

# SDG15 Seeding Sustainability

## Micro Module 2: Food Sovereignty and Security



### MM2: Food Sovereignty and Security

#### Programme Phase 1: Research and Development

#### Lesson 4 From Fork to Plate

Subjects: Business Studies; English; Geography; Home Economics

#### Lesson Title and Summary: From Fork to Plate

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson examines food distribution and supports learners to develop an understanding of the Irish food system.

#### Vocabulary: Food Distribution; Food Map; Food Miles; Food System

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

- examine food distribution (local, national, global)
- develop an understanding of the food system in Ireland
- share opinions about the food system in Ireland and how it affects their diet

#### Materials

- Flipped Classroom Task: What's Your Food Footprint?
- Worksheet: Food Map of Ireland
- Computers/tablets
- Access to the Internet



# MM2: Food Sovereignty and Security

## L4 From Fork to Plate



### ACTIVITY INSTRUCTIONS

*Have learners undertake the flipped classroom activity before of the class*

#### Activity 1 Review flipped classroom task (15 mins)

- 1) Go through the answers to the Flipped Classroom Task and use the surprising facts to prompt a whole class discussion on the issues raised.

#### Activity 2 Locating your favourite meal (35 mins)

- 1) Ask learners to think of their favourite meal and list 6-8 of its main ingredients (e.g., a vegetable curry - rice, potato, carrot, chilli, pepper, tomato, coconut milk).
- 2) Give each learner a copy of Worksheet: Food Map of Ireland. Ask learners to guess or research where each of the ingredients they listed comes from and plot it on the map. Possible search prompts:

- 'where in Ireland are the most.....grown?'
- 'where does Ireland get .....from?'

Learners can also look at the Central Statistics Office (CSO) for information - see media box for weblink.

- 3) Get learners to compare their maps in groups of 3-4 and discuss the following questions:
  - Were many of the ingredients grown and produced in Ireland?
  - Approximately how far did the ingredients travel before reaching your plate?
  - Can you find any of these ingredients locally? Can you buy them in the supermarket or a local market?

*Explanation: 'Local' food can mean different things to different people. Some people define it as food that is grown and produced within a very close range of where they are living (e.g., the farmer sells it directly to them at a market). Others define it as grown or produced within the same county or state.*

#### 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](http://www.mentimeter.com) - to gather reflections

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### EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Steps 1-3 and ask learners to write a reflective paragraph at home, using the question prompts in Step 4. These can then be collated in a digital document and shared with wider school community.

Extension: For a longer lesson, continue the discussion in Activity 2.

- Do you need to travel to another town to buy them or order them online?
- What does your map tell you about the food system in Ireland?
- What foods would you have to give up if you ate only locally produced food?
- Do we eat a lot of locally-grown and produced items? Why/why not?
- How easy would it be to only consume products that were grown and produced in our town? In our county? In our country?

Optional activity:

Challenge your learners to design a 3-course meal that uses the lowest possible food miles.

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

What's Your Food Footprint? Earth Lab (8:47min)

[https://www.youtube.com/watch?v=k7DQ0EEqxV4&feature=emb\\_logo](https://www.youtube.com/watch?v=k7DQ0EEqxV4&feature=emb_logo)

What's Your Carbon Footprint? The How, When & Where of Food (18:03min)

[https://www.youtube.com/watch?v=jk\\_YGNzBwUo&feature=youtu.be](https://www.youtube.com/watch?v=jk_YGNzBwUo&feature=youtu.be)

Central Statistics Office: <https://www.cso.ie/>

### LOCAL TRIP / EXPERTISE

- Invite local chefs or restaurant owners to talk to learners about food sourcing and purchasing.
- Invite local supermarket owners or greengrocers to talk to learners about their local produce policy. Many of them will have a certain percentage of local produce suppliers they are committed to.

## MM2: LESSON 4 FOOD MAP OF IRELAND

15 LIFE ON LAND



1. Choose a favourite meal and make a list of 6-8 main ingredients. For example, a vegetable curry might include rice, potato, carrot, peppers, tomato and coconut milk.

2. For each of the ingredients, research where they are produced and plot them on the map. For any of the ingredients that come from outside of Ireland, write the name of the country and the ingredient in the list.



**Ingredients produced in Ireland**

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**Ingredients produced outside Ireland**

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## MM2: L L4WS FCWHAT'S YOUR FOOD FOOTPRINT?



This is a 30-45 minute task to be completed at home.

You will need access to the Internet. Please bring the completed worksheet to your next class as we will be using your ideas to begin looking at the food system in Ireland and food transportation.

1. Before watching the video, complete the predictions below: What do you think 'food footprint' means?

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What kind of information do you think the video will tell you? Please list 2 - 4 ideas

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2. Watch ['What's Your Food Footprint?'](#) by Earth Lab. Don't answer any of the questions the first time you watch it.



3. Before watching the video again, list 5-10 main words, phrases and ideas you remember from the video.

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## LMM2: L L4WS FCWHAT'S YOUR FOOD FOOTPRINT?



4. Watch the video again and answer the following questions:

What is the average amount of food eaten by each person in the world per day? \_\_\_\_\_

What types of things affect the amount of produce that is grown around the world?

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How much do people eat per year, on average?

Complete the statistics; \_\_\_\_\_ eggs \_\_\_\_\_ milk

- \_\_\_\_\_ beef
- \_\_\_\_\_ pork
- \_\_\_\_\_ chickens
- \_\_\_\_\_ fish
- \_\_\_\_\_ pulses (lentils, beans)
- \_\_\_\_\_ oil (i.e. coconut)
- \_\_\_\_\_ alcohol
- \_\_\_\_\_ potatoes
- \_\_\_\_\_ tomatoes

To meet the world's nutritional needs, what size growing area is needed for crops and produce?

The size of the \_\_\_\_\_ or \_\_\_\_\_ times the size of the \_\_\_\_\_.

What are some of the issues associated with growing (i.e., meaning you couldn't just produce everything in your garden or field)?

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## MM2: L L4WS FCWHAT'S YOUR FOOD FOOTPRINT?



5. Now that you have a better idea of what a food footprint is, write down your ideas about the following questions;

Give your own definition of 'food footprint'

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Were your predictions about the content of the video correct?

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Have you ever thought about where all the food you eat is grown or produced? Do you think that you eat locally?

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At 8:24mins, the presenter asks whether it might be better to 'ditch the animal products altogether'. What are your thoughts on this?

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6. List two surprising facts that you learnt from the video

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