

# SDG2 Future of Food

## Nourishing Connections for a Sustainable Future



### Micro-Module 3: Nourishing Connections for a Sustainable Future

#### Research and Development

#### Lesson 2: The Play of Food

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

#### Lesson Title and Summary: The Play of Food

By the end of this lesson, learners will have a better understanding of the complexity of the food production system and the various actors involved. They will learn that food production goes beyond just growing or harvesting crops, and involves many different steps and players.

Learners discuss the role of each actor in ensuring the availability, quality, and safety of food. They will also gain awareness of the choices they make as consumers and the impact those choices have on the food system to empower them to make informed decisions about their food choices and become more conscious participants in the food production process.

**Vocabulary: Society, Food Systems, Agricultural Production, Social, Economic, and Cultural Factors, Market forces, Ethical Behaviour**

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

- explore the concept of food systems and their significance in society.
- explore the factors that shape food production.
- get acquainted with different actors in the food system.

#### Materials

- Worksheet: The Food System
- Internet access
- Markers, paper



# MM3: Nourishing Connections for a Sustainable Future

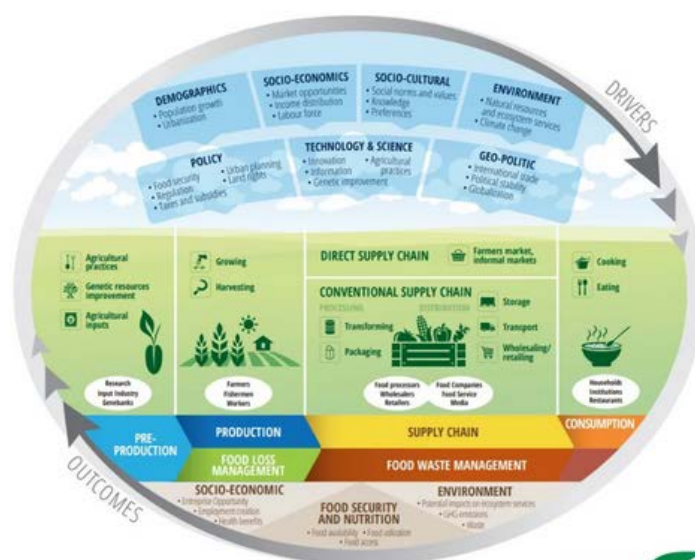
## L2: The Play of Food



### ACTIVITY INSTRUCTIONS

## THE FOOD SYSTEM

DRIVERS · ACTIVITIES · ACTORS · OUTCOMES



[ciat.cgiar.org](http://ciat.cgiar.org)



### Activity 1: The Food System Part 1 (25 mins)

1. Project the image so learners can refer to this easily during the class.
2. Give learners the WORKSHEET: The Food System and have learners complete part 1 in groups of 2.
3. Once completed, briefly discuss as a class.

### Activity 2: The Food System Part 2 (25 mins)

1. Have learners complete WORKSHEET: The Food System part 2 in groups of 2. These can be the same groups or they can change.
2. Once completed, briefly discuss as a class.
3. Keep these worksheets for the next lesson.
4. Once completed, briefly discuss as a 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.

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## L2: The Play of Food



### EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, skip part 2 of the worksheet.

Extension: For a longer lesson, complete part 3 of the worksheet.

Option B: After part 1 of the worksheet, give learners The Food System graphic from [ncat.org](http://ncat.org) (see media box). Have learners answer the following questions:

1. How does this graphic relate to the graphic we just analysed? Are there any similarities or differences? Can you place parts of the new graphic onto the old graphic (e.g. are any parts of the new graphics drivers, outcomes or stages?)?
2. Which part of the new graphic do you think can influence the food system the most?

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

NCAT The Food System Graphic: <https://msfoodjustice.ncat.org/wp-content/uploads/2019/09/thefoodsystem.jpg>

CIAT Food System Graphic: <https://www.iisd.org/sites/default/files/2021-01/ciat-na-food-system-figure.jpg>

Eating Our Way to Extinction [1:21:27min]: <https://www.youtube.com/watch?v=LaPge01NQTQ&t=1s>

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

Research and find real-life examples of initiatives or projects in your area that promote collaboration between different actors in the food production system.

Briefly describe each example and present two arguments on how it DOES / DOES NOT contribute to a more sustainable and inclusive food system.

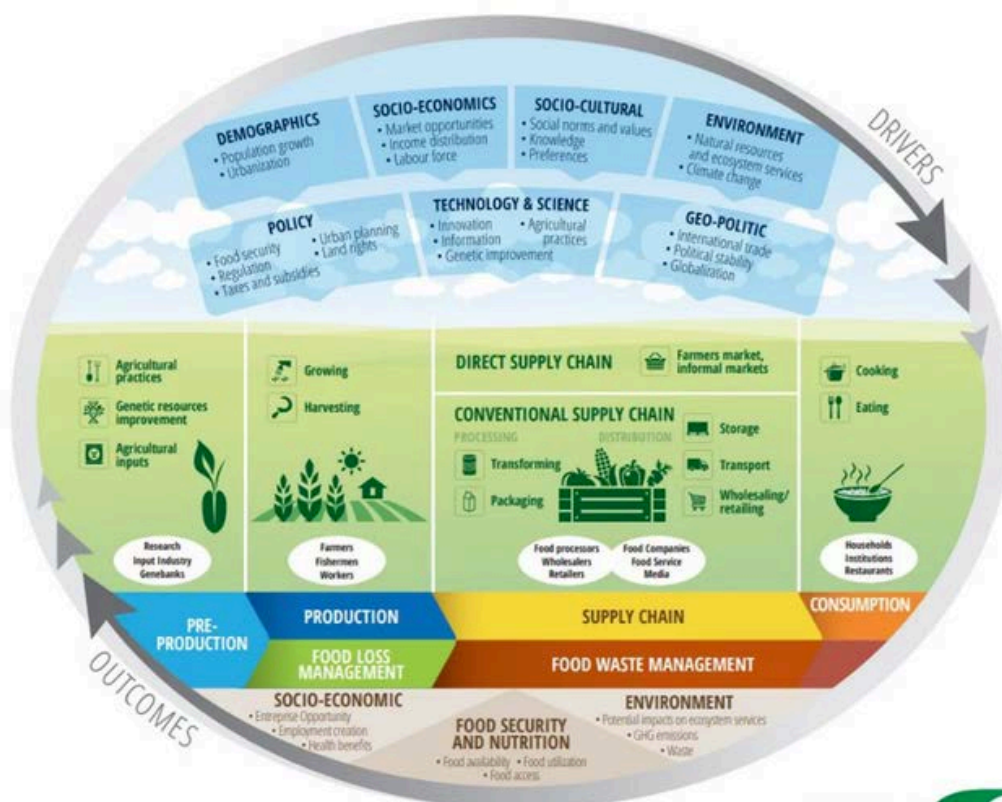


## Part 1

Look at the below graphic about food systems and their drivers, activities, actors and outcomes. Answer the questions in groups of two.

# THE FOOD SYSTEM

DRIVERS · ACTIVITIES · ACTORS · OUTCOMES



[ciat.cgiar.org](http://ciat.cgiar.org)



1. Name the 7 drivers of the food system:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

2. Which drivers do you think are most important? Why?

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## MM3: L2 WS THE FOOD SYSTEM

2 ZERO HUNGER



3. Are there any drivers that you as an individual can influence?  
If so, which ones? Why?

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4. Name the 3 outcomes of the food system:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. Which outcomes do you think are most important? Why?

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6. Are there any outcomes that you as an individual can influence? If so, which ones? Why?

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7. Name the six stages of the food system; the first one has been done for you:

- a. Pre-production
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

8. Which stages overlap? Why do you think they overlap?

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9. Which stages do you think that you as an individual can influence? Why?

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## MM3: L2 WS THE FOOD SYSTEM

2 ZERO HUNGER



10. How do you think that the drivers, outcomes and stages influence one another?

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11. Try to name three actors (or people) who influence the food system, not including individual citizens like yourself.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### Part 2

What role do you think each of these actors play in the food system? Which part(s) of the food system do they influence?

Fishermen:

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Regulatory authorities:

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Farmer's markets:

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Transport and Storage Firms:

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Food Processing Companies:

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# MM3: L2 WS THE FOOD SYSTEM



NGOs:

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Consumers:

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Packaging Industry:

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Researchers and Scientists:

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## Part 3

1. Why is it important to understand that food production involves multiple actors?

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2. Give two examples of how consumers' choices can impact the way food is produced and the environmental effect this has.

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3. Propose three ways you could influence the food system as a consumer, to ensure a sustainable and more ethical food system.

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## MM3: L2 WS THE FOOD SYSTEM

2 ZERO HUNGER



4. Choose two drivers and for each driver answer:

a. How does the driver influence the outcomes of the food system?

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b. Which stage of the food system does the driver affect?

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c. Do you think that this driver is being used in Ireland to build a more sustainable food system? Why or why not?

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d. Give three suggestions you would give Ireland to improve this driver to make the food system more environmentally friendly:

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5. Choose two actors and for each actor answer:

a. Do you think that this actor in Ireland is building a more sustainable food system? Why or why not?

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b. Give three suggestions to this actor in Ireland to make the food system more environmentally friendly:

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