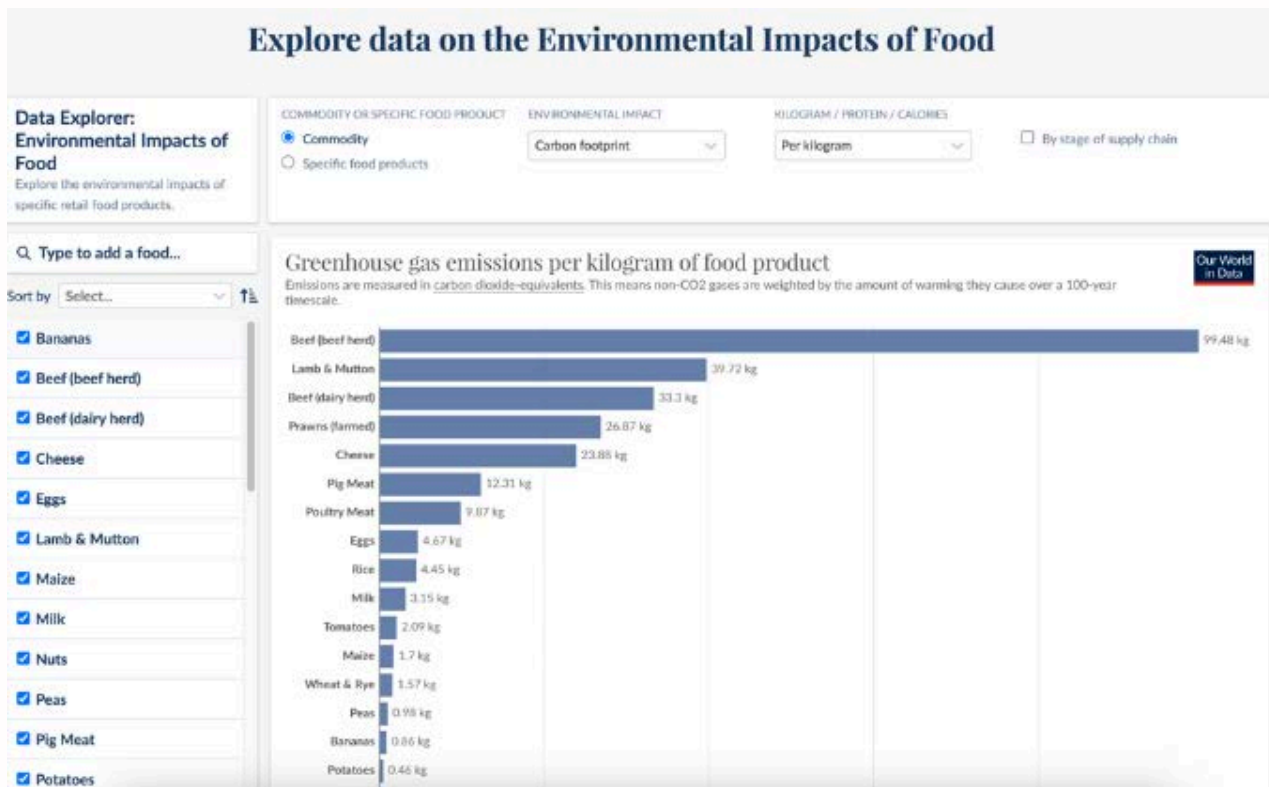
In your own words, why do we need to change the way we produce food?



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

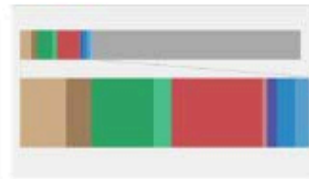
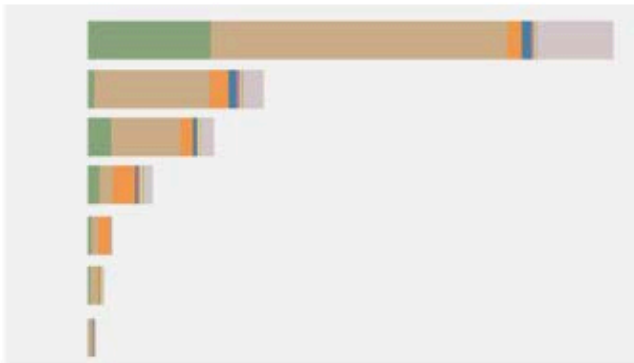
Now, move to the Research & Writing section for the final part of this activity.

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?

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.

MM5: The Food We Eat

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?

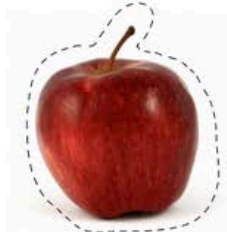


Grocery Sticker Sheet

Using a scissors, cut out the food items below



Nuts



Apple



Microwavable Pizza



Tinned Fish



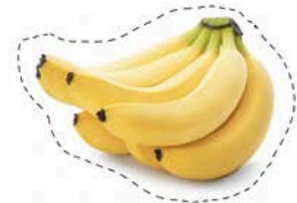
Chicken Nuggets



Fish



Milk



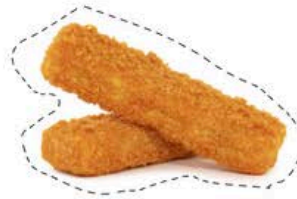
Bananas



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

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 5: A Story About Food 1

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

Lesson Title and Summary: 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.

Vocabulary: Character, Empathy, Narrative, Plot, Research, Storyboard, Storytelling

In this lesson, the learner will:

- Turn quantitative research into a qualitative narrative
- Learn how to plot a simple story
- Exercise creative and critical thinking
- Develop empathy for people and planet
- Practice written, visual, and verbal storytelling

Materials

- Worksheet: Write A Story
- Internet access
- Markers/pens/pencils
- Paper



MM5: The Food We Eat

Lesson 5: A Story About Food 1



ACTIVITY INSTRUCTIONS

Activity 1: Write A Story (50 minutes)

1. As a class, watch the video: 'Why Stories Are Important'
2. Learners should gather together own worksheets and notes from all previous lessons.
3. Divide learners into groups of 2.
4. Distribute the worksheet: Write A Story.
5. Learners will need to look back at what they learned throughout the module so far and turn aspects of their research findings into a short story.

Learners can choose to focus on one past lesson or specific activity, or they might choose to summarise everything they have learned so far. It's up to each learner to decide what story they want to tell.

6. Learners should complete the worksheet: Write a Story, depending on time this activity can be undertaken over a number of lessons.

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 opinion they have about the activities, what did they like or how they would improve them

Use Post-its or a mentimeter survey - www.mentimeter.com - to gather reflections

MM5: The Food We Eat

Lesson 5: A Story About Food 1



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, reduce the amount of time they work on creating their stories.

Option B: Depending on time this exercise can also be undertaken over two or more classes.

Extension: For a longer lesson, as a class, watch the video 'How Stories Shape Our Minds' in the media box. Learners can then revisit their story again and see how they might change their story.

This can be done by sharing their story with a peer and asking them to suggest ideas

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

Article: How To Write A Story Plot

<https://www.grammarly.com/blog/story-plot/>

Video: Why Stories Are Important (1:28 mins)

<https://youtu.be/VG3eKnUeqwo?si=3gsZ5W3OZ28iKqAz>

Video: How stories shape our minds (4:36 mins)

<https://youtu.be/vyZMSZG2Dmk?si=JMVoKOKcxwm6Talv>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Can you turn a personal experience about food and the environment or food and health into a story? What facts do you know about local food production such as farming and can you share those facts in a story to make them more interesting?

See Media Communications Micro-Module 1: Videos for extra lessons on storyboarding, or to turn their story into a film.

Also, MM2: Optional Task Lesson 7 - could the learners turn their story into a Tik Tok video

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

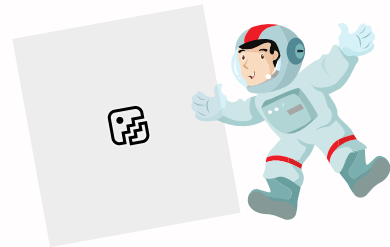
This is the opening of the story - Who, What Where and When?



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

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 6: A Story About Food 2

Subjects: Agricultural Science, CPSE, Geography, Home Economics, SPHE

Lesson Title and Summary: A Story About Food 2

Stories help us connect with others and understand topics in new ways.

This lesson is a 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.

Vocabulary: Character, Empathy, Narrative, Plot, Research, Storyboard, Storytelling

In this lesson, the learner will:

- Turn quantitative research into a qualitative narrative
- Learn how to plot a simple story
- Exercise creative and critical thinking
- Develop empathy for people and planet
- Practice written, visual, and verbal storytelling

Materials

- Worksheet: Create A Storyboard
- Internet access
- Markers/pens/pencils
- Paper



MM5: The Food We Eat

Lesson 6: A Story About Food 2



ACTIVITY INSTRUCTIONS

Activity 1: Review (10 min)

1. Working in the same groups from lesson 5, have learners review their plan for their story. They should make any changes or note any gaps they have in their story before moving to the storyboard.

Activity 2: Create A Storyboard (40 minutes)

1. Distribute the worksheet: Create a Storyboard
2. Learners will need to turn their written story from activity 1 into a 6-panel visual story using the worksheet provided. To fill out the panels they can draw directly onto the sheet, paste photos, or make a collage.
3. At the end of the activity, when all learners have completed their stories, ask the learners to place their storyboards on the shared classroom board for everyone to see. If there is time, ask all of the learners to present their storyboards.

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.

MM5: The Food We Eat

Lesson 6: A Story About Food 2



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, skip activity 1.

Extension: For a longer lesson, as a class, watch the videos provided in the multimedia box.

Option B: Allow more time for activity 2 or all learners to start writing their short-story to create a class booklet of stories.

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

Article: How To Write A Story Plot

<https://www.grammarly.com/blog/story-plot/>

Video: Why Stories Are Important (1:28 mins)

<https://youtu.be/VG3eKnUeqwo?si=3gsZ5W3OZ28iKqAz>

Video: How stories shape our minds (4:36 mins)

<https://youtu.be/vyZMSZG2Dmk?si=JMVoKOKcxwm6Talv>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Can you turn a personal experience about food and the environment or food and health into a story? What facts do you know about local food production such as farming and can you share those facts in a story to make them more interesting?

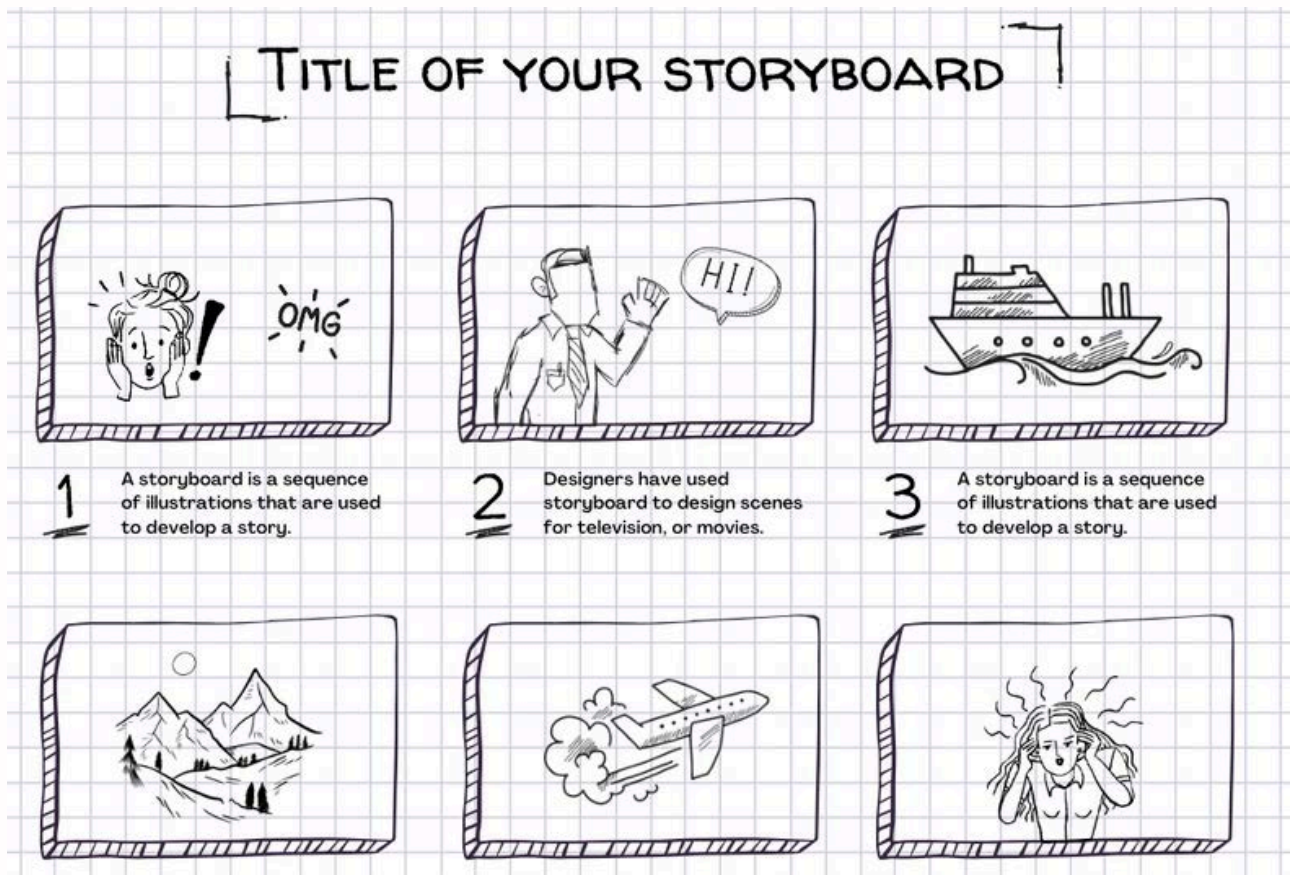
See Media Communications Micro-Module 1: Videos for extra lessons on storyboarding, or to turn their story into a film.

MM5: L6 WS CREATE A STORYBOARD

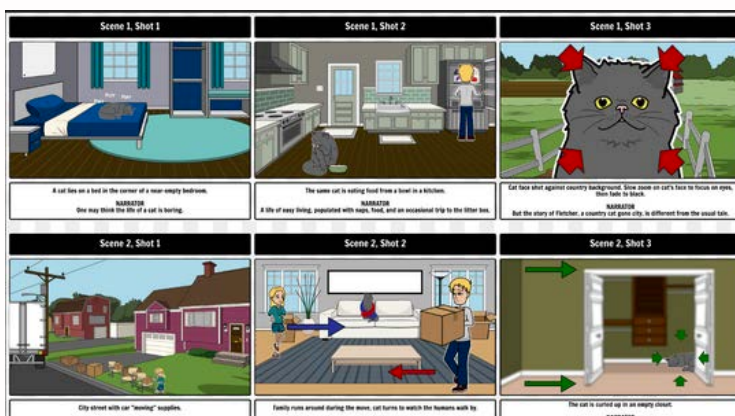


Storyboards

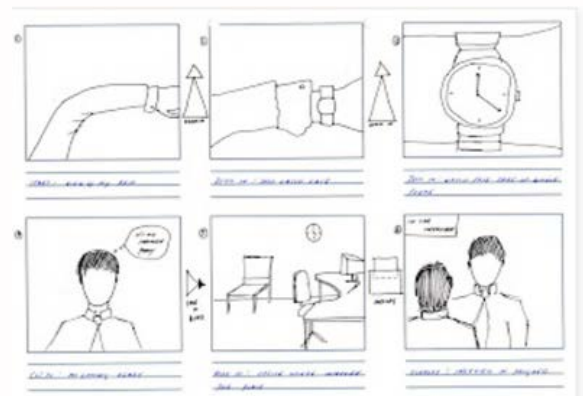
Storyboards enable you to visualise your ideas as a sequence - showing the story's plot over time. You will develop your storyboard in the this lesson.



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 blue border and a blue tab at the top right corner, containing the number 5 in a blue circle.

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

6

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

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

7

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

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

8

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

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

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 7: Food Trends

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

Lesson Title and Summary: Food Trends

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.

Vocabulary: Cultivated, Entomophagy, Forage, Future, Plant-based, Trends, Technology, Veganism, Viral

In this lesson, the learner will:

- Research local and global food trends
- Learn about behavior change and patterns
- Discover novel terms and products
- Work with peers to conduct research
- Consider what the future might look like

Materials

- Worksheet: What's Trending
- Internet access
- Markers/pens/pencils
- Paper



MM5: The Food We Eat

Lesson 7: Food Trends

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



ACTIVITY INSTRUCTIONS

Activity 1: What's Trending? (35 minutes)

1. Divide the class into pairs.
2. Distribute the worksheet: What's Trending.
3. Assign one food trend from the following list to each pair of learners:
 - a. Cultivated Meat
 - b. Entomophagy
 - c. Fake Meat
 - d. Foraged Food
 - e. Veganism
4. Learners should work together to learn about the food trend assigned to them. They will need access to the internet to conduct the research and complete the worksheet.

Activity 2: Playback (15 minutes)

1. Each pair should prepare to share what they've learned with the rest of the class.
2. When everyone is ready, allow each pair to talk about their assigned food trend. They can simply read from their worksheet or pin their worksheet on the classroom board/wall for everyone to see and follow along.
3. Encourage the class to ask questions and share their own thoughts in response to each trend. Use these prompts to guide the conversation:
 - a. What do you all think about this trend?
 - b. Was anyone surprised to learn about it?
 - c. Has anyone tried these kinds of foods before?

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.

MM5: The Food We Eat

Lesson 7: Food Trends



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, run this lesson as a flipped classroom.

Extension: For a longer lesson, assign more than one food trend to each pair of learners.

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

Article: 10 Key Trends in Food, Nutrition & Health 2013 (Bord Bia)

<https://www.bordbia.ie/industry/news/insightful-articles/2021/10-key-trends-in-food-nutrition--health-2023/>

Article: Deliveroo Reveals Future Food Trends in 2040

<https://www.hospitalityireland.com/features/deliveroo-reveals-future-food-trends-in-2040-199338>

Article: 5 latest tech trends in food and drink manufacturing

<https://www.foodmanufacture.co.uk/Article/2023/07/06/food-technology-trends-2023>

Article: Food Trends (Failte Ireland)

<https://www.failteireland.ie/Product-development/taste-the-island/Archived-content-2020/Food-knowledge-library/Food-trends-in-Ireland.aspx>

Interview: Darina Allen: Here are the 28 food trends I think will become popular in 2023

<https://www.irishexaminer.com/food/arid-41050631.html>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Visit some of your local restaurants or takeaways and look at their menu – do you notice any changes or new additions? Do they offer vegan options, for example?

Talk to older community or family members and ask them about food trends. Have they noticed any changes in the type of food available today in comparison to when they were young? Can they tell you about it?

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.

A large, empty rectangular box with a thin black border, intended for drawing or pasting a photo of the food trend.

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.

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 8: Trend Adopters

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

Lesson Title and Summary: 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.

Vocabulary: Adopters, Consumers, Cultivated, Demographic, Empathy, Entomophagy, Forage, Future, Plant-based, Trends, Technology, Veganism

In this lesson, the learner will:

- Understand the importance of empathy
- Learn about early adoption trends and why they are relevant
- Practice design thinking
- Develop story building and critical thinking skills
- Develop an understanding of human behaviour
- Practice peer-to-peer collaboration

Materials

- Worksheet: Adopter profiles
- Worksheet: Empathy map
- Internet access
- Markers/pens/pencils
- Paper



MM5: The Food We Eat

Lesson 8: Trend Adopters



ACTIVITY INSTRUCTIONS

Activity 1: Who are the adopters? (15 minutes)

1. Divide the class into pairs. This activity is a continuation of the previous lesson so learners should form the same pairings as before.
2. Distribute the worksheet: Adopter profiles.
3. As a class, read aloud each of the profiles listed.
4. There is one profile for each food trend that was assigned in the previous lesson. Ask the class to pick out the profile that matches their trend. i.e.:
 - a. Adopter: Alia—Trend: Cultivated Meat
 - b. Adopter: Simon—Trend: Entomophagy
 - c. Adopter: Alex—Trend: Fake Meat
 - d. Adopter: Suri—Trend: Foraged Food
 - e. Adopter: Conor—Trend: Veganism

Activity 2: Building Empathy (35 mins)

1. Distribute the worksheet: empathy map (one per group).
2. Ask each group to draw and name their assigned profile in the centre of the empathy map.
3. Working together, each pair of learners should fill the quadrants of the empathy map following the questions and prompts on the worksheet. NOTE: Learners will need to make assumptions about these people and imagine scenarios using the adopter profiles and previous research as a guide.
4. Allow time at the end of the activity to ask each group to share a summary of the completed empathy maps. Encourage them to tell a story about their users.
5. Use some of the prompt questions if necessary to encourage the storytelling.
 - a. What might these people care about?
 - b. Why might they be attracted to this particular food trend over another?
 - c. What motivates this person to eat the food they eat?
 - d. What are they thinking, feeling, saying, and doing?

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 8: Trend Adopters



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, skip the class readout in activity 1 – distribute the worksheets and ask learners to find their matching profile then jump straight to the empathy map activity.

Extension: For a longer lesson, watch the videos and read the articles provided (see multimedia box for links). You can also consider asking the learners to assimilate this content in advance of the lesson as a flipped classroom and use the class time for further discussion of the issues.

Allow more time for the empathy map activity and class discussion.

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

Video: Design Thinking – The Power of Empathy (2:53mins)

https://youtu.be/747u3_Ms2tU

Video: Design Thinking: Empathize (4:18mins)

<https://youtu.be/q654-kmF3Pc>

Article: The Four Patterns of the Food Adoption Curve

<https://www.howtoimpact.com/insight/the-four-patterns-of-the-food-adoption-curve>

What's Next in Food Trends? New Consumer Curiosity Study

<https://www.thepacker.com/news/retail/whats-next-food-trends-new-consumer-curiosity-study>

What Do Food Trends Mean?

<https://www.bluecart.com/blog/2022-food-trends>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Find someone in your family, school, or community who you think represents your assigned adopter profile. Talk to them and ask them questions about the food trend you're learning about. Ask them things like: Why do you like this type of food? How long have you been eating this? Do you think it will become more popular? Can you find this in local restaurants? Listen to them and try to understand their point of view even if it is different from your own experience. Use their story to fill out your empathy map.



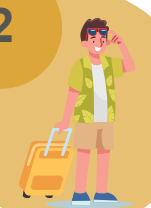
1



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.

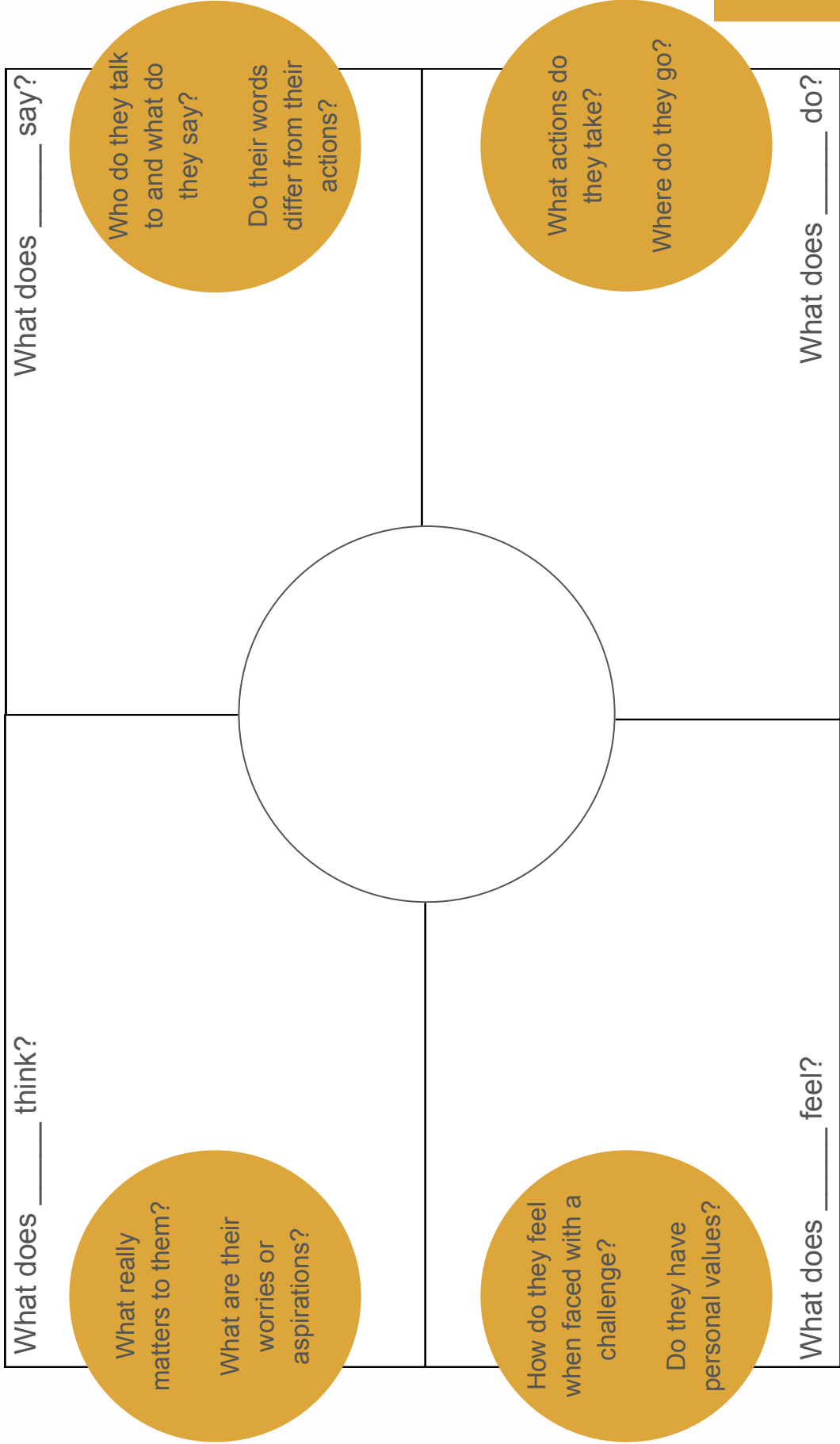
Conor is a fitness fanatic and was raised vegan. His diet is especially packed full of beans, legumes, and grains to ensure he has lots of protein for his workouts. He has noticed an increase in vegan options in shops, restaurants and cafes which makes traveling for his cycling competitions much easier.

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.



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

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



MM5: The Food We Eat

Lesson 9: Framing the Challenge

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



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!

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



MM5: The Food We Eat

Lesson 10: Framing the Future

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

MM5: The Food We Eat

Lesson 10: Framing the Future



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?

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 11: Play it Back Part 1 Skill Building

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

Lesson Title and Summary: Play it Back Part 1

Playbacks, like presentations, allow us to share what we know or our ideas about a topic with an audience. While presentations can be very formal and final, playbacks are based on stories and open opportunities for real time feedback.

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.

Vocabulary: Playback, Presentation, Roleplay, Storyboarding, Storytelling

In this lesson, the learner will:

- Develop an understanding of the playback technique
- Practice playback techniques
- Use design thinking methods
- Develop communication skills

Materials

- Worksheet: Play it Back
- Internet access
- Markers/pens/pencils
- Paper



MM5: The Food We Eat

Lesson 11: Play it Back



ACTIVITY INSTRUCTIONS

Activity 1: What is a Playback? (10 mins)

1. In their assigned pairs have learners, go through the Playback slides from IBM, using the link in the media box.
2. Have learners identify any vocabulary that is new and write them on a post-it and stick to the front of their desk.
3. Collect these and upload to teams - this can be used this later to create a glossary.

Activity 2: Craft your Playback (40 mins)

1. Learners can work independently or in their assigned pairings for this activity
2. Distribute the worksheet: Play it Back (one per learner or one per pair of learners).
3. Learners are tasked with crafting a story that sums up this module. Unlike a presentation which usually implies the use of slides or a “stand and deliver” format, learners are free to decide how they would like to play back what they have learned. See worksheet for examples.
4. The key to a good playback is the story. Encourage learners to think about how they can turn their learnings into a compelling story.
5. Remind learners to refer to their story writing and storyboard activities from lesson 5 to help them craft a new story that reflects their learning journey throughout this module.

NOTE: At the end of the playback planning session. Ask each learner to consider how they intend to deliver their playback. They may need to provide supporting materials or devices depending on their chosen format.

For example: Do they require a display or computer? Do they require a flipchart? Etc.

This is a good opportunity to practice planning in advance and taking responsibility for managing their work.

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 11: Play it Back



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, undertake activity 2 only and shorten the activity to the IBM's recommended 30 mins.

Extension: For a longer lesson, watch the video 'Storytelling is a real-life super hero' before the learners begin and allow more time for learners to deliver their playback and give feedback.

Option B: Discuss any of the terminology or vocabulary that has come up in activity 1, alternatively, write these on the board during activity 2 and ask learners to look them up to create a group glossary.

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

Toolkit and Guide: Playbacks by IBM Enterprise Design Thinking
<https://www.ibm.com/design/thinking/page/toolkit/activity/playbacks>

Video: Storytelling is Our Real-Life Superhero (11:52 mins)
https://youtu.be/gaZfLvkP_aM?si=3dvaYhuMqNG_FLCN

Video: Be Memorable! How to Start a Presentation with a Story (2:09 mins)
<https://youtu.be/T7bk5csUzUo?si=qk5Qc1HITQjSNFM6>

Blog: The Science Behind The Art of Storytelling
<https://www.harvardbusiness.org/the-science-behind-the-art-of-storytelling/>

Methods and Examples: Storytelling in Research by Methodspace
<https://www.methodspace.com/blog/storytelling-in-research>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Linked lesson: MM5: The Food We Eat, Lesson 5: A Story About Food

Learners can continue to practice their playback with peers, family members or friends. Ask them for feedback:

- Were they engaged?
- Did they understand your story?
- Could you improve aspects of your communication?

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.

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 12: Play it Back - Part 2

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

Lesson Title and Summary: Play it Back Part 2

Playbacks, like presentations, allow us to share what we know or our ideas about a topic with an audience. While presentations can be very formal and final, playbacks are based on stories and open opportunities for real time feedback.

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.

Vocabulary: Playback, Presentation, Roleplay, Storyboarding, Storytelling

In this lesson, the learner will:

- Practice playback techniques
- Use design thinking methods
- Self-direct the format of their playback
- Practice time management
- Develop communication skills
- Learn the importance of feedback

Materials

- Worksheet: Play it Back Part 1, Lesson 11
- Internet access
- Markers/pens/pencils
- Paper
- Anything learners require to present their playback



MM5: The Food We Eat

Lesson 11: Play it Back



ACTIVITY INSTRUCTIONS

Activity 2: Playback (50 mins)

1. Check in with learners that they have completed crafting their playback from the previous lesson.
2. Remind them that they should have any supporting materials / devices set up and ready to go. This made clear in the last session and you can allocate time to do this depending on requirements.
3. Remind them they have a minimum of 1 minute to present their playback and 1 minute for feedback.
4. Clear an area for the learners to playback while the rest of the class gather around. This could be at the front, back, or centre of the classroom. Try not to have learners sit at their desks as they should be fully engaged in this activity.
5. Taking it in turn, each learner (or pair) should deliver their playback.
6. Depending on the size of the class and time available, allow minimum of 1 minute for playback plus 1 minute for class feedback. Use a timer to keep everyone on time!
7. At the end of each playback, encourage the class to provide feedback. Here are some prompts:
 - a. What did you learn from this playback?
 - b. Was the story funny, interesting, confusing, exciting etc.?
 - c. Did you find the format of the playback interesting or helpful?
 - d. How might they improve their playback next time?
 - e. Do you have any questions?

Depending on class size they may have to work in pairs to ensure that there is enough time for playbacks and feedback.

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 11: Play it Back



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, split the class and run two classes to reduce the number of playbacks.

Extension: For a longer lesson, watch the video 'Storytelling is Our Real-Life Superhero' if not watched in the last session.

Option B: Have learners make notes on each playback then, watch the Pro tips video by Michael Kenney. Allow learners to share how they would improve their playback having watched the video, with other learners referring to their notes on each playback and offering suggestions

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

Toolkit and Guide: Playbacks by IBM Enterprise Design Thinking
<https://www.ibm.com/design/thinking/page/toolkit/activity/playbacks>

Video: Pro Tips, Michael Kenny [1:42 mins]

Video: Storytelling is Our Real-Life Superhero [11:52 mins]
https://youtu.be/gaZfLvkP_aM?si=3dvaYhuMqNG_FLCN

Video: Be Memorable! How to Start a Presentation with a Story [2:09 mins]
<https://youtu.be/T7bk5csUzUo?si=qk5Qc1HITQjSNFM6>

Blog: The Science Behind The Art of Storytelling
<https://www.harvardbusiness.org/the-science-behind-the-art-of-storytelling/>

Methods and Examples: Storytelling in Research by Methodspace
<https://www.methodspace.com/blog/storytelling-in-research>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Linked lesson: MM5: The Food We Eat, Lesson 5: A Story About Food

Learners can continue to practice their playback with peers, family members or friends. Ask them for feedback: Were they engaged? Did they understand your story? Could you improve aspects of your communication?

SDG2: Future of Food

MM5: The Food We Eat



Micro-Module 5: The Food We Eat

Exploration and Experimentation

Lesson 13: Create a Mood Board and Research Poster

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

Lesson Title and Summary: 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.

Vocabulary: Collage, Design, Graphics, Illustration, Mood Board, Visualisation

In this lesson, the learner will:

- Gather inspiration about different food topics
- Collate and juxtapose different ideas and media types
- Create a mood board
- Practice basic visual communications skills
- Create a poster to visually document and share their research to date
- Learn how to review, edit and curate research
- Organise research findings into a coherent display
- Practice basic visual communications skills

Materials

- Worksheet: Create a Mood Board
- Worksheet: Build a Research Poster
- Internet access
- Printer access
- Markers/pens/pencils
- Paper
- Magazines, newspapers, journals, articles
- Glue, tape
- Large sheet (A3) or board (foam core, cardboard etc.)



MM5: The Food We Eat

Lesson 13: Create a Mood Board



ACTIVITY INSTRUCTIONS

This lesson has two parts which will take multiple lessons to complete. We would imagine that both parts combined would take 3 to 4 sessions minimum. You can adapt to your own timetable. If you would like, you may choose to complete only one activity.

Activity: Create a Mood Board

1. Elicit understanding of the concept of "moods". Elicit understanding of the use of notice boards.
2. Elicit what learners already know about "mood boards".
3. Watch the video 'How to create a DIY mood board in 5 simple steps'
4. Learners can work independently or in their assigned pairings for this activity. Teachers should use their own discretion to decide what is best.
5. Distribute the worksheet: Create a Mood Board (one per learner / pair).
6. Learners should brainstorm through discussion and collate their ideas on the worksheet or create a mind map of their own on their research in this module. This will be linked to the following themes:
 - Food Trends
 - Future Food Production
7. Learners may refer to all worksheets and artefacts from the previous lessons in addition to any relevant articles, videos, newspapers, journals, or websites.
8. Use the remaining class time to create a mood board around.

Activity 2: Build a Research Poster

1. Distribute the worksheet: Build a Research Poster (one per learner).
2. Learners can work independently or in their assigned pairings for this activity. Teachers should use their own discretion to decide what is best.
3. Learners will benefit from revisiting completed worksheets and artifacts from the previous lessons in addition to any articles, videos, or websites visited for research purposes.

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 12: Create a Mood Board



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, only complete part of the lesson.

Extension: For a longer lesson, allow learners to continue working on their mood boards or posters. Have them present their mood boards and / or posters.

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

- Video: How to create a DIY mood board in 5 simple steps Bostik UK [2:12 mins]
<https://youtu.be/2f6EWmPXun8?si=d5lq5dPyMEsU8wBA>
- Article: To Make Sense of Messy Research, Get Visual <https://www.ideo.com/journal/to-make-sense-of-messy-research-get-visual>
- Mood Board Maker: <https://spark.adobe.com/make/mood-board-maker/>
- Mood Board Apps:
 - <https://www.pinterest.ie/>
 - <https://www.canva.com/>
- Adobe Photoshop Alternatives (free):
 - <https://enviragallery.com/5-free-alternatives-to-photoshop/>
 - <https://www.creativeblog.com/features/6-amazing-free-adobe-cc-alternatives>
- Article: To Make Sense of Messy Research, Get Visual: <https://www.ideo.com/journal/to-make-sense-of-messy-research-get-visual>
- Video: What makes a great research poster? [Good and bad examples] [11 mins]
https://youtu.be/ZwiTqrVfDFU?si=CNcbZPmCjDIDoK_P
- Guide: How to design a research poster using Canva: <https://freshspectrum.com/research-poster/>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Use cutouts from local newspapers, magazines, or supermarket pamphlets to add a local aspect to your mood board and poster.

Linked lesson: Media Communications 1: Video: Lesson 3

Linked lesson: Media Communications 2: Poster

Linked lessons: Climate Change Engage: Lessons 21-22: Vision Boards

Below are a number of options to extend the project and develop practical skills:

- Extend the impact of the posters beyond the classroom by displaying them in community spaces such as libraries, community centers, or local businesses.
- Organise a community event where students present their posters to a broader audience.
- Arrange a 'gallery walk' where students can present them to other learners in the school
- Transform the physical posters into a digital format if they didn't create them digitally. Learners could create a simple class or a page on the school website to host an online exhibition of the posters



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.

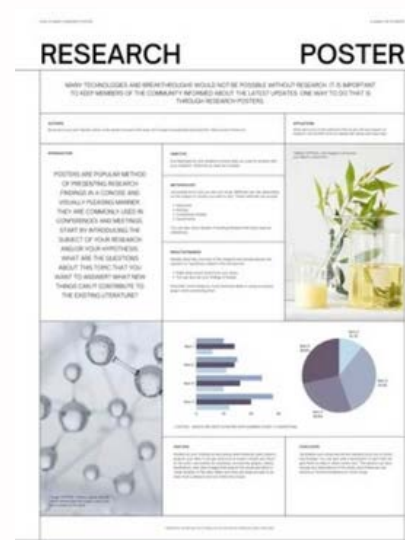
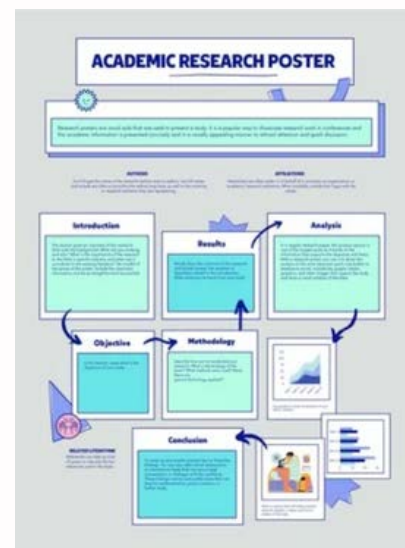


5. Arrange the visuals:

- 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.