

## MM4: Feeding the World Sustainably and Responsibly



### Micro-Module 4: Feeding the World Sustainably and Responsibly

#### Experimentation and Exploration

#### Lesson 2: The Food We Eat: Where Does Our Food Come From?

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

#### Lesson Title and Summary: The Food We Eat: Where Does Our Food Come From?

In this lesson, we'll dive into our cupboards, larders, shopping trolleys and bellies to learn what we eat and why, where we buy these foods, where and how they're made and where they come from. Learners will learn about the main foods we all eat and the distances travelled by many to reach our plates.

#### Vocabulary: Food Miles, Food Pyramid, Calculate, Food Choices

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

- Identify information and vocabulary related to food
- Explore the concept of food miles and food choices
- Apply learning on how to conduct online research
- Consolidate and articulate research findings
- Engage in pair and group work

#### Materials

- Worksheet 1: The Top Foods We Eat
- Worksheet 2: Food Pyramid
- Worksheet 3: Breakfast
- Teacher's Notes
- Pens and paper
- Online resources (computer / iPhone; website links)
- Whiteboard
- Whiteboard markers



# MM4: Feeding the World Sustainably and Responsibly

## L2: The Food We Eat: Where Does Our Food Come From?



### ACTIVITY INSTRUCTIONS

#### Activity 1: The Top Foods We Eat (10 mins)

1. Divide the class up into small groups of 2-5 students.
2. Encourage teams to allocate one writer and multiple internet researchers.
3. Distribute Worksheet 1: The Top Foods We Eat, facedown to teams. Turning over the sheets give the teams 5 minutes on a stopwatch to complete the task.

#### Activity 2: Food Pyramid (10mins)

1. Divide learners into groups of 2.
2. Draw a pyramid on the board and distribute the worksheet: Food Pyramid
3. Ask the groups to fill in the blank pyramid with the six food groups.
4. Discuss as a class and fill in the pyramid on the board.
5. Ask learners to come up with 3-5 food items which fall into each of the six food groups.
6. Have groups share with the class.

#### Activity 3: Deconstruct Breakfast (30mins)

1. Using the groups from activity 2, have learners brainstorm a list of food and drink that you would find in a typical Irish breakfast using the worksheet: My Breakfast Part 1. Have learners use the blank pyramid to sort the food and drink items into the appropriate food group.

*NB: If you have a diverse group of learners, assign each group a nationality (this could be done randomly through drawing nationalities out of a hat), so that they are brainstorming a typical breakfast for the nationality (e.g. Polish, Irish, Ukrainian, Lithuanian, Nigerian, etc.).*

*Have groups complete part 2 and 3 of the worksheet as if they were buying their food items in the home country of that nationality. This is a good chance for learners to learn about other cultures' typical foods.*

2. Share as a class.
3. Have learners answer the questions on the worksheet: My Breakfast Part 2.
4. Discuss as a class.
5. Have learners answer the questions on the worksheet: My Breakfast Part 3.
6. 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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### EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, skip activity 1 and only do activities 2 and 3.

Extension: For a longer lesson, after activity 3, assign each group a category: the most food miles, the least food miles. Half of the groups should be assigned the most food miles, and half of the groups should be assigned the least food miles. Ask learners to create a breakfast menu in their groups for their assigned category (e.g. design a breakfast menu which uses the least amount of food miles OR design a breakfast menu which uses the most amount of food miles). If time allows, have learners draw and present their menus to the class.

Option B: Have groups pick one photo from Peter Menzel's gallery (<https://www.menzelphoto.com/portfolio/G0000s3jj73.5TSs>) of food around the world and calculate the food miles of the food they see in the photo using the worksheet: My Breakfast.

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

Food Miles: [www.foodmiles.com](http://www.foodmiles.com)

Distances From: <https://www.distancesfrom.com/>

What the world eats: <https://www.nationalgeographic.com/what-the-world-eats/>

25 Most produced foods: <https://beef2live.com/story-top-25-produced-foods-world-124-107239>

Biggest producing countries of key foods: <https://ourworldindata.org/grapher/maize-production?tab=map>

Peter Menzel: Hungry Planet & What I Eat Galleries  
<https://www.menzelphoto.com/portfolio/G0000s3jj73.5TSs>

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

- Visit a local farmers market and have learners find 5 food items. They should record what that item is, the origin of the item (where did it come from?), the price, the food miles, and how popular the item is.
- Visit a local supermarket and have learners find 5 of their favourite food items. They should record the brand name, the country of origin, the price, the food miles, and how popular the item is (learners may have to ask a manager or store personnel for this information). Compare this with their findings at the local farmers market.

## MM4: L2 WS THE TOP FOODS WE EAT

2 ZERO HUNGER



75% of our calories come from just 12 crops and 5 animals.  
Can you name them?

You have five minutes to fill in the blanks.

Crop 1: \_\_\_\_\_

Animal 1: \_\_\_\_\_

Crop 2: \_\_\_\_\_

Animal 2: \_\_\_\_\_

Crop 3: \_\_\_\_\_

Animal 3: \_\_\_\_\_

Crop 4: \_\_\_\_\_

Animal 4: \_\_\_\_\_

Crop 5: \_\_\_\_\_

Animal 5: \_\_\_\_\_

Crop 6: \_\_\_\_\_

Crop 7: \_\_\_\_\_

Crop 8: \_\_\_\_\_

Crop 9: \_\_\_\_\_

Crop 10: \_\_\_\_\_

Crop 11: \_\_\_\_\_

Crop 12: \_\_\_\_\_

## MM4: L2 WS THE TOP FOODS WE EAT

2 ZERO HUNGER



### THE TOP FOODS WE EAT

Answers:

Crops:

Wheat, Sugar, Rice, Corn/Maize, Soy, Potatoes, Palm Oil, Cassava, Sorghum, Millet, Groundnut, Sweet Potatoe

Animals:

Cows, Buffalo, Chickens, Pigs, Goats

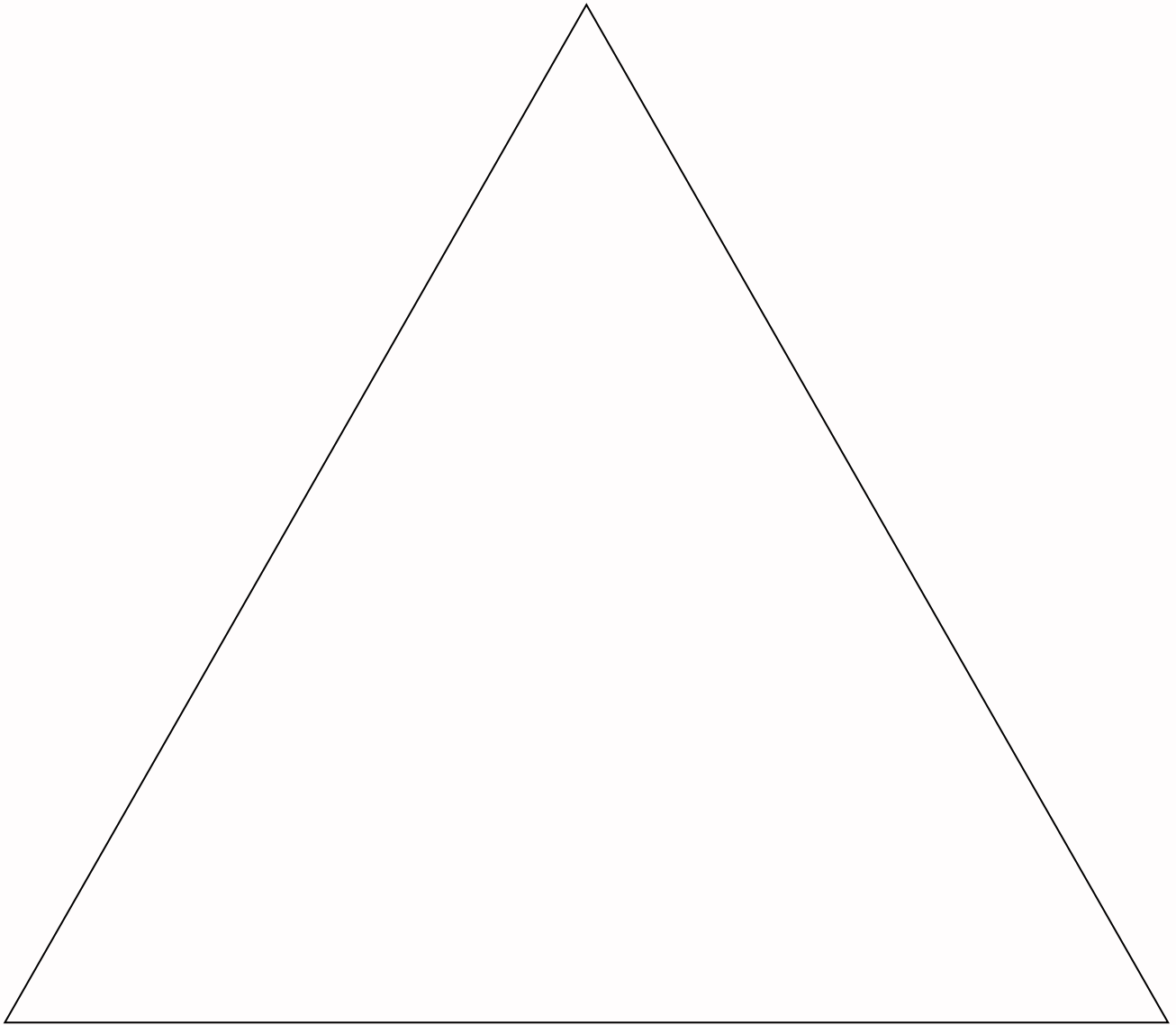
## MM4: L2 WS Food Pyramid

2 ZERO HUNGER



Nutritionists typically say there are six different food groups.

Can you name each food group and place them in the food pyramid below?



As a group, can you think of five different food items for each food group?

Draw or write them in the food pyramid above.

# MM4: L2 WS FOOD PYRAMID BREAKFAST

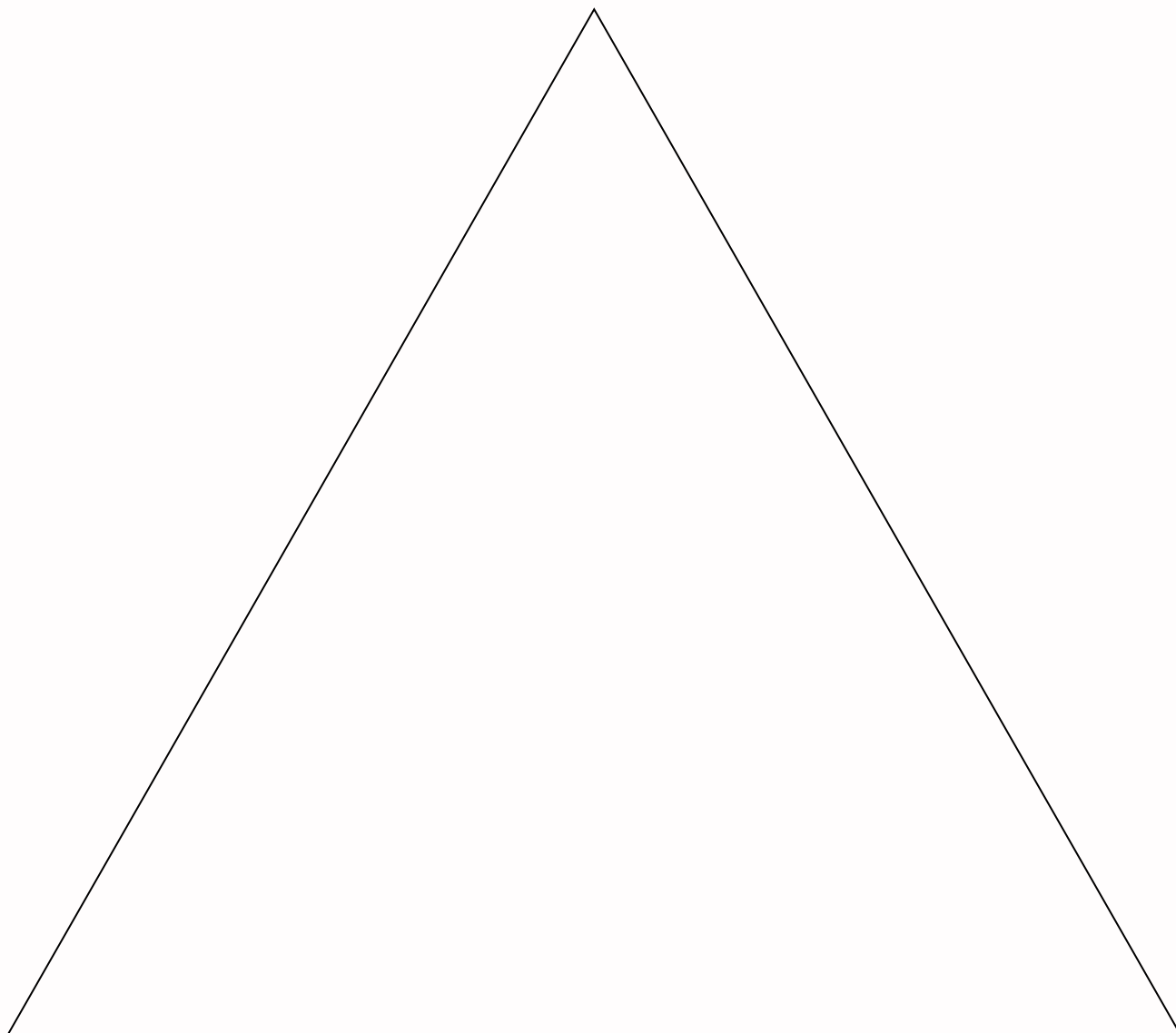
2 ZERO HUNGER



## BREAKFAST

### Part 1

Using the food pyramid below, brainstorm a typical breakfast in your assigned country and sort each item into an appropriate food group.



# MM4: L2 WS FOOD PYRAMID BREAKFAST

2 ZERO HUNGER



## BREAKFAST

### Part 2

Why do you think the breakfast foods in part 1 are so popular in your assigned country?

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Where do you think the breakfast foods in part 1 are made / produced?

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How do you think these foods are made / produced?

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Do you think we could grow or produce the breakfast foods in part 1 at your home in your assigned country?

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# MM4: L2 WS FOOD PYRAMID BREAKFAST

2 ZERO HUNGER



## BREAKFAST

What is food-miles? Write a definition with your group.

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What do you think the relationship between food miles and our carbon footprint is?

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What stages of travel and transportation do you think food goes through to reach Ireland?

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Do you think your breakfast in part 1 has to travel far to reach your plate? If so, how far?

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Where would you buy the breakfast foods in part 1? Are there any alternative places where you could buy these foods?

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# MM4: L2 WS FOOD PYRAMID BREAKFAST

2 ZERO HUNGER



## BREAKFAST

How sustainable do you think your breakfast in part 1 is?

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### Part 3

We are going to calculate the food miles of our breakfasts from part 1!

First, identify the country of origin of each breakfast food item from part 1:

Now, use [www.foodmiles.com](http://www.foodmiles.com) & <https://www.distancesfrom.com/> to look up the food miles of each item.

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Then, add all of the food miles together.

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Does your breakfast have a high amount of food miles or a low amount of food miles?

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# MM4: L2 WS FOOD PYRAMID BREAKFAST

2 ZERO HUNGER



## BREAKFAST

Which of the food items had the highest and lowest food miles? Why do you think this is the case?

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Did any of the food items' food miles surprise you? If so, which ones and why?

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How could we make our breakfast from part 1 more sustainable? Is there any item that has a high amount of food miles we can do without or replace? If so, what and what could we replace it with?

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