



Food Is What Makes the World Go Round!

Middle School Food and Agricultural Literacy Curriculum

Precepts

- D. Character
- D3. Honesty

National Standards

- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12 – Applying Language Skills
- NSS-C.5-8.4 – Other Nations and World Affairs

Student Learning Objectives

- As a result of this **unit**, the student will be able to...
Recognize the importance of food marketing and economics on the local state, national, and global scope of the agriculture industry.
- As a result of this **lesson**, the student will be able to...
Identify the value of the economic impact of local, state, national, and global food products.

Content Outline

- A. **Food security** is defined as access by all people at all times to enough nutritionally adequate and safe food (quality, quantity, and variety) for an active and healthy life.
 - 1. We must create the conditions in which all people can secure the food they need and be well nourished in a dignified and sustainable way.
 - 2. **Food security** is affected by a number of factors including, primarily, the food supply and access to jobs and such basic services as education, health facilities, sanitation, clean water, and safe housing.
 - 3. Poverty, social inequality, and lack of education are primary causes of hunger and malnutrition and are major obstacles to obtaining **food security**.
 - 4. **Food security** cannot be ensured only by producing more food. If, for example, people cannot afford the food that is **available**, if their diets lack essential vitamins and minerals, or if poor handling during processing and distribution makes their food unsafe to eat, they will not have **food security**.

Time

Instruction time for this lesson: 45 minutes.

Resources

National FFA Organization. (2009). *LifeKnowledge Online*. Retrieved September 1, 2009 from <http://agedlearning.org> — Hayes, K. Introduction to Food Science, Purdue University CopyMat, 2005. — United States Department of Agriculture. (2009) Food Security Measurement. Retrieved September 1, 2009. From the United States Department of Agriculture Web site. http://www.usda.gov/wps/portal/lut/p/s7_0_A/7_0_1OB?navid=FOOD_SECURITY&parentnav=FOOD_NUTRITION&navtype=RT

Tools, Equipment, and Supplies

- Overhead projector/transparencies
- Writing surface
- Writing utensil
- Photos of ways people get food in your community
- Timer/clock with a second hand
- MS.FS.3.1.AS.A – one per student
- MS.FS.3.1.TM.A – one per teacher
- MS.FS.3.1.ASSESS.A – one per student.

Key Terms

The following terms are presented in this lesson and appear in bold italics:

Food security

Available

Accessible

- B. To have **food security** globally depends on three pillars, or legs of support:
 - 1. Food must be **available**, meaning that adequate amounts of good-quality, safe food must be produced or imported at the national and local levels.
 - 2. Food must be **accessible**, meaning that it must be distributed and **available** locally and it must be affordable to all people. Transportation methods must be in place.
 - 3. Food must be used in the best way possible for each person to be healthy and well nourished (sufficient in quantity, quality, and variety for each individual's needs).
- C. To achieve national **food security**, a country must be able to produce or import the food it needs, and be able to store it, distribute it, and ensure equitable access to it.



Lesson Number: MS.FS.3.1

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Food Is What Makes the World Go Round!

1. For families to achieve **food security**, they must have the means to produce or purchase the food that they need and they must have the time and knowledge to ensure that the nutritional needs of all family members are met.

Interest Approach

The interest approach focuses on the accessibility, availability, and use of foods in our areas.

As we take our seats, get prepared to dive deeper into the food industry. Close your eyes and imagine for a moment that you are standing in line in the cafeteria. You have been waiting all period for your favorite meal. You proceed up to the front of the line, and as you approach the lunch lady, you ask for a double tray, because today, you are hungry! As you wait in line, the aromas tickle your nose and saliva gathers on your pallet. You reach into your pocket as you approach the register, you pull out your... wait a minute! Where did your lunch money go? You search frantically, unable to find it. As you look around, you see all of your friends sitting at their tables. There is no one nearby to loan you money! The lunch lady whisks away your tray and provides you with a smashed peanut butter and jelly sandwich –consolation for the hungry and poor. Open your eyes.

What did you envision on your lunch tray?

Solicit student answers.

How did that make you feel?

Solicit student answers.

Why do you like it?

Solicit student answers.

If a restaurant had the same meal on its menu, how much would you be charged?

Solicit student answers.

As we move forward in learning about food production and our world, there are definite things that we need to know as we begin to discover how that lunch is more than just a meal we purchase each day.

Today, let's be creative and be prepared to learn as we take on a new adventure to discover the economic impact of local, state, national, and global food products!

Summary of Content and Teaching Strategies

Objective 1. Value the economic impact of local, state, national, and global products.

Distribute **MS.FS.3.1.AS.A.** Have students pair up and discuss some of the ways in which they and their families get food, e.g., hunting, grocery store, leftovers from Grandma's. They should write these ways in the left-hand column.

Let's look at the activity sheet titled "Where does our food come from?" When I say GATHER!, grab a partner and write in the left-hand column some of the ways in which we get food. You will have three minutes. What questions do you have? GATHER!

Circle the most expensive method of getting food from your lists.

Underline the cheapest method of getting food.

Let's discuss those items that we just marked.

Discuss their suggestions as a whole class, but drive them toward an understanding that within the food industry chain are "hidden" costs before paying at the grocery store, i.e., the cost of gas to drive to a supermarket.

What about people who are unable to afford cars and cannot get to a supermarket? What do they do to get food?

Solicit student answers.

Why is it cheaper to go to a supermarket than to a cafe or restaurant?

Solicit student answers.

Why aren't many people growing their own food these days, even though it is a very cheap way of getting food?

Solicit student answers.



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Use the Go-Get-It e-Moment® to introduce movement and keep content flowing at the same time. Students go and get the information they need in conspicuous and inconspicuous locations throughout the room. They retrieve the information and share it with the class. This is particularly useful when there is a significant amount of information to be covered.

Hang up various photos of people acquiring food in your community around the room. Have students rotate around the room to view these photos and have them fill in the right-hand column on **MS.FS.3.1.AS.A** with the ideas depicted of other ways in which people may get food by observing the photos around the room. Suggestions might include: someone gardening, shopping in markets, catching fish, raising farm animals, buying fast food, hunting. Discuss these suggestions as a whole class.

Hanging around the room are various photos. When you hear SEEK!, grab your activity sheet and a writing utensil. Then rotate around the room and record in the right-hand column what you observe in the photographs. When you have reached the final photograph, return to your seats.

What questions are there? SEEK!

Now that we have returned to our seats, let's record on the back of your worksheet the ways that you have received food today. Then we will share some of the ways you saw others receiving food.

Allow time for students to record their thoughts then solicit student answers.

Let's redirect our thoughts. We know that we receive food in many ways, but let's consider how we know that the food that we consume will always be there.

Display or distribute **MS.FA.3.1.TM.A** on the writing surface.

Let's capture this information in our notes today:

Discuss how conditions are vastly different from one place to another, and how certain combinations of situations create problems of **food security**.

Why is it that **food security** situations vary from one country to another?

Solicit student answers.

Describe situations of **food security** issues that you may see in the news.

Solicit student answers.

What is **food security** like in the United States?
Does it even vary from location to location here?

Solicit student answers.

What causes these situations?

Solicit student answers.

Why is it necessary to know this?

Solicit student answers.

In a moment, you and two other members in your group will have the chance to reflect on these issues in the form of a weather report. Weather reports help viewers plan ahead for upcoming situations and your goal as a news team is to help your viewers plan ahead for the **food security** crisis that is approaching.

Review/Summary

Use the Bob the Weather Guy e-Moment to present a review of the lesson as if it were a weather report. Challenge students to provide current conditions, a forecast of what will happen, and ways other people and activities will be affected, as well as what the latest "Doppler Radar" explains about the lesson. Direct students to create a 30-second weather report. Groups of three will need about 10 minutes to create their report.

When you hear REPORT!, break into groups of three. Each group will create a 30-second weather report that includes current conditions, a 10-year forecast, effects of the "weather," and Doppler Radar for the current global **food security** crisis. We have six minutes to complete this task. How can I clarify this? Be prepared to present your report to the class. REPORT!

Allow six minutes for students to prepare their reports and have groups share their report with the class.

Great work today, everyone! We've worked really hard today by exploring our food sources and global security. As we learned today, we must be able to determine where our food comes from and make sure that it is **available** and **accessible**.



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**Food Is What Makes
the World Go Round!**

Application

Extended classroom Activity:

Have students bring in their favorite food items from home. Evaluate the labels in class to locate the origins of the products within the food. Create a global map, placing tacks on each of the countries that produce the food that is brought in by the class.

FFA Activity:

Have students participate in the Food For America or PALS program, educating youth about the value of food in our community, country, and world.

SAE Activity:

Plan a school garden or greenhouse project where students can raise their own produce, demonstrating a simple way to produce food that can contribute to their own well-being or that of the community. Explain how this activity could grow to be a larger SAE in fruit or vegetable production.

Evaluation

MS.FS.3.1.ASSESS.A

Answers to Evaluation

1. Availability, accessibility, use of food (1 point each)
2. Any of these: hunt, fish, grocery, fast food, growing crops, raising livestock, etc. (1 point each)
3. A
4. D



MS.FS.3.1.AS.A

Making a Meal of It: Where does our food come from?

We get food by...	You can also get food by...



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- Food security is affected by a number of factors including, primarily, the food supply and access to jobs and such basic services as education, health facilities, sanitation, clean water, and safe housing.
- Poverty, social inequality, and lack of education are primary causes of hunger and malnutrition and are major obstacles to obtaining food security.
- Food security cannot be ensured only by producing more food. If, for example, people cannot afford the food that is available, if their diets lack essential vitamins and minerals or if poor handling during processing and distribution makes their food unsafe to eat they will not have food security.

To have food security globally depends on three pillars, or legs of support:

- Food must be available, meaning that adequate amounts of good-quality, safe food must be produced or imported at the national and local levels.
- Food must be accessible, meaning that it must be distributed and available locally and it must be affordable to all people. Transportation methods must be in place.
- Food must be used in the best way possible for each person to be healthy and well nourished (sufficient in quantity, quality, and variety for each individual's needs).
- To achieve national food security, a country must be able to produce or import the food it needs, and be able to store it, distribute it, and ensure equitable access to it.
- For families to achieve food security they must have the means to produce or purchase the food that they need and they must have the time and knowledge to ensure that the nutritional needs of all family members are met.



Name _____

Short answer.**1. List the three pillars to global food security.**

- A. _____
- B. _____
- C. _____

2. List four ways to obtain food.

- A. _____
- B. _____
- C. _____
- D. _____

Multiple Choice.

Read each statement and write the letter of the correct answer in the blank.

3. _____ Food security is defined as access by all people at all times to enough nutritionally adequate and safe food.

- A. True
- B. False

4. _____ Which of the following is a cause for lack of accessible food in the world?

- A. Lack of education
- B. Poverty
- C. Social inequality
- D. All of the above