

LEARNING EXPERIENCE FOUR

Guiding Question: What does government have to do with agriculture?

This Learning Source provides starting points and information to investigate: • Shared responsibilities in agriculture • Canada's food policy • Supply management	Build Competencies: Policy influences Students explore spheres of influence on food accessibility and consumer choice, including individual factors and social, physical and policy environments, and the impact of government involvement in agriculture. 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: • Governance and policy • Government interventions • Government responsibilities For a formative assessment, ask students to plan and prepare for a horseshoe debate about the pros and cons of supply management as a government policy. Have students prepare an argument for both sides of the debate and be prepared to present either side. Randomly arrange students in a horseshoe circle, identify which side each section of the circle will debate, and provide each student with the opportunity to present their arguments and ask questions of the other side. Track participation and question/answer responses.
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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.

- **Beginnings of supply management** infographic and information
- **More about supply management** videos



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.

Food Secure Canada provides a rationale and discussion on the need for a national food policy, in *Why a National Food Policy in Canada Matters?* at <https://foodsecurecanada.org/resources-news/news-media/national-food-policy-primer>. Note that this food policy primer was created before implementation of the food policy by the federal government and may not be available at some point in the future. Search for “Canada food policy consultations” for additional sources on the work that different organizations did to lobby for a national food policy.

The Government of Canada's webpage, *What we heard report – Food Policy for Canada*, found at www.canada.ca/en/campaign/food-policy/consulting-with-canadians/fullreport.html, provides the results of the consultations.

The Standing Committee on Agriculture and Agri-Food studied the issue of a food policy for Canada and presented its findings in a report called *A Food Policy for Canada*, accessed at www.ourcommons.ca/Content/Committee/421/AGRI/Reports/RP9324012/agrirp10/agrirp10-e.pdf.

There are numerous sources on supply management that can be found by searching the internet. Encourage students to check the reliability and perspectives inherent in any sources they use to identify and explore conflicting opinions.

The Library of Parliament provides a research background on *Canada's Supply Management System* (2015), found at https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/2015138E. This resource is suitable as a teacher background, but may provide excerpts that could be provided to students.

A CBC news article, *How Canada's supply management system works* (2018), accessed at www.cbc.ca/news/politics/canada-supply-management-explainer-1.4708341, provides an overview of the supply management system as well as some opposing points of view on its effectiveness. Students could be encouraged to use this type of media article to identify the difference between facts and opinions.

> EXTEND LEARNING

Have students survey local supermarkets and food stores to investigate and compare the accessibility to consumers of healthy, nutritious food products. Ask students to create a **comparative list** of five specific "supply-managed" products they want to investigate, using questions such as:

- 💧 Where are these products available? Where were these products produced?
- 💧 What are the prices of these products in three different stores?
- 💧 Are there organic options available for these products? What are the price differences?
- 💧 How do you think supply management affects the accessibility and price of these products?

Students can use a **Triple T-Chart** or **Retrieval Chart** to collect and compare their data. Find these graphic organizers in **food DEMOCRACY Project Tools**.



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 explore the extent to which government should be involved in agriculture, using Canada's first food policy and the policy of supply management. Encourage students to research conflicting points of view involved in supply management. Have them review the consultations that the federal government conducted in advance of releasing the food policy and assess the extent to which public recommendations were incorporated into the food policy.

Supply management also provides students with an opportunity to compare economic decision-making and government involvement in Canada and the U.S.

After completing activities in this learning experience, have students reflect on the advantages and disadvantages of varying degrees of government involvement and responsibility. What are the perspectives that shape different opinions about such involvement?



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



LEARNING EXPERIENCE FOUR: 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 What does government have to do with agriculture?	9.2.3 Appreciate the impact of government decision making on quality of life (C, CC, PADM) 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: - Why do governments intervene in a market economy? (ER, PADM) - Why is Canada viewed as having a mixed 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) 9.2.5 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: - To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? (PADM, ER, GC, I)	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) 3.9 Analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC) 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 Policy influences       [CONTINUED ON NEXT PAGE]	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 - Access diverse viewpoints on particular topics by using appropriate technologies - Assemble and organize different viewpoints in order to assess their validity 9.S.4. Demonstrate skills of decision making and problem solving: - Propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making 9.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building: - Demonstrate a positive attitude regarding the needs and perspectives of others 9.S.7 Apply the research process: - Integrate and synthesize concepts to provide an informed point of view on a research question or an issue - Develop a position supported by information gathered during research	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 - Analyze current affairs from a variety of perspectives S.4 Demonstrate skills of decision making and problem solving: - Generate and apply new ideas and strategies to contribute to decision making and problem solving S.5 Demonstrate skills of cooperation, conflict resolution and consensus building: - Respect the points of view and perspectives of others 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 - Plan and perform complex searches, using digital sources

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	PROCEDURAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
[CONTINUED] BUILD COMPETENCIES Policy influences 	• Draw conclusions based upon research and evidence • Determine how information serves a variety of purposes and that the accuracy or relevance may need verification • Organize and synthesize researched information 9.S.8 Demonstrate skills of oral, written and visual literacy: • Use skills of informal debate to persuasively express differing viewpoints regarding an issue • 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 techniques used to enhance the authority and authenticity of media messages	S.8 Demonstrate skills of oral, written and visual literacy: • Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue • Ask respectful and relevant questions of others to clarify viewpoints • Listen respectfully to others • Use a variety of oral, written and visual sources to present informed positions on issues 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