

LEARNING EXPERIENCE SEVEN

Guiding Question: How can consumers influence the agricultural economy?

This Learning Source provides starting points and information to investigate: • Consumer confidence and movements • Collective consumer decision-making • Boycotts	Build Competencies: Media messages Students assess fact and opinion in media messages and influences on consumer decision making. This handout includes activities that support competencies and literacy, and weblinks to online resources that can support student learning. 	 Assess Look for evidence of understanding of the following concepts: • Media messaging/ marketing • Consumerism • Power of collective (boycotts) • Consumer activism For a formative assessment, have students develop a series of interview questions that they could ask individuals who have different roles in the food system — a farmer, a marketing specialist and a consumer. Questions should address misconceptions, myths and/or misleading information that can be identified in media messages.
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Additional information and discussion questions are provided in the carousel slide for this guiding question in the **food DEMOCRACY** section of the LEARN webpage.

Click on the carousel slide to open and explore the following content.

- Introduction to **responding to consumer demands**
- **Addressing environmental concerns** initiative example
- **Addressing animal care** information, videos and examples



Additional Research or Background Sources

Consult teacher or student background sources such as the examples that follow to further explore, enrich or expand activities for this guiding question. Student research sources are also provided in **Build Competencies** handouts.

The Debunking Handbook is an eight-page guide to why people believe misinformation and how best to debunk misinformation. It can be accessed at https://skepticalscience.com/docs/Debunking_Handbook.pdf.

A 2019 Canadian Food Inspection Agency article that discusses consultations on consumer views about food labelling — *Government of Canada seeks Canadians' views on changes to "Product of Canada" and "Made in Canada" labelling claims* — can be accessed at www.canada.ca/en/food-inspection-agency/news/2019/05/government-of-canada-seeks-canadians-views-on-changes-to-product-of-canada-and-made-in-canada-labelling-claims.html.

Students are provided with a link to the article *Six things to know about livestock care* from Agriculture More than Ever at www.agriculturemorethanever.ca/from-the-team/six-things-to-know-about-livestock-care/#.XUId20hKiUk. This article also provides embedded links to other resources that deal with animal care issues.

The National Farm Animal Care website provides numerous resources related to farm animal care at www.nfacc.ca.

Agriculture and Agri-Food Canada provides a series of infographics on agriculture at www.agr.gc.ca/eng/about-us/publications/discover-agriculture/infographics-agricultural-products-and-their-impacts/?id=1530198199592.

Statistics Canada also provides some infographics focused on agriculture at www150.statcan.gc.ca/n1/pub/11-627-m/index-eng.htm, including:

- The socioeconomic portrait of Canada's evolving farm population www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2018041-eng.htm
- Canada's immigrant farm population www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2018042-eng.htm
- Tariffs: No impact yet on consumer prices www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2018027-eng.htm
- Time to eat www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2018003-eng.htm
- Protein sources in the Canadian diet (2015) www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2018004-eng.htm

Agriculture More than Ever also provides some infographics at www.agriculturemorethanever.ca/resources/infographics/.

> EXTEND LEARNING

Have students identify and investigate **infographics** about agriculture, selecting from those provided on the Agriculture and Agri-Food Canada, Statistics Canada or Agriculture More Than Ever websites.

Ask students to identify facts that are presented on the infographic and select from questions such as the following to have students analyze its messages:

- What conclusions, if any, can be drawn from these facts? What messages are these infographics communicating?
- How could these facts be used as an "informed food consumer?" As a "global food consumer?" How would you update or add to these facts?
- How are the messages in these infographics connected to the concept of food democracy?

Working individually or as a class, have students draw their own versions, create a collage or add additional facts or images to the existing infographics.



Find **Social Studies 9** and **Social Studies 10-1/10-2** learning outcomes supported by this learning experience on the following pages.

Use this activity to focus on the role of the consumer and the influence of marketing and media messages on consumer decisions and choices.

Grade 10 students can be encouraged to focus on and consider what civic responsibility "looks like" when it comes to addressing opportunities and challenges in the global food system, including issues related to the environment and animal care.

After completing activities in this learning experience, have students reflect on the extent to which consumers can influence marketing, food production and agricultural practices through collective action. What opportunities do consumers have, both locally and globally? What limitations do they face?



Look on the **VIEW** webpage for video interviews with Alberta farmers about consumer information and messages. As students watch the video, ask them to identify perspectives shared by farmers.



LEARNING EXPERIENCE SEVEN: 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
LEARNING SOURCE How can consumers influence the agricultural economy?	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: - How does marketing impact consumerism? (ER) - How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER) - How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C)	4.9 Explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM) 4.10 Evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
	PROCEDURAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
BUILD COMPETENCIES Media messages     	9.S.1 Develop skills of critical thinking and creative thinking: - Determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue - Evaluate, critically, ideas, information and positions from multiple perspectives - Demonstrate the ability to analyze current affairs from multiple perspectives - Generate creative ideas and strategies in individual and group activities - Assemble and organize different viewpoints in order to assess their validity 9.S.7 Apply the research process: - Reflect on changes of perspective or opinion based on information gathered and research conducted - Integrate and synthesize concepts to provide an informed point of view on a research question or an issue - Draw conclusions based upon research and evidence - Determine how information serves a variety of purposes and that the accuracy or relevance may need verification - Include and organize references as part of research 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	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 - Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability - Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue - Analyze current affairs from a variety of perspectives S.7 Apply the research process: - Develop, express and defend an informed position on an issue - Draw pertinent conclusions based on evidence derived from research - Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry - Select and analyze relevant information when conducting research - Respect ownership and integrity of information S.8 Demonstrate skills of oral, written and visual literacy: - Understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)

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project AGRICULTURE Activity	GRADE 9 SOCIAL STUDIES	10-1 SOCIAL STUDIES *Corresponding 10-2 outcomes also apply
[CONTINUED] BUILD COMPETENCIES Media messages 	9.S.9 Develop skills of media literacy: • Examine techniques used to enhance the authority and authenticity of media messages • Examine the values, lifestyles and points of view represented in a media message • Analyze the impact of television, Internet, radio and print media on a particular current affairs issue	S.9 Develop skills of media literacy: • Assess the authority, reliability and validity of electronically accessed information • Evaluate the validity of various points of view presented in the media • Appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence • Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification