



SPARK AND ENGAGE

start with a stance

Identify opposite sides of the classroom as “agree” and “disagree” sides; simple posters can also be put up in advance to identify each side.

Select from statements such as the following and share those selected orally or display them on the board, one at a time. As each statement is displayed, have students move to the side of the classroom that represents their opinion. Students who are undecided can stand between the two sides.

- ◆ Individuals are responsible for their own food choices.
- ◆ Consumers have free choice of food in a market economy.
- ◆ Consumers have equal access to food through the market economy.
- ◆ Globalization expands the food choices that consumers have.

Ask students to volunteer why they agree or disagree. Encourage students to draw on what they have learned about economic systems and consumers to explain their stance.

Alternatively, online apps such as **Google Forms** can be used to set up a simple digital survey or a **Padlet** board to collect students’ reasons for their stance.

As a class, discuss how food democracy involves different perspectives and interpretations, but they will explore how it can be connected to economics, consumerism and globalization.

focus on food DEMOCRACY

Introduce the concepts of “food” and “democracy” and spark student thinking with the following terms on a class board or display.

- ◆ Rights
- ◆ Food
- ◆ Democracy
- ◆ Security
- ◆ Choice
- ◆ Global

Have students work with a partner or small group to brainstorm words, phrases, images, symbols that they think of for each concept and use these to create a word splash on the board or on a poster.



Customize this project process by creating your own **HyperDocs**, using the links from this guide and selecting those activities you think are most appropriate for your students.

connect to prior knowledge

Share the appropriate essential understandings with students – Grade 9 students can focus on statements 1 and 2; Grade 10 students can focus on statements 3 and 4.

As you share and discuss the essential understandings with students, use evidence-focused questions such as the following to encourage their thinking about what they already know and how they know it:

- What terms are you familiar with in this statement? What are the important ideas in the statement?
- What do you see when you think about this statement? What do you know?
- What do you see, have you seen or know that makes you say that?



Ask individual students to use a **KWHL Chart** to jot down their resulting ideas in the “What I **Know**” and “What I **Want** to Know” columns.

Use the “**How** I will find out” and “What I **Learned**” columns as students investigate and research.

A **KWHL Chart** is provided in **Project Tools**, found on the **food DEMOCRACY TEACH** webpage at www.projectagriculture.ca/teach/food-democracy/ and on the **Project GUIDES** webpage at www.projectagriculture.ca/share/project-guides/.

> SCAFFOLD AND DIFFERENTIATE

Use this evidence-focused questioning strategy as a whole class first, teaching students how to examine their understandings and conceptions. Students can then discuss these or other statements in small groups, using these questioning strategies with each other.

Keep a chart or ongoing list of students’ thoughts and ideas in the classroom as a reference to students’ initial thinking and ideas. Invite students to use and add to these lists as they develop their projects.



Consider creating a class version of a KWHL chart, collecting information on what students know, what they want to know, how they think they will find out, and then, completing what they learned after sharing their projects. Monitor class understandings and provide support in areas that students need.

> CONNECT TO PRIOR LEARNING

Ask students to explore what they think agriculture involves — place, activities, practices, issues, values and beliefs. Discuss and create a definition of agriculture on the board before students start brainstorming. **Agriculture** refers to the practices involved in growing crops and feeding and raising livestock for food and other products. Encourage students to make connections between agriculture and the food they eat.

> CONNECT TO EXPERIENCES

Encourage students to share stories about connections to agricultural places, events and activities that they have experienced. Identify and discuss the characteristics of agricultural communities that students live in or have visited. Set up a **Padlet** or other digital bulletin board for students to post word or image snapshots of their experiences connected to agriculture.

reflect on connections

Create a **Mind Map** on the board with the whole class to reflect on connections to what students may have learned about concepts related to food, democracy, farming and agriculture.



A **Mind Map** is provided in **Project Tools**, found on the **food DEMOCRACY TEACH** webpage at www.projectagriculture.ca/teach/food-democracy/ and on the **Project GUIDES** webpage at www.projectagriculture.ca/share/project-guides/.

> EXTEND LEARNING

Encourage students to consider what they have previously learned about Indigenous perspectives and beliefs regarding the land and resources. To what extent could these perspectives inform current practices, values and beliefs about agriculture and food, today and in the past?

spark inquiry with a food DEMOCRACY cafe

Have students further explore perspectives and concepts related to all or some of the four essential understandings in a **world cafe**, using the **Spark Questions about food DEMOCRACY** sources.

Start student exploration by sharing the **project AGRICULTURE** website on an interactive whiteboard. Go to the **food DEMOCRACY** photo banner on the **project AGRICULTURE** website and click on the “spark” icons to access and explore the **Spark Questions** sources.

Preview the information and questions. Then, provide in digital or print form for students to explore individually.

Several starting points for further inquiry are provided as questions throughout the **Spark Questions** sources. These questions are found in **INVESTIGATE MORE** sidebars in each handout and include:

- Why is there food insecurity amongst certain groups in Canada when we can produce more food than there are markets for?
- What do measures of food insecurity and security tell us about the way that food is produced?
- Should everyone have the right – and responsibility – to participate in decisions that determine our access to safe, nutritious food?
- What changes in the way that food is produced and distributed – either locally or globally – would have the most impact?
- Why could a healthy economy offer more choices for consumers?
- To what extent does the government determine what we eat? The consumer? Or both?
- How can healthy food supply chains increase consumer choice?
- How does the consumer influence food choices and what’s available in stores and markets? How do farmers support those choices?
- Who should be responsible for dealing with global hunger, food supply and waste? Governments? Industries? Individuals?
- Is globalization the solution or the challenge for the global food supply?
- How would you address the food challenge? With more technology, more small farming, or a combination of both?
- What more can be done to ensure food security in a globalizing world? What should Canada’s and Alberta’s role be?
- How can the right to food be connected to local and family farms?
- How does global food security affect the local and global food supply?
- How does globalization affect the types of food products raised or grown locally?



The four essential understandings from the previous activity are shared with students in the **Spark Questions about food DEMOCRACY** PDF sources.



The **INVESTIGATE MORE** questions in the **Spark Questions** sources are intended as starting points for student investigation and research. They can be used to identify areas for inquiry or as a focus for the development of a project question.



Specific curriculum outcomes for each of the four **Spark Questions** learning sources, correlated to each, are provided in the **LEARNING OUTCOMES AND COMPETENCY MAP** on the following pages.

Click on each guiding question in the map to go directly to the downloadable source on the website.



Consult *Teamwork Skills: Being an Effective Group Member* from the University of Waterloo at <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member> for group and teamwork skills that can be shared with students.

- How do “buy local” movements affect globalization of the food system?
- To what extent do “food values” influence economic decision making?
- How can supply management affect trade policy in Canada? What challenges and opportunities exist?

Tell students that they will be asked to hold group conversations, focused on one of the **Spark Questions** sources. Organize students into groups of three or four at a table or cluster of desks. Select a leader for each group. The leader will record the major points of the group conversation and be prepared to summarize them.

Share questions such as the following with students as the focus for their group conversations:

- What information and examples can you find in this source to support the essential understanding?
- What more information is needed to better understand the essential understanding?
- What would you most like to find out more about? Why?

Have groups discuss the questions for an established period of time.

Once the time is up, have the leader stay but the other group members rotate to a different table. Ask the leader to summarize the main points of the conversation they had with their former group for their new group members.

Have each new group select a new group leader. Repeat the process to provide multiple students with the opportunity to lead a group.



SPARK QUESTIONS: LEARNING OUTCOMES AND COMPETENCY MAP

project AGRICULTURE Activity	GRADE 9 SOCIAL STUDIES	10-1 SOCIAL STUDIES *Corresponding 10-2 outcomes also apply
	CONCEPTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE
SPARK LEARNING SOURCE Should there be a right to food? All people have the right to healthy, safe and nutritious food.	9.2.2 Appreciate the relationship between consumerism and quality of life (C, CC) 9.2.5 Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: What are the indicators of quality of life? (PADM, ER)	4.2 Recognize and appreciate the importance of human rights in determining quality of life (GC, C) 4.7 Evaluate relationships between globalization and democratization and human rights (GC, PADM) 4.8 Analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
SPARK LEARNING SOURCE What does economic decision making have to do with food democracy? A healthy economy supports an adequate and accessible food supply.	9.2.1 Appreciate the values underlying economic decision making in Canada and the United States (C, ER) 9.2.4 Compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues: - What are the principles of a market economy? (ER) - Why is Canada viewed as having a mixed economy? (ER, PADM) - What is the role of the consumer in market and mixed economies? (ER) 9.2.5 Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: - How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)	
SPARK LEARNING SOURCE How should the global food supply be protected? The food system is changing in the context of globalization.		3.2 Recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM) 3.9 Analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC) 4.3 Accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER) 4.8 Analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)

project AGRICULTURE Activity	GRADE 9 SOCIAL STUDIES	10-1 SOCIAL STUDIES *Corresponding 10-2 outcomes also apply
SPARK LEARNING SOURCE What is the global context of the food we eat? Globalization has economic, environmental and social consequences for the food supply.	9.2.3 Appreciate the impact of government decision making on quality of life (C, CC, PADM) 9.2.4 Compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues: • Why do governments intervene in a market economy? (ER, PADM) • What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC) 9.2.6 Assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues: • How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (PADM, ER)	3.1 Recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM) 3.2 Recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM) 3.6 Analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
	PROCEDURAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
ALL SPARK LEARNING SOURCES	9.S.1 Develop skills of critical thinking and creative thinking: • Evaluate, critically, ideas, information and positions from multiple perspectives • Demonstrate the ability to analyze current affairs from multiple perspectives 9.S.3 Develop skills of geographic thinking: • Interpret thematic maps to analyze economic and political issues 9.S.4. Demonstrate skills of decision making and problem solving: • Participate in and predict outcomes of problem-solving and decision-making scenarios 9.S.7 Apply the research process: • Formulate new questions as research progresses 9.S.8 Demonstrate skills of oral, written and visual literacy: • Elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions • Make reasoned comments relating to the topic of discussion • Listen to others to understand their perspectives 9.S.9 Develop skills of media literacy: • Examine the values, lifestyles and points of view represented in a media message	S.1 Develop skills of critical thinking and creative thinking: • Evaluate ideas and information from multiple sources • Determine relationships among multiple and varied sources of information • Analyze current affairs from a variety of perspectives S.3 Develop skills of geographic thinking: • Make inferences and draw conclusions from maps and other geographical sources S.4. Demonstrate skills of decision making and problem solving: • Develop inquiry strategies to make decisions and solve problems S.7 Apply the research process: • Develop, refine and apply questions to address an issue S.8 Demonstrate skills of oral, written and visual literacy: • Communicate effectively to express a point of view in a variety of situations • Ask respectful and relevant questions of others to clarify viewpoints • Listen respectfully to others S.9 Develop skills of media literacy: • Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification