

LEARNING EXPERIENCE SIX

Guiding Question: How does the global context of agriculture affect our food supply?

This Learning Source provides starting points and information to investigate: - Population demands on the food system - Global food production issues - Food waste - Family farms - Environmental sustainability	Build Competencies: Global food security Students assess conflicts and connections between the goals of economic growth, environmental sustainability and food democracy and identify patterns of change in global food consumption in other countries. This handout includes activities that support competencies, and weblinks to online resources that can support student learning. 	  Assess Look for evidence of understanding of the following concepts: - Economic and social sustainability of global food production - Resource development - Prosperity and quality of life For a formative assessment, have students identify examples of policies — established by governments, NGOs, unions or other organizations — that support economic, social and environmental sustainability. Have them use a T-Chart to analyze one of these policies, describing benefits in one column and challenges (implementation, results, etc.) in the second.
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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 United Nations has identified 2019 to 2028 as the Decade of the Family Farm. Information on this initiative, links to numerous resources dealing with food security, policy environments, sustainability, gender equity and socio-economic resilience and inclusion are provided on their website at www.fao.org/family-farming-decade/en/. The *Global Action Plan* describes the seven pillars of this initiative and can be downloaded at www.fao.org/3/ca4672en/ca4672en.pdf.

Food Secure Canada provides an article that discusses the importance of family farms to global food security in *Family Farms Need Better Policies in Canada and Globally* at https://foodsecurecanada.org/resources-news/news-media/press-releases/world-food-day-2014?gclid=Cj0KCQjwhJrqBRDZARIsALhp1WSTy20iD2ZE4ZTnGqt5dNhwY8-BFYi5EOEvDeNd00GJiLsOUwL3skaApGVEALw_wcB. Weblinks to research projects and programs are also provided.



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.

- Family farms and the global food supply infographic and information
- The UN Decade of the Family Farm information and video
- Addressing environmental opportunities information and article excerpt



Find **Social Studies 10-1/10-2**

learning outcomes supported by this learning experience on the following page.

Use this activity to focus on the concept of sustainable prosperity and the key question, To what extent does globalization contribute to sustainable prosperity for all people? Have students investigate the essential link between the food supply, global food production, use of resources and quality of life. Challenge students to consider whether “sustainability” and “prosperity” are conflicting or supporting concepts.

After completing activities in this learning experience, have students reflect on the extent to which actions and policies associated with globalization impact our food system. In what ways is globalization a benefit or challenge in meeting the world’s increasing demand for food?



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

The National Farmers’ Union, accessed at www.nfu.ca, provides perspectives, policy stances and policy briefs on issues related to Canadian farm families. Every member of the farm family – including children ages 14 to 21 – are full voting members of the Union. The NFU is active internationally.

Students may be interested in exploring the position of the National Farmer’s Union position on supply management and on genetically modified organisms (GMOs).

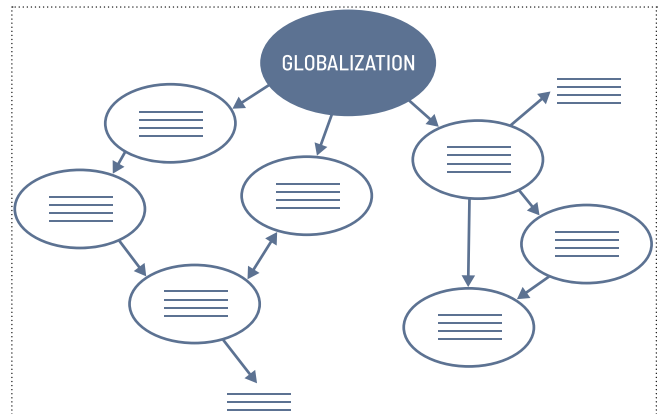
La Via Campesina, found at <https://viacampesina.org/en/>, is an international movement for peasants, small and medium size farmers, landless people, rural women and youth, indigenous people, migrants and agricultural workers from around the world. La Via Campesina comprises 182 local and national organizations in 81 countries from Africa, Asia, Europe and the Americas. Altogether it represents about 200 million farmers.

Initiatives, research and weblinks regarding food waste from the Food and Agriculture Organization of the UN is provided in *SAVE FOOD: Global Initiative on Food Loss and Waste Reduction* at www.fao.org/save-food/en/.

> **EXTEND LEARNING**

Write a question or statement about the global food demand, sustainability issues or the question of food waste on the board before students enter the classroom. As students enter the classroom, have them write a word, phrase or response under the question or statement. Use students’ responses to discuss perceptions about hunger and food and introduce information about global food issues.

Create a **concept wall** based on concepts in the learning source and food democracy – for example, global food trade, producers, consumers, choice, impact, economic decisions, waste and globalization.



Have students work in groups to place these concepts in a hierarchy, using a **Mind Map**. Find this thinking map in **food DEMOCRACY Project Tools**. Have students use connectors, arrows and descriptions to show the relationships between these concepts. As a class, discuss each group’s ideas and the reasons for their choices.



LEARNING EXPERIENCE SIX: 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 does the global context of agriculture affect our food supply?		3.1 Recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM) 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC) 3.7 Explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC) 3.8 Evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC) 3.9 Analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC) 4.1 Recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC) 4.8 Analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP) 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 Global food security   		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 - Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue - Evaluate the logic of assumptions underlying a position - Assemble seemingly unrelated information to support an idea or to explain an event 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 - Demonstrate proficiency in the use of research tools and strategies to investigate issues - Select and analyze relevant information when conducting research S.8 Demonstrate skills of oral, written and visual literacy: - Communicate effectively to express a point of view in a variety of situations - Use a variety of oral, written and visual sources to present informed positions on issues