

Seeding Sustainability The Ice Cream Olympics



Research and Development Micro-Module 2:

Food Sovereignty and Sustainability

**Subject Areas: CSPE;
English; Geography;
Home Economics; SHPE**

**2 ZERO
HUNGER**



**12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION**



**13 CLIMATE
ACTION**



**15 LIFE
ON LAND**



Micro-module Summary: Food Sovereignty and Sustainability

This micro-module contains ten lessons that introduce the concept of food sovereignty and sustainable food production. Learners begin to consider how food is produced, distributed and consumed building an awareness of our food systems using a local lens.

Learners develop and understanding of the mechanisms and policies of food production and distribution to develop insights into the system of global food production.

Vocabulary: Consumption; Distribution; Food Sovereignty; Global Food Systems Production; Sustainability

In this micro-module, the learner will:

- become aware of the global food system through local understanding and personal experience
- develop the skills to analyse how food is produced, distributed and consumed
- identify the mechanisms and policies of food production and distribution
- begin to identify control points in the global food system
- develop critical thinking skills applied to sustainable food production

Materials

- Seven lesson plans
- Learners Activity and worksheets
- Internet Access required

Seeding Sustainability - Food Sovereignty and Sustainability



Seeding Sustainability: Food Sovereignty and Sustainability

Lesson 1: Who produces the food I eat, and why does it matter?

It is important to recognise the systems and impacts behind food production and importation. Too often, there is no thought behind how the food gets on our plate. This lesson introduces learners to key terms and issues associated with food sovereignty and security and how this might affect their own food choices.

Resources: Worksheet: Active Listening Task - La Via Campesina

Lesson 2 Introduction to Food Miles

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson looks at the reasons behind this and considers the pros and cons of food transportation.

Resources: Food Miles Calculator

Lesson 3 Meal Challenge

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson looks at how we eat according to where we live, the pros and cons of eating locally, and the challenge of creating a meal with lower carbon emissions.

Resources: Worksheet: Meal Challenge

Lesson 4 From Fork to Plate

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson examines food distribution and supports learners to develop an understanding of the Irish food system..

Resources: Worksheet: Flipped Classroom Task - Whats your food footprint; Worksheet: Map of Ireland

Lesson 5 The Local Food Project

This lesson introduces learners to artist Lisa Fingleton's Local Food Project and 30 day local food challenge. Every year Lisa invites people to take part in the 30 day Local Food Challenge from the 1st-30th September. The challenge includes all food/ingredients grown on the island of Ireland.

Resources: Worksheet: The Local Food Project

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Lesson 6 Could you survive on a pre-famine diet?

This lesson encourages discussion and research on past and present diets, based on the listening task completed before the lesson. It looks at key differences in diet between the rural poor and elite and how the diet was impacted by natural and man-made forces.

Resources: Flipped Classroom Task - Could you survive on...?

Lesson 7 Food Choices - What if the whole world went vegan? Part 1

This lesson encourages learners to examine the argument of plant-based diets through imagining the whole world as vegan. It aims to connect food choice to issues such as food scarcity and security, sustainable use of resources and poverty.

Resources: None required

Lesson 8 Food Choices - What if the whole world went vegan? Part 2

This lesson is a continuation from Lesson 7. It aims to connect food choice to issues such as food scarcity and security, sustainable use of resources and poverty.

Resources: Worksheet: What if the world went vegan?

Lesson 9 Food Choices What to do about food waste

This lesson encourages learners to develop their understanding of the levels of food waste domestically and commercially in their local area and connect it to issues in other places. They are supported in sharing, organising and recording ideas and collaborating with peers.

Resources: Support: Facilitating a world café

Lesson 10 Eating Seasonally

This lesson examines seasonal eating as a way of being more sustainable, but also highlights the issues associated with the ability to eat seasonally in certain areas.

Using the Resources: If you wish to use these resources, we can offer an induction and online support throughout the unit. To register for this option, please contact Rebecca White e:rebecca@futurefocus21c.com

Seeding Sustainability - Food Sovereignty



Lesson 1

Who produces the food I eat, and why does it matter?

Subjects: CSPE;
English, Geography;
Home Economics; SHPE

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Lesson Title and Summary: Who produces the food I eat, and why does it matter?

It is important to recognise the systems and impacts behind food production and importation. Too often, there is no thought behind how the food gets on our plate. This lesson introduces learners to key terms and issues associated with food sovereignty and security and how this might affect their own food choices.

Vocabulary:

Biodiversity; Consumer; Fair Trade; Food Sovereignty; Genetically Modified Food; Indigenous; Landless; Peasant Farmers; Retailer; Socially Responsible; Transgenics; Transnational Corporation; World Hunger

In this lesson, the learner will:

- begin to develop an awareness of where food comes from
- start to understand the impact of food choices
- connect local and global issues around food
- scan for specific information
- summarise and paraphrase
- practice active listening
- share opinions

Materials

- Vocabulary list
- Worksheet: Active Listening Task La Via Campesina
- Internet Access

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ACTIVITY INSTRUCTIONS

Activity 1 Defining key vocabulary (25 mins)

- 1) Write 'who produces the food I eat?' on the board. Elicit and list ideas from learners.
- 2) Put learners into small groups. Give each group one of the words in the Vocabulary list. They are going to become experts in the meaning of their word. Allow 5-7 mins for each group to complete the following:
 - Step 1: brainstorm what the word means (own ideas)
 - Step 2: use dictionaries/online resources to research the meaning of the word
 - Step 3: using the research, write a clear definition of the word and use it in a sentence to provide context
 - Step 4: nominate one person from their group to present the definition and context to the class and write the definition on the board
- 3) Once all the definitions have been written on the board, ask each spokesperson to present their word to the class by defining it and using it in context. Test their understanding of the word by asking questions and eliciting more examples from other learners.

Activity 2 La Via Campesina (25 mins)

- 1) Give each student a copy of the Worksheet: Active Listening Task La Via Campesina. Read through the list of statements and check understanding. Play the video and ask learners to answer each statement as they watch.
- 2) At the end of the video, review the answers to the statements and begin the reflective writing task - see the reduction / extension box for full details - this can be completed at home depending on the class duration.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

Using post-its or the template after Lesson 1 ask students to repeat the reflective task and answer the following questions

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, give learners the list of vocabulary to define at home prior to the lesson. Consolidate understanding by reviewing the definitions in context after Step 1 and then move on to Step 3.

Extension: For a longer lesson, complete the reflective writing task in class (20-30 mins).

1) Use the 14 statements (and their answers) in the Worksheet: Active Listening Task La Via Campesina to write a one-paragraph summary of what the video teaches us about food sovereignty and security.

2) Why are the issues in the video important? How do they impact us here in Ireland? What does this make you think about your food choices?

MULTIMEDIA BOX: (materials, video links, extra resources, case studies etc)

La Via Campesina (20:03min) <https://tv.viacampesina.org/La-Via-Campesina-in-movement-Food?lang=fr>

Food Unfolded: A global digital platform designed to reconnect people with their food and empower them to change our food system for the better www.foodunfolded.com

'Rotten' (Netflix series): This docu-series travels deep into the heart of the food supply chain to reveal unsavory truths and expose hidden forces that shape what we eat
https://www.youtube.com/watch?v=_ot6W_7hvrM

LOCAL TRIP / EXPERTISE

Visit (or invite) local growers and farmers to speak to the class.

Visit a community allotment and interview people on why they choose to grow their own produce.

This lesson can link into prep for extension activity 2 in lesson 2 - developing a database / archive of local food producers.

Also, contact the local Tidy Towns group to see what growing projects they might be undertaking and see if the class can get involved.

This can be linked to the growing and foraging micro-module.

LESSON 1 ACTIVE LISTENING TASK: LA VIA CAMPESINA

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La Via Campesina | International Peasants' Movement

180+ Organisations in 80+ countries. Voice of the peasants, indigenous peoples and rural workers since

LA VIA CAMPESINA

READ AND MARK THE FOLLOWING STATEMENTS T (TRUE) OR F (FALSE) AS YOU WATCH THE VIDEO.

- Transnational Corporations help those suffering from hunger. (T / F)
- More than 1,000 million people in the world suffer from hunger. (T / F)
- Food Sovereignty focuses on food production which is local, small scale and appropriate to the ecological and cultural areas. (T / F)
- Large food corporations are socially responsible. (T / F)
- Change in the use of the land, e.g. growing transgenic soya, has caused peasants to be displaced off the land. (T / F)
- Multinational Agribusiness has not created pollution of the rivers and the habitat of indigenous peasant populations. (T / F)
- If local landowners / farmers do not set local seeds, biodiversity will disappear.(T / F)
- It is essential to reclaim the importance of agricultural work and the importance of people who dedicate themselves to agriculture. (T / F)
- Being a peasant implies a harmonious relationship with Mother Earth and with land, water and seeds. (T / F)
- Food Sovereignty means 'food security' and 'self-sufficiency'. (T / F)
- Food Sovereignty is necessary for people. (T / F)
- La Via Campesina's goal is to strengthen the world movement for Food Sovereignty.(T / F)
- Young People are the future of Food Sovereignty. (T / F)
- La Via Campesina has over 200 million farmers in over 70 countries. (T / F)

LESSON 1 ACTIVE LISTENING TASK: LA VIA CAMPESINA

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Educators Answer Key

Transnational Corporations help those suffering from hunger. F

More than 1,000 million people in the world suffer from hunger. T

Food Sovereignty focuses on food production which is local, small scale and appropriate to the ecological and cultural areas. T

Large food corporations are socially responsible. F

Change in the use of the land, e.g. growing transgenic soya, has caused peasants to be displaced off the land. T

Multinational Agribusiness has not created pollution of the rivers and the habitat of indigenous peasant populations. F

If local landowners/ farmers do not set local seeds, biodiversity will disappear. T

It is essential to reclaim the importance of agricultural work and the importance of people who dedicate themselves to agriculture. T

Being a peasant implies a harmonious relationship with Mother Earth and with land, water and seeds. T

Food Sovereignty means 'food security' and 'self-sufficiency'. F

Food Sovereignty is necessary for people. T

La Via Campesina's goal is to strengthen the world movement for Food Sovereignty. T

Young People are the future of Food Sovereignty. T

La Via Campesina has over 200 million farmers in over 70 countries. T

Seeding Sustainability - Food Sovereignty



Lesson 2 Food Miles

**Subjects: CSPE,
English, Geography,
Home Economics, SHPE**

Lesson Title and Summary: Food Miles

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson looks at the reasons behind this and considers the pros and cons of food transportation.

Vocabulary: Consumer; Distribution; Food Miles

In this lesson, the learner will:

- think about where food comes from
- summarise information to create a definition
- calculate the food miles of commonly consumed items
- examine the reasons behind food transportation
- apply the reasons behind food transportation to their local area

Materials

- Media Link: Food miles calculator
- Access to the Internet

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ACTIVITY INSTRUCTIONS

Flipped Classroom (pre class task)

Ask learners to photograph the following items from the supermarket or home if they are available

- Bread
- Milk
- Cheese
- Pasta
- Butter
- Rice or Pasta
- Tinned vegetables/fruit

Ask them to note the origins of the items and any other location data (i.e., where it was packaged).

Activity 1 Supermarket Photograph Sharing (20 mins)

- 1) Ask learners to share the photographs they took in small groups. After 5-10 minutes, ask groups to share any similarities they found (origins, packaging locations, etc.).

Activity 2 What are food miles? (30 mins)

- 1) As a whole class, create a definition of 'food miles'. Give the learners time in pairs to brainstorm their ideas and work together to create a common definition on the board. Compare to this definition: Food miles: the total geographical distance that food is transported between their cultivation, processing and to the consumer at point of sale. Basically, how far your food travels to get to your plate.
- 2) Refer back to the photographs learners took in the pre-class task. In pairs, ask them to calculate the food miles of each item using <http://www.foodmiles.com>
- 3) Using the definition of food miles and their calculations, give learners (in pairs) time to list all the reasons they believe food is transported long distances. Create a class list on the board (examples- population size, lack of growing space, climate, gives variety to diet).

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, reduce the timing of Steps 2 & 3.

Extension: For a longer lesson, use the following directions to complete an extended writing activity:

- Look at each of the items on the list and decide which reasons from Step 4 apply to the local area.
- Are they good reasons? Why/why not?
- What have you learned today about food miles that will change the way you shop or eat?

Optional activity:

Ask learners to begin researching local food producers and develop a case study to build up a local archive.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

- Food Miles calculator: <http://www.foodmiles.com>
- The Conscious Challenge: <https://tinyurl.com/y4un4k25>
- Green Schools Ireland: <https://greenschoolsireland.org/themes/global-citizenship-travel/>
<https://greenschoolsireland.org/the-travel-theme/>
- Global Goal Case Studies - <https://www.theblackfeministproject.org/cfp>

LOCAL TRIP / EXPERTISE

Visit the local supermarket or farmer's market to help complete the extension task.

Here, learners can find specific information on the country of origin of each ingredient they are working with. They could also undertake a comparative study on the costs of items in the supermarket and farmer's market.

Local organic deliveries - <https://www.greenearthorganics.ie/>

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Lesson 3 Meal Challenge

**Subjects: CSPE;
English; Geography;
Home Economics;
SHPE**

Lesson Title and Summary: Meal Challenge

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson looks at how we eat according to where we live, the pros and cons of eating locally, and the challenge of creating a meal with lower carbon emissions.

Vocabulary: Carbon Emissions; Food miles

In this lesson, the learner will:

- think about where their food comes from
- summarise information to create a definition
- calculate the food miles of commonly consumed items

Materials

- Worksheet: Meal Challenge
- Food miles calculator
- Access to the Internet

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ACTIVITY INSTRUCTIONS

Activity 1 What's for lunch? (10 mins)

- 1) Ask learners to think about what they typically bring to school for lunch. List the ingredients in their notebooks and underline anything they believe was produced locally. Talk to a partner about whether they believe that their packed lunch is high or low in food miles.

Activity 2 Meal Challenge (40 mins)

- 1) Working in pairs, ask learners to use the Worksheet Meal Challenge to design a packed lunch and record its food miles and carbon emissions.
- 2) Go around the room and ask each pair to describe their meal and the amount of food miles and carbon emissions associated with it.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

EXTENSION / REDUCTION ACTIVITIES:

Reduction : For a shorter lesson, complete Steps 1-2 (with reduced time on Step 2) and ask learners to complete the remaining worksheet for homework.

Extension: For a longer lesson, learners can visit their local supermarket to get more specific country of origin information about the ingredients for their packed lunch.

This can build on Lesson 2, or use Lesson 2 'local expertise' to undertake this in advance of the lesson.

Optional activity:

Go to Bord Bia (see link in Media Box) to discuss the statistics or generate a walking debate around questioning the quotes and statistics.

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MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Food Miles calculator: <http://www.foodmiles.com>

'Food Miles Explained' (2:30mins): <https://www.youtube.com/watch?v=2VKpUizsdA&feature=youtu.be>

What's your diet's carbon footprint?: <https://www.bbc.com/news/science-environment-46459714>

What's Your Carbon Footprint? The How, When & Where of Food (18:03 min):
https://www.youtube.com/watch?v=jk_YGNzBwUo&feature=youtu.be

Bord Bia

<https://www.bordbia.ie/industry/insights/global-sustainability-insights/tangible--consumer-facing/local--low-food-miles/>

How Kerry is turning into a food processing giant

<https://www.irishtimes.com/life-and-style/food-and-drink/how-ireland-is-turning-into-a-food-processing-giant-1.3434864>

Kerry Group Plc <https://www.emydex.com/customers/kerry-foods/>

LOCAL TRIP / EXPERTISE

Undertake the first page of the Worksheet: Meal Challenge during a supermarket trip.

Ask learners to recreate their designed lunch in Activity 2 with only local produce.

- Using online sources, recreate the original lunch using local produce
- Think about the time of year you are consuming the lunch in
- Re-design a new lunch that could be made using only local producers
- Re-design a new lunch that is seasonal and using only local producers

LESSON 3 FOOD MILES 'MEAL CHALLENGE'

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In your group, you need to create a packed lunch for school. You need 1 sandwich, 2 snacks and 1 drink.

1. Here is your shopping list. Select the ingredients you will need from this list

Ingredient	Origin
Bread	
Tuna	
Chicken	
Ham	
Lettuce	
Tomatoes	
Cucumber	
Cheddar Cheese	
Feta Cheese	
Goats Cheese	
Eggs	
Mayonnaise	
Butter	
Jam	
Oranges	
Apples	
Bananas	
Grapes	
Strawberries	
Crisps	
Chocolate	
Yoghurt	
Bottled water	
Orange juice	
Soft drink	

LESSON 3 FOOD MILES 'MEAL CHALLENGE'

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2. Once you have selected your ingredients, you need to answer the following questions for each one:

- Where do they come from?
- How did they get to Ireland?
- How far have they traveled?
- What are the carbon emissions produced?

Remember! Pay attention to the time of year and check online about Irish food production if you need to.

<https://www.teagasc.ie/crops/horticulture/vegetables/>

You can use the following to help you:

- Video: What's Your Food Footprint? | Earth Lab
https://www.youtube.com/watch?v=k7DQ0EEqxV4&feature=emb_logo
- Food Miles <http://www.foodmiles.com>
- Carbon emissions table

Mode of transport	Kg of CO2 per km
Plane	9
Train	90
Truck	1.3
Cargo ship	20



Seeding Sustainability - Food Sovereignty



Lesson 4 From Fork to Plate

Subjects: Business Studies; English; Geography; Home Economics

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Lesson Title and Summary: From Fork to Plate

In many cases, the food we buy and eat has traveled a very long way from where it was produced. This lesson examines food distribution and supports learners to develop an understanding of the Irish food system.

Vocabulary: Food Distribution; Food Map; Food Miles; Food System

In this lesson, the learner will:

- examine food distribution (local, national, global)
- develop an understanding of the food system in Ireland
- share opinions about the food system in Ireland and how it affects their diet

Materials

- Flipped Classroom Task: What's Your Food Footprint?
- Worksheet: Food Map of Ireland
- Computers/tablets
- Access to the Internet

Seeding Sustainability - Food Sovereignty



ACTIVITY INSTRUCTIONS

Have learners undertake the flipped classroom activity before of the class

Activity 1 Review flipped classroom task (15 mins)

- 1) Go through the answers to the Flipped Classroom Task and use the surprising facts to prompt a whole class discussion on the issues raised.

Activity 2 Locating your favourite meal (35 mins)

- 1) Ask learners to think of their favourite meal and list 6-8 of its main ingredients (e.g., a vegetable curry - rice, potato, carrot, chilli, pepper, tomato, coconut milk).
- 2) Give each learner a copy of Worksheet: Food Map of Ireland. Ask learners to guess or research where each of the ingredients they listed comes from and plot it on the map. Possible search prompts:

- 'where in Ireland are the most.....grown?'
- 'where does Ireland getfrom?'

Learners can also look at the Central Statistics Office (CSO) for information - see media box for weblink.

- 3) Get learners to compare their maps in groups of 3-4 and discuss the following questions:
 - Were many of the ingredients grown and produced in Ireland?
 - Approximately how far did the ingredients travel before reaching your plate?
 - Can you find any of these ingredients locally? Can you buy them in the supermarket or a local market?

Explanation: 'Local' food can mean different things to different people. Some people define it as food that is grown and produced within a very close range of where they are living (e.g., the farmer sells it directly to them at a market). Others define it as grown or produced within the same county or state.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

Seeding Sustainability - Food Sovereignty



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Steps 1-3 and ask learners to write a reflective paragraph at home, using the question prompts in Step 4. These can then be collated in a digital document and shared with wider school community.

Extension: For a longer lesson, continue the discussion in Activity 2.

- Do you need to travel to another town to buy them or order them online?
- What does your map tell you about the food system in Ireland?
- What foods would you have to give up if you ate only locally produced food?
- Do we eat a lot of locally-grown and produced items? Why/why not?
- How easy would it be to only consume products that were grown and produced in our town? In our county? In our country?

Optional activity:

Challenge your learners to design a 3-course meal that uses the lowest possible food miles.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

What's Your Food Footprint? Earth Lab (8:47min)

https://www.youtube.com/watch?v=k7DQ0EEqxV4&feature=emb_logo

What's Your Carbon Footprint? The How, When & Where of Food (18:03min)

https://www.youtube.com/watch?v=jk_YGNzBwUo&feature=youtu.be

Central Statistics Office: <https://www.cso.ie/>

LOCAL TRIP / EXPERTISE

- Invite local chefs or restaurant owners to talk to learners about food sourcing and purchasing.
- Invite local supermarket owners or greengrocers to talk to learners about their local produce policy. Many of them will have a certain percentage of local produce suppliers they are committed to.

LESSON 4 FOOD MAP OF IRELAND

1. Choose a favourite meal and make a list of 6-8 main ingredients. For example, a vegetable curry might include rice, potato, carrot, peppers, tomato and coconut milk.

2. For each of the ingredients, research where they are produced and plot them on the map. For any of the ingredients that come from outside of Ireland, write the name of the country and the ingredient in the list.



Ingredients produced in Ireland

Ingredients produced outside Ireland

LESSON 4 FLIPPED CLASSROOM WHAT'S YOUR FOOD FOOTPRINT?



This is a 30-45 minute task to be completed at home.

You will need access to the Internet. Please bring the completed worksheet to your next class as we will be using your ideas to begin looking at the food system in Ireland and food transportation.

1. Before watching the video, complete the predictions below: What do you think 'food footprint' means?

What kind of information do you think the video will tell you? Please list 2 - 4 ideas

2. Watch ['What's Your Food Footprint?'](#) by Earth Lab. Don't answer any of the questions the first time you watch it.



3. Before watching the video again, list 5-10 main words, phrases and ideas you remember from the video.

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LESSON 4 FLIPPED CLASSROOM WHAT'S YOUR FOOD FOOTPRINT?



4. Watch the video again and answer the following questions:

What is the average amount of food eaten by each person in the world per day? _____

What types of things affect the amount of produce that is grown around the world?

How much do people eat per year, on average?

Complete the statistics; _____ eggs _____ milk

- _____ beef
- _____ pork
- _____ chickens
- _____ fish
- _____ pulses (lentils, beans)
- _____ oil (i.e. coconut)
- _____ alcohol
- _____ potatoes
- _____ tomatoes

To meet the world's nutritional needs, what size growing area is needed for crops and produce?

The size of the _____ or _____ times the size of the _____.

What are some of the issues associated with growing (i.e., meaning you couldn't just produce everything in your garden or field)?



LESSON 4 FLIPPED CLASSROOM WHAT'S YOUR FOOD FOOTPRINT?



5. Now that you have a better idea of what a food footprint is, write down your ideas about the following questions;

Give your own definition of 'food footprint'

Were your predictions about the content of the video correct?

Have you ever thought about where all the food you eat is grown or produced? Do you think that you eat locally?

At 8:24mins, the presenter asks whether it might be better to 'ditch the animal products altogether'. What are your thoughts on this?

6. List two surprising facts that you learnt from the video



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Lesson 5 The Local Food Project

**Subjects: CSPE;
English; Home
Economics; Geography;
SPHE**

Lesson Title and Summary: The Local Food Project and 30 Day Food Challenge

This lesson introduces learners to artist Lisa Fingleton's 30 Day Local Food Project. Every year Lisa invites people to take part in the 30 day Local Food Challenge from the 1st-30th September. The challenge includes all food/ingredients grown on the island of Ireland.

The lesson can be used to encourage learners to undertake a food challenge. The lesson can also be used to prepare learners for a visit or online call with Lisa Fingleton, from The Local Food Project.

Vocabulary: Carbon Footprint; Consumption; Food Challenge; Self Sufficiency;

In this lesson, the learner will:

- summarise ideas that they have read about
- share and argue opinions
- analyse information and form questions
- prepare to conduct an interview (planning)

Materials

- Internet Access:
- Worksheet: The Local Food Project
- The annual 30 Day Food Challenge

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ACTIVITY INSTRUCTIONS

Activity 1 What's a food challenge? (5 mins)

- 1) Ask learners if they know what a 'food challenge' is? Has anyone ever taken part in one? Are all food challenges healthy? It is important to make the distinction for learners between a diet and a challenge in this context.

Activity 2 The Local Food Project & 30 Day Food Challenge (30 mins)

- 1) Give each learner a copy of The Local Food Project & 30 Day Food Challenge. Ask learners to either read the first page individually or ask for volunteers to read aloud. After the first page has been read, elicit the main ideas in each paragraph and clarify any unknown vocabulary.
- 2) Ask learners in pairs to spend 1 minute discussing the question at the bottom of the first page – 'why are we not growing vegetables in Ireland?' Share ideas as a whole group.
- 3) Continue reading the second page of the outline, elicit the main ideas and clarify any unknown vocabulary.

Activity 3 Developing questions (15 mins)

- 1) In small groups, ask them to create 2 questions to ask about the book and 2 questions about the challenge. Get them to think about; Who, What, When, Where, Why and How. List all of the questions on the board and pick the top 5 about the book and the top 5 about the challenge.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Steps 1-4 and ask learners to complete Step 5 for homework.

Extension: For a longer lesson, begin to prepare for the visit or online call with Lisa Fingleton. Get learners to delegate roles (interviewers, recorders/scribes, tech support, etc.). Ask learners what they think the class should do with the information they get from Lisa (i.e., create a webinar by recording the online call, write an article for the school newsletter).

Seeding Sustainability - Food Sovereignty



MEDIA BOX: (materials, online video links, extra resources, case studies etc)

The Local Food Project: <https://lisafingleton.com/project/the-local-food-project/>

The Sandwich Project Project: <https://lisafingleton.com/project/the-sandwich-project/>

Define Local Food: <https://www.transparency-one.com/3-ways-define-local-food/>

Local Food Projects in Schools

- <https://www.independent.ie/regionals/wexfordpeople/news/tasty-ty-projects-at-eight-local-schools-34460474.html>
- Slovenia <https://skp.si/en/rdp-projects/local-food-at-schools>

Promoting Local Food

- <https://www.foodireland.com/>
- <https://www.neighbourfood.ie/> includes the Neighbourhood Food Podcast a weekly look at food stories from across Ireland / UK <https://www.neighbourfood.ie/podcast>
- in Kerry : <https://tastekerry.ie>
- in Cork <https://www.corkcity.ie/en/cork-on-a-fork-fest/>

LOCAL TRIP / EXPERTISE

"Join the #30daylocalfoodchallenge to eat fresh local food, reduce air miles and support local growers. If the food is organic/chemical free you also are doing your part to protect soil, biodiversity, water and health."- Lisa Fingleton

Invite Lisa, from The Local Food Project, to talk to the class (either face-to-face or online) about The Local Food Project book and 30 Day Local Food Challenge that she holds every year in September. <https://www.facebook.com/groups/30daylocalfoodchallenge22>

Other Possibilities:

Explore the local Adult Education Centre to see if someone's teaching Horticulture or gardening and invite them to the school.

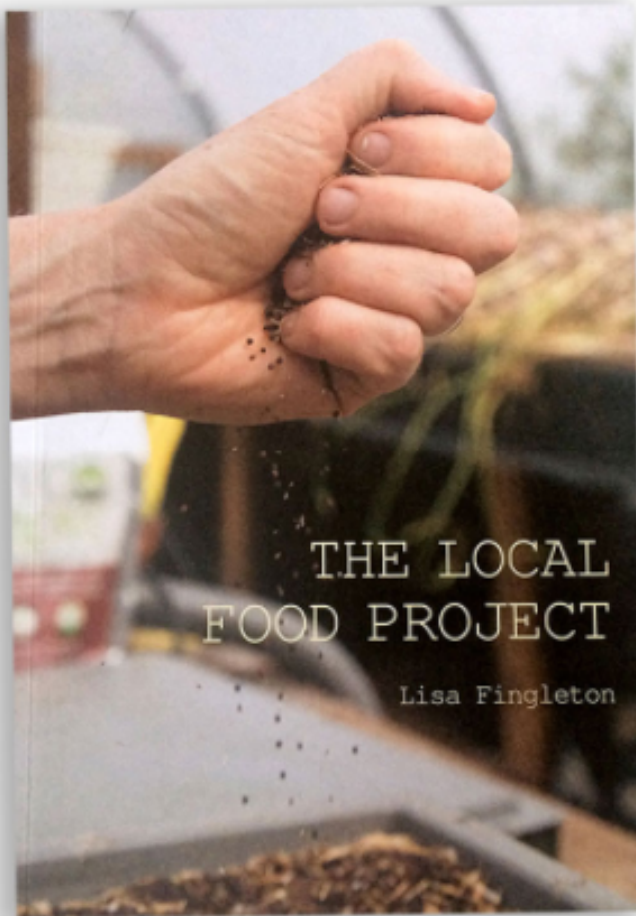
Also ask if the local Tidy Towns group has any local food growing initiatives.

Visit Ballinskelligs Edible Village - <https://www.facebook.com/The-Ballinskelligs-Edible-Village-Project-Community-Gardens-1552235785053802/>

Visit Killarney Food Market - <https://www.neighbourfood.ie/markets/killarney/27>

LESSON 5 THE LOCAL FOOD PROJECT

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Lisa Fingleton is an artist, film maker, writer and grower living in West Kerry, Ireland. You can learn more about her work at <https://lisafingleton.com/>

One day I bought a sandwich in a petrol station and I couldn't believe that there were over 40 listed ingredients from all over the world including such things as Diglycerides of Fatty Acids, Xanthan Gum, emulsifier and stabilisers. I started to think about the journey of a sandwich and where all these ingredients come from. It felt like this sandwich connected me to so many places, people, plants and animals from all over the planet. I started to think about the energy needed to bring this sandwich to me; all the electricity, fuel and water.

It makes me sad that food, which lands on our plate, has traveled thousands of miles just to be eaten by us. I had been to Borneo and seen the destruction of the rainforest with palm oil plantations and here was palm oil in my sandwich. I learned a lot from that sandwich. It made me question if there is really any such thing as 'cheap food'? Someone, somewhere is paying the price in terms of poor conditions for workers, crowded conditions for battery hens or health implications for the consumers of processed foods. I am concerned about the fact that we are importing so much of our food and losing the capacity to be self sufficient, despite what we know about climate change and carbon footprint. According to Eurostats 2016 "Only 1% of Irish farms grow vegetables, the lowest in the EU" (Agriland headline).

Why are we not growing vegetables in Ireland?

It is not easy to eat local Irish food all year round and I know that. There are hungry months in late Spring when the food is just not ready after late frosts. So three years ago I decided to do a trial month: A 30 day local food challenge.

LESSON 5 THE LOCAL FOOD PROJECT

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<https://lisafingleton.com/project/the-local-food-project/>

September seemed a really good option as the garden is truly abundant with tomatoes, kale, spinach, herbs, peas, beans, onions, garlic, beets, carrots, parsnips and the list goes on. It is a luscious month in the gardening calendar. To eat Irish still means doing without what [Barbara Kingsolver](#) called 'botanically outrageous' foods, but it is somehow easier this month with all the food on offer in the garden and hedgerows. By eating only Irish food I hoped to reduce air miles, support local growers and farmers, eat food that is tasty and fresh and in a small way resist capitalist systems that insist that food is only about profit. I also wanted to link with local growers and engage the community around me to think about what we are eating and how we can be more sustainable in our food consumption'.

Now the 30 Day Local Food Challenge takes place every September. This year, with the support of Transition Kerry and other groups around the country, lots of people joined the challenge. This community page has been created on Facebook to share ideas, menus and the experience of eating food only from the island of Ireland.

Join the Local Food Project Group ([Facebook](#)).

Seeding Sustainability - Food Sovereignty



Lesson 6

Could you survive on...?

**Subjects: English;
History; Home
Economics**

Lesson Title and Summary: Could you survive on...?

The pre-famine diet in Ireland is considered one of the most unusual in the world. It looks at key differences in diet between the rural poor and elite and how the diet was impacted by natural and man-made forces. This lesson encourages discussion and research on past and present diets, based on the listening task completed before the lesson.

Vocabulary: Famine; Monotony; Import; Social Security; Seed Catalogue

In this lesson, the learner will:

- actively listen for specific detail
- reflect on the information they have listened to
- share opinions and ideas
- summarise and synthesise information
- apply critical thinking skills to information

Materials

- Flipped Classroom Task: Could you survive on a pre-famine diet?
- Podcast episode: <https://tinyurl.com/1nukr04y>
- Poster paper
- Markers

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ACTIVITY INSTRUCTIONS

*** Learners need to complete Flipped Classroom Task: Could you survive on a pre-famine diet? before doing this lesson.*

Activity 1 Flipped classroom task review (10 mins)

- 1) In pairs, share answers to the pre-listening questions from the Flipped Classroom Task.
- 2) Review the answers to the listening activity in the Flipped Classroom Task as a whole group.

Activity 2 Facilitated research (40 mins)

- 1) Put learners into small groups of 3. Once the groups are formed, ask them to decide who will be:
 - The timekeeper: decides how much time should be spent on each question and moves the group through the research, keeping time. Must also participate in the research.
 - The recorder: writes down the ideas that are researched in the group. Must also participate in the research.
 - The spokesperson: summarises the group research and ideas to the whole class. Must also participate in the research.
- 2) Put the research questions on the board and give the groups 1-2 minutes of preparation time. The timekeeper needs to decide how much time to spend on each question (there will be 20 mins total research time) and get the timer ready, the recorder can collect the poster paper and markers.
- 3) Give the groups 20 minutes to research the following questions (monitor and assist where needed).
 - What are the top three items consumed on average in Ireland?
 - Are you surprised at this? Why do you think people consume these items in great volume?
 - Are the top 3 items easily be locally grown/produced or are they imported?
- 4) Come together as a whole group and ask each spokesperson to summarise the thoughts and ideas of their group (for the final 10 minutes). Assign the extra questions in the Extension Box for homework, or in a follow up lesson.

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REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Activity 1 and Steps 1-3 in Activity 2. Assign Step 4 as an out-of-class writing task. Learners can take photographs of their recorder's notes to assist them in writing up a summary of their group's ideas. This can be submitted as a homework assignment or can be used to prompt further discussion in the next class.

Extension: For a longer lesson, continue to research modern-day diets in Ireland.

- If situations like import delays or natural disasters were to happen, would we be able to source enough of these items (top 3 items consumed in Ireland) to sustain the country?
- How would climate change impact the consumption of these items?
- Could we live healthily with only these 3 items in our diet?
 - Why/why not?

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Could you survive on a pre-famine Irish Diet (30:32min)

[https://open.spotify.com/episode/1UfJNenQfgiV3iNAK6v010?](https://open.spotify.com/episode/1UfJNenQfgiV3iNAK6v010?context=spotify%3Ashow%3A2a2URhT3m5lPhb9Xp8dNW0&si=H1k4dj6KSKi487CXIt6gpw&nd=1)

[context=spotify%3Ashow%3A2a2URhT3m5lPhb9Xp8dNW0&si=H1k4dj6KSKi487CXIt6gpw&nd=1](https://open.spotify.com/episode/1UfJNenQfgiV3iNAK6v010?context=spotify%3Ashow%3A2a2URhT3m5lPhb9Xp8dNW0&si=H1k4dj6KSKi487CXIt6gpw&nd=1)

Monoculture and the Irish Potato Famine:

https://evolution.berkeley.edu/evolibrary/article/agriculture_02

Quakers & The Famine: <https://www.historyireland.com/18th-19th-century-history/quakers-the-famine/>

LOCAL TRIP / EXPERTISE

Invite a local chef or forager to hold a cooking demonstration and tasting using ingredients from the pre-famine diet.

Have learners develop recipes based on the pre-famine diet and local ingredients.

Linked learning: Media Communication Modules 1-4: 1. Producing a video; 2. Pecha Kucha Presentation; 3. Poster; and 4. Podcast.

LESSON 6 COULD YOU SURVIVE ON A PRE-FAMINE DIET?



The diet of the rural poor in Ireland prior to the Famine is one of the most unusual in modern history. In The Irish History Podcast, presenter Fin Dwyer, tries out the diet and chats to Regina Sexton, a food historian in University College Cork about how people consumed and flavoured this diet.

Before listening to the episode, answer these questions.

a) What do you think the pre-famine diet largely consisted of?

b) Do you think that many people in Ireland may eat similarly to the pre-famine diet, today? Why/why not?

c) List anything you already know about the pre-famine diet.

1. Open the link to the episode; ['Could you survive on a pre-famine diet? I tried...'](#)

2. Listen and answer the following questions.

a) Why is the pre-famine diet in Ireland considered one of the strangest in the modern world?

b) Who was considered the 'rural poor' in Ireland?

c) What determined how the pre-famine diet was cooked?

d) How did the cooking method impact the diversity of the diet?

e) In what ways did people try to avoid the monotony of the diet?

f) How did mealtimes vary?

g) How healthy was the pre-famine diet?

h) Describe some of the pressures mentioned:

- Seasonal collapse:
- Lack of social security:
- Land producing crop:
- Imports:

i) What was one of the examples given to explain how people of the time may have dealt with hunger when potato stocks were low?

j) How did the diet of the more elite of society differ from the rural poor?

k) What do you notice about the variety of food that was available in bigger cities?

l) What was the presenter's overall feelings about the pre-famine diet he lived on for the day? Would you agree with him?



ANSWER KEY



- a) Adult males consumed and average of just over 6kg of potatoes per day.
- b) Landless labourers, small plot farmers with large families.
- c) Availability of heating- i.e. open fire, what utensils they had- pot, basket, eating communally by hand.
- d) The way the potatoes were cooked allowed for some variety, i.e. ember-cooked potatoes had darker and textured skins, while pot-boiled were softer.
- e) Accompaniments varied according to season and region. Dips like skimmed or butter milk, water and pepper, fermented residue of oats. Coastal communities- seaweed, shellfish, commercial activity- herrings and other cheap market foods.
- f) Depending on potato stocks/time of year- low stocks 2 potato meals per day.
- g) A lot of people in today's times consider it a limited diet in terms of vitamins, comparing the rural poor to counterparts in industrialised Britain, the diet is actually quite healthy, the accompaniments like seaweed, shellfish and herring provided micro nutrients.
- h)
- Seasonal collapse: transition period July-Aug when previous harvest stocks are depleted and people are waiting to pull new crops
 - Lack of social security system: no support for those who are without food in the transition period
 - Land producing crop: putting pressure on the land to return high volume of crop each year, crop might fail which leads to localised famine.
 - Imports: cheap crop importation like Indian meal or maize to fill the gaps of dwindling crop.
- i) They may have partially cooked the potatoes so they were harder in the middle to slow down digestion.
- j) The more elite members of society would have typically consumed trout, eggs, veg, alcohol, oats, bread, potatoes, meat and butter.
- k) Places like Cork would have had access to more varieties of food like dried fruits, sugar, oats etc. Seed catalogues from bigger cities show great varieties in the types of fruit and vegetables that were cultivated. These diets were accessed by the Irish elite rather than rural poor.
- l) He didn't enjoy the diet and wouldn't have found it easy to continue living on it. Learner's own ideas.

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Lesson 7 Food Choices What if the whole world went vegan? [Part 1]

**Subjects: English, Home
Economics, CSPE**

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Lesson Title and Summary: Food Choices - What if the whole world went vegan? [Part 1]

Veganism is a lifestyle that excludes all animal products and attempts to limit the exploitation of animals as much as possible. This lesson encourages learners to examine the argument of plant-based diets through imagining the whole world as vegan. It aims to connect food choice to issues such as food scarcity and security, sustainable use of resources and poverty.

Vocabulary: Carbon Emissions; Plant-based; Veganism; Polarising

In this lesson, the learner will:

- examine the food they are currently eating, and those of their peers
- develop an understanding of the arguments for and against veganism in regards to the health and sustainability of our planet and the species living on it
- share perspectives and gain insight into the views of others
- develop the ability to be respectful of other opinions when discussing polarising topics
- listen, paraphrase and analyse information

Materials

- Access to Internet
- Pie chart generator - see media box

Seeding Sustainability - Food Sovereignty



ACTIVITY INSTRUCTIONS

Activity 1 One Meal Forever (25 mins)

- 1) Tell learners that they are only allowed to eat the same meal for the rest of their lives. Go around the room and ask each learner what they would eat. Tally the answers on the board under generalised headings (e.g., meat/vegetables/fruit/fast food).
- 2) Use the tally and <https://www.rapidtables.com/tools/pie-chart.html> to visually represent the meals that learners would choose to eat. For example, the majority of the class might choose a meat-based meal.

Activity 2 Going Vegan (25 mins)

- 1) Write the following on the board:

The rise of _____ teenagers: 'more people are into it because of Instagram'
Men are looked down on in mainstream circles for being _____

I have great respect for celebrities who are _____. _____ is the only sustainable choice for people. On Instagram, people make _____ look like a very desirable lifestyle

- 2) Inform learners that the same word is missing in the first 3 spaces and the same word is missing in the final 2 spaces. Give them 1 minute to speculate with a partner.
- 3) Share speculations as a whole class. Tell learners that the missing words are vegan (a-c) and veganism (d-e).
- 4) Use the headlines in Step 3 as statements for learners to discuss their opinions in pairs.

These sentences are taken from interviews with teenagers on why they have become vegan. The full article is listed in the Media Box if you would like to use it as a reading exercise.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, skip Step 2 and reduce the amount of time on Step 6.

Extension: For a longer lesson, use the article in the Media Box (Optional Reading Exercise) to stimulate more discussion.

Option B: Use the article Veganuary as a discussion or the basis for a walking debate.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Pie chart generator: <https://www.rapidtables.com/tools/pie-chart.html>

Optional Reading Exercise: 'The Rise of Vegan Teenagers' <https://tinyurl.com/h7cxkml>

Veganuary, what did it cost you?: <https://www.bbc.com/news/business-47064626>

The Gamechangers - The story of James Wilks — elite Special Forces trainer and The Ultimate Fighter winner as he travels the world on a quest to uncover the optimal diet for humans.

- <https://gamechangersmovie.com/resources/>
- <https://gamechangersmovie.com/the-film/where-to-watch/>

LOCAL TRIP / EXPERTISE

Look into the issue of animal rights more by visiting a local beekeeper or hosting an online call. Sue Jackson or Helen Richmond live in S. Kerry and can give tours of the hives as well as speak about the role of bees in our ecosystem and the arguments for and against consuming the honey that is produced.

Conduct a comparative study of available meat products vs non meat alternatives in the local Supermarket. Look at price, origin, size, etc.

Linked learning: Could also link to Agricultural Science preparation for Leaving Cert. Project and as a primer for the new climate change leaving Cert exam subject.

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Lesson 8

What if the whole world went vegan? [Part 2]

**Subjects: CSPE;
English; Home
Economics,**

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Lesson Title and Summary: What if the whole world went vegan? [Part 2]

This lesson is a continuation from Lesson 7. It aims to connect food choice to issues such as food scarcity and security, sustainable use of resources and poverty.

**Vocabulary: Carbon Emissions; Hinder;
Polarising;
Veganism**

In this lesson, the learner will:

- examine the food they are currently eating, and those of their peers
- develop an understanding of the arguments for and against veganism in regards to the health and sustainability of our planet and the species living on it
- share perspectives and gain insight into the views of others
- develop the ability to be respectful of other opinions when discussing polarising topics
- listen, paraphrase and analyse information

Materials

- Pie chart generator (see Media Box)
- Worksheet: What if the world turned vegan?
- Video: What if the world turned vegan? (see Media Box)

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ACTIVITY INSTRUCTIONS

Activity 1 Vocabulary review (5 mins)

- 1) Remind learners of the ideas presented in the previous lesson and review any key vocabulary.

Activity 2 What if the whole world turned vegan? (30 mins)

- 1) Give each learner a copy of What if the World Turned Vegan? In pairs, discuss the conversation point at the top of the worksheet and then share ideas with another pair.
- 2) Show learners the video and remind them not to take notes. They can then write answers to Activity 2 individually. Show the video again, asking learners to complete Activity 3 while they watch. They can then compare answers with a partner.
- 3) Encourage learners to re-visit their original discussions by completing Activity 5.

Activity 3 Conversation Lines (15 mins)

- 1) Divide the learners into two lines, each line facing the other (each learner should be facing another learner). You are going to give students 2-3 minutes to discuss a question/statement before asking one of the lines to move to their right. Learners will discuss a new question/statement with someone different. Repeat every 2-3 minutes.
 - Why is the issue of veganism so polarising?
 - Vegan and plant-based diets use less resources (land, water, etc.). Is it the answer to solving global food shortages?
 - What do you feel is the biggest problem with a meat-based diet and the biggest problem with a vegan diet? Is there a compromise?
 - How long do you think it would take for all humans to adapt to becoming vegan?
 - Poorer people have little to no say in what they eat. Does veganism help or hinder this?

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, complete Steps 1-4 and save Step 5 for the next class or give the questions to learners to complete as a reflective writing task at home.

Extension: For a longer lesson, continue examining polarising food choices with the 'Should we eat bugs?' lesson.

Alternatively, host a sensory dining experience with foods on this list:

<https://www.pastemagazine.com/food/the-most-polarizing-foods/#stinky-cheese>

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Should we eat bugs? <https://ed.ted.com/lessons/should-we-eat-bugs-emma-bryce>

The Most Polarizing Foods: <https://www.pastemagazine.com/food/the-most-polarizing-foods/>

What would happen if the world went vegan?

<https://www.pastemagazine.com/food/the-most-polarizing-foods/>

Video) What if the world went vegan?:

- 4:48 min <https://www.youtube.com/watch?v=1cHamyXy4H0>
- <https://www.bbc.co.uk/ideas/videos/what-if-the-whole-world-went-vegan/p082l2r8>

The Gamechangers full Documentary (1:25 hr) https://www.youtube.com/watch?v=0YP6IBTXNIY&ab_channel=AllDocumentaries

LOCAL TRIP / EXPERTISE

- Create a panel of local individuals (plant-based, meat eaters, etc.). SDG 4 Use Supporting Skills Worksheet (Interviews) to prepare questions to pose to the panel.
- Google a plant-based restaurant to see their menu.
- Visit a plant-based café or restaurant with the learners to sample their menu.

LESSON 8 WHAT IF THE WHOLE WORLD WENT VEGAN?



What if the whole world went vegan? It's an interesting idea that would impact both our health and that of the environment.

Talk to your partner for 2 minutes about your initial thoughts on this.

- Do you agree with the idea?
- What possible impacts could there be?

1. Watch the video: Video Link: [What If The World Turned Vegan?](#) Don't take any notes this time

2. When you have finished watching the video;

What are some of the key words/phrases you remember?

What did you already know?

How do you feel about what has been discussed in the video?

What was the most surprising thing you remember from the video?



LESSON 8 WHAT IF THE WHOLE WORLD WENT VEGAN?



3. Watch the video again and answer the questions.

- What percentage increase of U.S citizens between 2014-2017, claim a plant-based diet?
- What is the main outcome of everyone in the world turning vegan?
- How does turning vegan affect healthcare?
- By 2050, what could happen?
- What are some of the carbon emission issues related to the whole world turning vegan?
- Why would pharmaceutical companies be happy about the whole world turning vegan?
- What are the consequences of not being able to provide enough plant-based food to sustain the world's population?

4. Discuss your answers with a partner. We will review the answers in 2 minutes.

5. Go back to the discussion you had with a partner before watching the video. Have your views changed? Why/why not?



LESSON 8 WHAT IF THE WHOLE WORLD WENT VEGAN?



Video Answer Key (for teachers)

1. What percentage increase of U.S citizens between 2014-2017, claim a plant-based diet?
600%
2. What is the main outcome of everyone in the world turning vegan?
More money, higher GDP.
3. How does turning vegan affect healthcare?
Less incidence of cancer, heart disease, less death.
4. By 2050, what could happen?
5.1 million deaths could be avoided. Food-related emissions would fall by 70%
5. What are some of the carbon emission issues related to the whole world turning vegan?
 - Less methane emissions from cows, but 2 million tonnes of carbon added to the atmosphere from crop and food off cuts that would normally be fed to livestock.
 - Less manure means manufactured types would need to be manufactured.
6. Why would pharmaceutical companies be happy about the whole world turning vegan?
More people turning to supplement use.
7. What are the consequences of not being able to provide enough plant-based food to sustain the world's population?
Plant-based foods would need to be treated which means the price would increase or they would come in pill-form.

References:

DeWeerd, S (2016) Can vegans really save the planet

<https://www.anthropocenemagazine.org/2016/03/can-vegans-really-save-planet/>

Allen, P (2017) What would happen if the whole world went vegan?

<https://www.bbcgoodfood.com/howto/guide/what-would-world-look-if-everyone-went-vegan>

Willis, C (2020) What would happen if the world went vegan?

<https://www.veganfoodandliving.com/features/what-would-happen-if-the-world-went-vegan/>



Seeding Sustainability - Food Sovereignty



Lesson 9 What to do with waste?

Subjects: English, Home Economics, CSPE

Lesson Title and Summary: What to do with food waste?

Waste is anything which you decide to throw away even if it can be given to someone else to be reused. This lesson encourages learners to develop their understanding of the levels of food waste domestically and commercially in their local area and connect it to issues in other places. They are supported in sharing, organising and recording ideas and collaborating with peers.

Vocabulary: Food Surplus; Harvest; Waste; World Café,

In this lesson, the learner will:

- participate in a World Café as a way of sharing ideas and perspectives and organising information
- work with different members of the class to give and listen to opinions
- build awareness on food waste and the issues connected to this

Materials

- Support: Facilitating a World Café
- Poster/A3 Paper
- Markers
- Blue-tac

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ACTIVITY INSTRUCTIONS

Before the lesson, refer to the Facilitating a World Café skills support document to help you prepare and set up for the session. You will need a minimum of 60 minutes to complete this lesson.

Activity 1 Preparing for the World Café (5 mins)

- 1) Invite learners to take their seats at one of the café tables. Explain that they are about to take part in a World Café- an activity that examines a particular issues from different angles with different people. The aim is not to come up with an answer or a solution, but to highlight problems, patterns and ideas. The tables that the learners are currently sitting at will be their group for Round 1.
- 2) Learners use the materials (markers, poster paper) to record their ideas for the Round 1 question. They can write or draw their responses. It is a good idea to nominate one person at the table to be the recorder. Ask the recorder to turn over the Round 1 paper and read the question to the group.

Activity 2 The World Café- What to do with waste? (40 mins)

- 1) Round 1: What is food waste? (10 mins)
- 2) Ask learners to move to new tables. The idea is that they will be sitting with a new combination of learners. Nominate another recorder and ask them to turn over the Round 2 paper. (5 mins)
- 3) Round 2: How is food waste a problem in our local area? (10 mins)
 - What are the main issues?
 - What is currently happening to waste here?
 - What consequences do we see? Are these similar or different to other places?
- 4) Ask learners to move to new tables. Nominate a final recorder and ask them to turn over the Round 3 paper. (5 mins)
- 5) Round 3: What needs to be done about food waste in our local area? (10 mins)
 - What needs to change?
 - Who needs to be spoken to?
 - What role can we play?

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REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, keep learners at the same tables and reduce the amount of time per Round. One group works together on the same three Rounds.

Extension: For a longer lesson, the harvest (15-30 mins):

Ask learners to take the papers on their table and stick them onto the walls. Give learners time to walk around with a pen, reading responses and adding anything else they might think of. Before the next lesson, condense the papers from each round into three sheets that summarise the general ideas, patterns and insights of all the groups.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Video: From Food Surplus to Dessert (2:31 min) https://www.youtube.com/watch?time_continue=151&v=BPJ99O-cRDw&feature=emb_logo

Use this video as an introduction to the World Café or as a follow up lesson. Learners can watch the video and then make a list of local ingredients going to waste (from growers, suppliers or businesses in the local area) that could be used to make ice cream. Show students Cream of the Crop Gelato (<https://creamofthecropegelato.com/>) as a working model of turning food waste into ice cream here in Ireland.

Teach students to waste less food: <https://lovefoodhatewaste.co.nz/food-waste-lesson-plans/>

LOCAL TRIP / EXPERTISE

Ask members of Tidy Towns to work alongside the learners to develop a food waste survey of the town. The results of this survey could feed into the creation of solutions to any food waste problems in the town that are identified or to speak about composting.

LESSON 9 FACILITATING A WORLD CAFÉ

15 LIFE ON LAND



A World Café is a series of conversations around a question or issue. It was developed in 1995 and is a simple, flexible and effective way to host large group dialogue. You can find out more at theworldcafe.com

Before running a World Café session with your class, here are some tips to get you started:

Create a space

Ideally, you want the space to feel inviting for learners to share their ideas in. When they are comfortable, they will be more creative. You could set up the tables to look like a restaurant, with tablecloths and flowers, or you could set up cushion spaces on the floor.

Encourage everyone to contribute

Some people like to contribute by speaking, others by recording and others by listening. Encourage learners to contribute in the ways that they feel most comfortable, but remind them that whatever they choose must be active!

Groupings

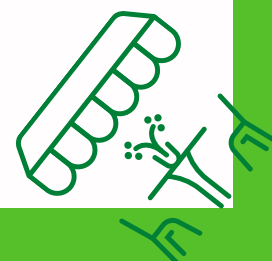
Each table or space should have no more than 5 learners.

Materials

For each table or space, you should prepare the following for the session:

- One piece of poster (or A3) paper per round (e.g., 3 pieces for 3 rounds)
- Write each question at the top of each paper and put them face down on the table, in the order you want them used
- 1-2 markers for the recorder
- Blue-tac for putting the papers on the wall for the Harvest

Find out more about World Cafés at: <http://www.theworldcafe.com/>



Seeding Sustainability - Food Sovereignty



Lesson 10 Eating Seasonally

**Subjects: CSPE;
English, Home
Economics**

2 ZERO
HUNGER



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



13 CLIMATE
ACTION



15 LIFE
ON LAND



Lesson Title and Summary: Eating Seasonally

One of the possible ideas around combating food waste that may have come up in the World Café session is seasonal eating. This lesson examines seasonal eating as a way of being more sustainable, but also highlights the issues associated with the ability to eat seasonally in certain areas.

Vocabulary: Out of Season; Pros & Cons; Produce; Seasonal

In this lesson, the learner will:

- develop an understanding of what seasonal means and the pros and cons of growing and eating seasonally
- look at the local and global impacts of seasonal eating
- consider their own eating habits within the context of seasonal eating
- examine what types of produce are grown when, in Ireland

Materials

- Poster Paper and Markers
- Access to the Internet

Seeding Sustainability - Food Sovereignty



ACTIVITY INSTRUCTIONS

Before the lesson, put 12 pieces of poster paper on the wall, with one month of the year on each one.

Activity 1 What is seasonal? (20 mins)

- 1) Elicit a definition of 'seasonal' from the class. What types of things can be seasonal? (food, tourism, sports, etc.) Is there anything that the students do seasonally? Ask for 1-2 examples (e.g., someone might compete in rowing in the summer and play rugby in the winter).
- 2) Divide the class into A & B. Inform learners that they will be thinking about the pros and cons of seasonal growing and eating. A's will list pros and B's will list cons.
- 3) As a whole class, create a Seasonal Eating: Pros and Cons table on the board. Use the opportunity to discuss the points further and ask for real-world examples, e.g.:

Positives

- *Less transport*
- *Better digestion (e.g., summer fruit and veg contain more water, denser foods in winter to fuel you longer)*
- *Support local economy and ecology*

Negatives

- *Buying seasonally and locally can sometimes be more expensive*
- *Food deserts- what if we can't grow or access seasonally grown food? Poor vs rich gap*
- *Seasonal eating in the winter can be limited, depending on location*

Activity 2 Looking at our seasonal diet (30 mins)

- 1) Ask learners to make a list of everything they have eaten in the last 24 hours. How much of it was seasonal? (This will depend on the time of year that you are doing the lesson!) If there was a lot of seasonal produce on their list, why is this the case? If there wasn't, why not?
- 2) Divide learners into 12 groups. Assign each group with a month of the year. Give the groups time to research the types of produce grown in that month. First, get them to predict, and then they can go online to get more information.
- 3) Ask a representative from each group to write down the produce for the month they have researched on the poster paper on the wall.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

Seeding Sustainability - Food Sovereignty



EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, skip Steps 2 & 4.

Extension: For a longer lesson, or to create follow on lessons, ask learners to create a seasonal eating calendar. They can use a programme like Canva to create a template for their calendar. As a class, they will need to decide on the overall look of the calendar for consistency.

MULTIMEDIA BOX: (materials, online video links, extra resources, case studies etc)

- Stop Food Waste: <https://stopfoodwaste.ie/resource/whats-in-season>
- EPA Food Waste <https://www.epa.ie/our-services/monitoring--assessment/circular-economy/food-waste/>
- Bord Bia: <https://www.bordbia.ie/whats-in-season/>
- Eat Seasonally UK <https://eatseasonably.co.uk/>
- BBC Seasonal Food Calendar <https://www.bbcgoodfood.com/seasonal-calendar>
- Calendar design: www.canva.com

LOCAL TRIP / EXPERTISE

Visit local food retailers, e.g. butchers, fishmongers, bakers and ask them how the seasons affect what they sell.

Invite local food producers / restaurateurs into the class to discuss how they integrate seasonality into their food production.

Talk to the local Tidy Towns groups or allotment / gardeners to find out about their year in growing.