

SESSION 2: WHERE DOES OUR FOOD COME FROM?

Age range: 11–14 years

<p>Outline</p> <p>Learners will develop their enquiry skills by asking and categorising questions about photographs associated with food. They will investigate the contents of a supermarket bag and begin to make connections between themselves and where their food originates.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To ask and categorise relevant questions to extend knowledge and understanding of global food issues. To understand that, as consumers, our food supply comes from around the world. To locate countries on a world map. To recognise connections between producers and consumers in different parts of the world. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will examine photographs to ask and categorise enquiry questions about food around the world. Learners will investigate the sources of food items in a shopping bag. Learners will map countries on a world map. Learners will ask and try to answer questions about where their food comes from. 	
<p>Key questions</p> <ul style="list-style-type: none"> What questions could we ask about this photograph? Where does our food come from? Why is so much of our food grown or produced overseas? Has our food always been “global”? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow A (Sessions 1–2): Slides 14–26 Supermarket bag with six to eight labelled food items Card, paper, string, scissors, drawing pins, pens Large pieces of material or tablecloths Atlases Activity sheets: <ol style="list-style-type: none"> <i>The world in a supermarket bag</i> <i>Mapping a supermarket bag</i> 	
<p>Curriculum links</p>		
<p>England</p> <p>Pupils should be taught to:</p> <p>KS3 English</p> <p>Spoken English</p> <ul style="list-style-type: none"> Speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	<p>Wales</p> <p>KS3 English</p> <p>Learners should be given opportunities to:</p> <p>Oracy</p> <ul style="list-style-type: none"> Speak and listen individually, in pairs, in groups and as members of a class. Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate. 	<p>Scotland</p> <p>Literacy</p> <p>Listening and talking</p> <ul style="list-style-type: none"> When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. <p style="text-align: right;">LIT 3-02a/LIT 4-02a</p>

<p>KS3 Geography Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Build on knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. <p>KS3 Design and technology Cooking and nutrition</p> <ul style="list-style-type: none"> • Understand the source, seasonality and characteristics of a broad range of ingredients. 	<ul style="list-style-type: none"> • Present, talk and perform in formal and informal contexts and for a variety of audiences, including teachers, peers, younger/older learners and familiar and unfamiliar adults. <p>KS3 Geography Range</p> <ul style="list-style-type: none"> • Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world. • Pupils should be given opportunities to study: <ul style="list-style-type: none"> - People as consumers: the impacts on and changes in economic activity. - The rich and poor world: economic development in different locations/countries. - Tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen. <p>Skills Locating places, environments and patterns</p> <ul style="list-style-type: none"> • Pupils should be given opportunities to locate places and environments using globes, atlases, maps and plans. 	<ul style="list-style-type: none"> • I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. <p style="text-align: right;">LIT 3-06a/LIT 4-06a</p> <p>Numeracy Information handling - Data analysis</p> <ul style="list-style-type: none"> • I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. <p style="text-align: right;">MNU 3-20a/MNU 4-20a</p> <p>Social Studies People, place and environment</p> <ul style="list-style-type: none"> • I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences. <p style="text-align: right;">SOC 3-11a/SOC 4-11a</p> <ul style="list-style-type: none"> • I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. <p style="text-align: right;">SOC 3-19a/SOC 4-19a</p>
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Activity 2.1 (30 min)

Food around the world

- The aim of this activity is to motivate learners to find out more about the topic of food. This activity also highlights learners' existing knowledge, assumptions and attitudes, providing a useful basis for further planning. Learners are also encouraged to think about the structure and importance of the questions they ask rather than just focusing on the "answers".
- Print out the photographs on slides 15 to 22 of *Slideshow A*. Alternatively, you may prefer to select some of your own images from other sources such as magazines and newspapers. Stick each photograph in the middle of a large sheet of paper.
- Divide learners into groups of four and give one photograph and sheet of paper to each group.
- Ask learners to look closely at their photograph and write on the surrounding paper all the questions that they would like to ask about it. Alternatively, learners could record their questions on sticky notes, using a separate sticky note for each question. It may be helpful to provide possible question starters such as: *Who...? When...? What...? Why...? Where...? and How...?* as shown on slide 23.
- Once learners have recorded a selection of questions, ask them to categorise these questions into:
 - Those which can be easily answered.
 - Those which require further information from books or other sources.
 - Those which have no definite answer but will lead to a wider debate about the issues raised in the picture.
- Learners could either highlight the questions in different colours or group the sticky notes into the categories, as shown on slide 24.
- It is important for learners to understand that for many questions there are no clear-cut answers. Many answers are a matter of opinion, although they may sound factual. Learners could also decide whether their questions are open or closed. Open questions often lead to more questions and learners can pursue an enquiry to answer them, whereas closed questions tend to have a more definitive or shorter answer.
- This activity works best if demonstrated first to the whole class by the teacher, using one photo as an example with the prompts from slides 23 and 24.
- Allow time at the end of the activity for learners to circulate around the classroom to look at other groups' annotated photographs and to add more questions to previous suggestions.

Differentiation

- *Make it easier: Include some possible question starters such as: What are they...? Where do they...?*
- *Make it harder: Ask learners to extend a question with another question such as: Where do they live? Why do they live here? What is this place like?*

Activity 2.2 (45 min)

Unpacking the supermarket bag

- This activity aims to demonstrate the global diversity of the origins of the food on our supermarket shelves. It will develop learners' awareness that many of the poorer countries of the world are contributing towards feeding people in richer countries, such as the UK.
- You will need:
 - Card, paper, string, scissors, drawing pins, pens
 - A large piece of material or tablecloth for each group
 - Copies of *The world in a supermarket bag* (Activity sheet 1), one for each group
 - Enlarged copies of *Mapping a supermarket bag* (Activity sheet 2), one for each group, or a world map displayed on an interactive whiteboard in the classroom
 - An atlas would be helpful
 - Supermarket carrier bags for each group. Each bag should contain four to seven items of food including:
 - Pulses/grains
 - Tinned fish/fruit
 - Coffee/tea
 - A packaged/processed foodstuff
 - A bar of chocolate
- Try to make the collection of food in each bag from as wide a variety of countries of origin as possible and include a range of healthy and less healthy food, as well as cheap and less cheap items. The selection could include common household items such as tea or coffee, as well as more unusual items. It is also a good idea to include at least one product with the Fairtrade logo to prompt discussion. Ensure that every item is labelled with its price. As many foods are now only labelled by barcodes, you may have to label the items yourself. Also, make sure that learners are able to work out where the product comes from; using the label, country of origin tag, or your own labelling.
- Organise learners into groups of four. Give each group a bag of food, a copy of *The world in a supermarket bag* (Activity sheet 1), pens, a large piece of material or tablecloth and some small blank cards to label the food for display. A copy of the table on Activity sheet 1 is provided on slide 25.
- Ask each group to unpack their bag. For each food item, they should use the table in Activity sheet 1 to record its name, how it is packaged, the country it comes from, and the price.
- Learners should also write labels to show the country of origin of each food item and display their items and labels on the cloth. Each group should then present their food items to the rest of the class.
- Next, learners should locate on a world map the countries from which their food items originated. If available, learners could mark these countries on a class world map displayed on an interactive whiteboard. A world map is provided on slide 26.



- Alternatively, each group could be given an enlarged copy (A1 size) of *Mapping a supermarket bag* (Activity sheet 2) and learners could place their food items directly on to this world map. Another option is to provide A4 copies of the world map and ask learners to draw and locate their food items on it.
- Finally, bring the whole class together for reflection on the activity and to explore the range of countries from which the food in their bags has originated.
- Points for discussion could include:
 - *Where does our food come from?*
 - *Why is so much of our food grown or produced overseas?*
 - *Which food in the supermarket bags comes from which continents?* Learners may have rice from India, tinned fish from Indonesia, and fruit from Malaysia. Do learners know that these countries are all in Asia?
 - *Has our food always been global?*
 - *What is Fairtrade?* There is now a growing demand by consumers for fairly-traded products, including food products. More and more people want to know that the tea, coffee, honey or sugar they buy has been produced without exploitation, and that the farmers who grew or processed the product received a fair price for their work.

Differentiation

- *Make it easier: Support learners by highlighting the country of origin of the food on its packaging.*
- *Make it harder: Learners could suggest reasons why much of the food we eat is grown overseas by using an atlas to look at topological maps such as climate, land use and transport links. Learners could also estimate the food miles of their items using a website such as www.foodmiles.com.*

Further ideas

- A variation of *Activity 2.1* is for learners to think of questions that they would like to ask a person in the photograph. For example, to Nema on slide 18, who is cooking and serving food at the reception centre in the Imvepi refugee settlement in Uganda. *Who is in your family? Do your children go to school? What types of food does your family eat? Who prepares the food in your household? Do you have much free time, and how do you like to spend it?*
 - Learners could research answers to their questions and participate in a “hot seat” activity: answering questions from others from the perspective of the person in the photograph.
 - This activity idea could be developed further by asking learners to write a letter to the person in their photograph, asking them about their life. Learners could then research some of the answers to their questions and write possible responses from the person in the image.
- The food in the supermarket bags in *Activity 2.2* could subsequently be used in a harvest festival collection or for a grocery stall at a school fair.
- Ask learners to list the food that they had for breakfast or in their packed lunch box, or items on the school meals’ menu. They could then map a meal on a world map.
- Arrange a visit to a local supermarket to explore where food items come from.



- Use Oxfam’s teaching resources to find out more about Fairtrade. Useful resources include:
 - **Go Bananas**

Updated with new facts, photographs and stories, this resource supports learners to get to grips with Fairtrade and think critically about some of the challenges that banana farmers face.

www.oxfam.org.uk/education/resources/go-bananas
 - **Explore Fairtrade**

Explore the relationships between farmers, businesses and consumers. Discuss how food trade could be made fairer and who is responsible for taking action.

www.oxfam.org.uk/education/resources/explore-fairtrade

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The world in a supermarket bag

Activity sheet 1

Food	How is it packaged?	Where is it from? Name the country and continent.	How much does it cost?	Any other interesting features?

Mapping a supermarket bag

Activity sheet 2



Map source: Geographical Association www.geography.org.uk