

LEARNING EXPERIENCE ONE

Guiding Question: Why do food choices matter?

This Learning Source provides starting points and information to investigate: • Food democracy • Food system and food production • Consumer preferences and trends • Food origin and labelling • Food security and poverty • Indigenous food security	Build Competencies: Consumers and food democracy Students define food democracy, map connections between the concepts of rights, consumerism and food systems and investigate food trends. This handout includes activities that support competencies and weblinks to online resources that students can explore. 	 Assess  Look for evidence of understanding of the following concepts: • Consumer choice and behaviour • Consumer influences (marketing through food labelling and food trends) For a formative assessment, have students create a Venn that explores the intersection between quality of life and government policies.
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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.

Agriculture and Agri-Food Canada's report on *Socially Conscious Consumer Trends (2012)* provides some insights into consumer preferences and trends and can be accessed at www.agr.gc.ca/resources/prod/Internet-Internet/MISB-DGSIM/ATS-SEA/PDF/6308-eng.pdf.

Advertising can promote food with descriptive words that highlight trends, such as "no antibiotics, organic, made in Canada, additive-free, fair trade or locally produced." Students may be interested in exploring some of these terms. *The Pendulum Swings 2016 Food Trends for Industry Processors*, at <http://westerngrocer.com/the-pendulum-swings-2016-food-trends-for-industry-processors/>, provides some insights into food-specific trends and is suitable as teacher background information.

Agriculture and Agri-Food Canada also provides websites that can provide students with perspectives on the range of agricultural products produced in Canada. Find connections to a variety of sources of information on the *Eat Canadian* webpage at www.agr.gc.ca/eng/?id=1538141990966. Find links to products grown across Canada on the *Discover Agriculture* webpage at www.agr.gc.ca/eng/about-us/publications/discover-agriculture/?id=1411999466585.

The Canadian Food Inspection Agency provides information and links in *Food Labelling for Consumers* at www.inspection.gc.ca/food/general-food-requirements-and-guidance/labelling/for-consumers/eng/1400426541985/1400455563893.



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.

- A discussion of **what food democracy means**
- **Food systems** infographic and information



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

Use this activity to review the concept of rights as it relates to the right to food. Have students reflect on the extent to which issues of food insecurity influence government policy and initiatives that have been established to support Canada's first food policy. To what extent should the government be responsible for issues related to the right to food and dealing with food insecurity?

Ask students to make connections between these concepts and the role of consumers in a mixed economic system. After completing activities in this learning experience, have students write or discuss their conclusions about the implications of the food system for quality of life.



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

PROOF is an interdisciplinary research team investigating household food insecurity in Canada. PROOF provides several resources on their website that can help students make connections between food insecurity and food accessibility and choice. Find information and statistics at <https://proof.utoronto.ca/food-insecurity/>. Access *Fact Sheets* at <https://proof.utoronto.ca/resources/fact-sheets/>.

The IndigenousNutrition.org website, at www.indigenousnutrition.org/index.html, provides articles and information about challenges faced by Indigenous peoples in moving away from self-sustaining, local food systems.

A global perspective on food security and food policy can be found on the International Food Policy Research Institute website at <https://gfpr.ifpri.info/>. Students may require support to use the resources on this website.



The *2019 Global Food Policy Report* video can be accessed at www.youtube.com/watch?time_continue=142&v=wHHg7J0wXtM.

Towards food sovereignty: Reclaiming autonomous food systems is a comprehensive report suitable for teacher background information. It can be accessed at <https://pubs.iied.org/pdfs/G02268.pdf>.

Indigenous Food Sovereignty in Canada: Policy Paper 2019 is a policy brief from the Rural Policy Learning Commons and is suitable for teacher background on the concept of food sovereignty. Access it at <http://rplc-capr.ca/wp-content/uploads/2019/02/Penner-Kevany-Longboat-2019-Indigenous-Food-Sovereignty-in-Canada-Policy-Brief.pdf>.

Canadian Feed the Children provides an article that discusses connections between Indigenous food security and residential schools in *Why is there food insecurity in Canada?* at <https://canadianfeedthechildren.ca/the-feed/why-food-insecurity/>.

> EXTEND LEARNING



Ask students to work with a partner or in a small group to investigate **food policies** in other countries. Have pairs or groups focus on a country; use their research to create a class **Retrieval Chart**. Find this graphic organizer in **food DEMOCRACY Project Tools**. Draw out comparisons between the goals and vision of

Canada's first food policy and those that exist in other countries. Find links to food policies on the Government of Canada's *Learn more - Food Policy for Canada* website at www.canada.ca/en/campaign/food-policy/learn-more.html for:

- Australia — The National Food Plan (PDF) (2013)
- Ireland — Food Wise 2025 Agri-Food Strategy (2015)
- Scotland — National Food and Drink Policy (2009)
- United Kingdom — Food 2030 Strategy (PDF) (2010)
- Wales — Food strategy for Wales 2010 to 2020 (2010)



LEARNING EXPERIENCE ONE: 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 Why do food choices matter?	9.2.2 Appreciate the relationship between consumerism and quality of life (C, CC) 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 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 individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER) - How does marketing impact consumerism? (ER) - How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)	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) 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)
	PROCEDURAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
BUILD COMPETENCIES Consumers and food democracy    	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.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: - Make connections among related, organized data, and assemble various pieces into a unified message 9.S.9 Develop skills of media literacy: - 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.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.7 Apply the research process: - Draw pertinent conclusions based on evidence derived from research S.9 Develop skills of media literacy: - Evaluate the validity of various points of view presented in the media - Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification