



Food in Our Community and World

~ by Anne McDonald

Overview of Lesson Aid

- **Subject area:** adult literacy/ adult basic education English
adaptable for Secondary ESL
- **Intended learners:** adult second language learners (and/or native speakers)
 - **grade level** adult literacy (high level) – adult basic education
 - **prior knowledge** varied knowledge of the topic
- **Rationale explaining the global dimensions of lesson aid**

English second language students have knowledge and experiences to share about conditions in different parts of the world. Students new to Canada also have a need to understand more about conditions in Canada. A global education perspective allows students to not only compare conditions in their native country to those in Canada, and in other parts of the globe, but to consider factors that produce similar or dissimilar conditions. The topics of food, which has universal appeal, and hunger, which has universal resonance, provide a good place to begin studies of global interconnectedness. Global education does not end with an increased awareness of global problems; it ends with an exploration of possible solutions. It is important for students to learn about initiatives to deal with hunger and improve food security throughout the world and in Canada. Such knowledge can give them hope and a better understanding of initiatives being carried out in their local community.
- **Learning outcomes:**

It is expected that students will:

 - describe what they already know about, and previous experiences they have had with specific topics. (EN8)
 - demonstrate an understanding of the main ideas of print material (EN 8)
 - use various strategies to cope with difficult or dense communications. (EN 8)
 - compose or create works of communication for specific audiences and purposes, including to persuade or inform. (EN8)
 - identify and explain connections between new ideas and information and their previous beliefs, values, and experiences (EN8)
 - draw reasoned conclusions from information found in various written, spoken, or visual communications and defend their conclusions rationally. (EN8)
 - demonstrate awareness of disparities in the distribution of wealth in Canada and the world (SS 11)

- **Links:**
 - **to global education objectives:** examining critical issues, including sustainable development; understanding interconnectedness of countries through trade; developing a sense of solidarity with other people about the problem of hunger
 - **to CIDA themes:** basic human needs – long-term food security
 - **to B.C. Performance Standards for Social Responsibility:**
 - 1) knowing and acting on rights and responsibilities locally, nationally and globally
 - 2) articulating and working toward a preferred future for community, nation and planet
 - 3) recognizing and defending human rights – basic human needs
 - 4) participating and contributing to the class and to small groups

- **Description of lesson aid**

Designed particularly for second language students, these lessons integrate global and local information about food, agricultural trade and hunger. The lessons are designed to provide students with opportunities to develop vocabulary skills, and communicate in speech and writing about these issues. The material encourages students to see global patterns and interconnections. Through examining hunger as a global and local issue, these lessons attempt to elicit students' sense of empathy and solidarity and encourage them to think creatively about possible solutions.

 - **Lesson 1: Where does our food come from?** (LINK)
Sharing experiences with food, farming and food production
 - **Lesson 2: What is the quality of life in different countries?** (LINK)
Researching global demographics and agricultural statistics
 - **Lesson 3: The international coffee trade** (LINK)
Learning about global trade inequities that lead to poverty for farmers in the developing world by looking at one commodity, coffee
 - **Lesson 4: Who is vulnerable to hunger and why?** (LINK)
Looking at hunger as a local and international problem
 - **Lesson 5: Looking for solutions** (LINK)
Considering different approaches to dealing with hunger and promoting food security

- **Timeline:** 12 – 15 hours

- **Unit Assessment strategies:**
 - journal writing
 - completion of journal entries
 - ability to grasp main ideas
 - ability to reflect on new information and relate it to personal experience and values

- observation of oral skills/participation in group and class discussions
 - ability to ask questions
 - ability to respond to questions appropriately (comprehension)
 - ability to express ideas
 - ability to analyze and make inferences
 - ability to use conversation strategies
 - grammatical and lexical competence

- **Bibliography:**

Books and Magazines

Barbelot, Herb, Murrills, Angela and Pritchard, Heather. (1998). *Farm Folk City Folk*. Vancouver: Douglas and MacIntyre. ISBN: 1-55054-651-1

Bigelow, Bill and Peterson, Bob. (2002). *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee: A Rethinking Schools Publication
ISBN: 0-942961-28-5
contains a number of articles about food and hunger

Brandon, Melodie and Willers, Margie. (1998). *World Hunger: A Unit Prepared for Grade Six Students*. Vancouver: B.C. Teachers' Federation Lesson Aids.

Canadian International Development Agency. (November 2001) *CIDA's Action Plan on Health and Nutrition*. Ottawa:Minister of Public Works and Government Services Canada. ISBN: 0-662-318/2001E

Colombo, John R.(2002). *The Canadian Global Almanac*. MacMillan Canada: Toronto. ISBN 1-55335-006-5

Dragman, June and Szasz, Michael. (1997) *Community Success Stories from British Columbia and Around the World*. Vancouver: Co-Development Canada Association. ISBN: 1-895233-12-7
easy reading

Dragman, June and Szasz, Michael. (1990's) *Global Stories of People Working for Change*. Vancouver: CoDevelopment Canada Association.
easy reading

Green Teacher, 65 (Summer 2001) *Teaching About Food Systems*. Toronto.

Lappe, Francis Moore and Lappe, Anna. (2002).*Hope's Edge*. New York: Tarcher/Putman. ISBN: 1-58542-149-9
information about community initiated sustainable farming projects throughout the world.

Web Links

- Dieticians of Canada. (2001). *The Cost of Eating in B.C.: Challenges of Healthy Eating on Low Incomes*. Greater Vancouver Food Bank. Retrieved Sept. 2002 from <http://www.foodbank.bc.ca>
details of the national nutritious food basket and who cannot afford it.
- Food and Agricultural Organization of The United Nations. (1997?). *Feeding Minds/Fighting Hunger*. Retrieved Sept. 2002 from <http://www.fao.org>
The FAO produced lessons for primary, intermediate and secondary for World Food Day (Oct. 16th). The lessons include facts on hunger and malnutrition, maps of world hunger, and The Rome Declaration of Food Security
- Food for Kidz. (2002). *Child Hunger Assessment South Fraser Region*. Retrieved September 2002 from http://www.firstcallbc.org/publications/puplications_home.htm
interviews with B.C. low- income parents about the difficulty of providing food for their children.
- Institute for Food and Development Policy. (n.d.) “Twelve Myths about World Hunger” Retrieved Sept. 2002 from <http://www.foodfirst.org>
- MacKenzie, Tamara. *Fair Trade Coffee Workshop Kit*. Oxfam Canada. Retrieved Sept. 2002 from <http://www.oxfam.ca/education/index.htm>
- Oxfam Canada. (2001). *The Business of Food*. Retrieved Sept. 2002 from <http://www.oxfam.ca/campaigns/worldFoodDay2.htm>
teaching resource on agricultural trade, dumping, fair trade and coffee trade; also contains games and exercises.
- Oxfam Canada (2000). *Putting Food on the Global Table*. Retrieved August 2002 from <http://www.oxfam.ca/education/index.htm>
the impact of globalization on agriculture; information on fair trade, organic farming and the banana trade; games and activities.
- Posen,Laureen. (2001). *Unequal Harvest: Farmers Voices on International Trade and the Right to Food*. International Centre for Human Rights and Democratic Development. Retrieved Sept. 2002 from <http://www.ichrdd.ca/maps/foodMap.map?113.50>

short interviews with small farmers around the world

Who's Hungry Now? Demographics of Hunger in a Canadian City. (2002). Toronto Food Bank. Retrieved Sept. 2002 from <http://www.dailybread.ca/research/availpubs.html>

Additional Web Links

Farm Folk City Folk

<http://www.ffcf.bc.ca>

This Vancouver based group which “works for democratic and sustainable food” has a number of community projects.

Global Exchange

[http:// www.globalexchange.org/cocoa/index.html](http://www.globalexchange.org/cocoa/index.html).

This American organization's web site contains information about fair trade cocoa.

Winnipeg Harvest Food Bank

<http://www.winnipegharvest.ca>

This food bank's web site contains information about a number of initiatives to raise money and gather food.

- **Lesson 1: Where Does Our Food Come From?**

- **Learning outcomes:**
 - It is expected that students will:
 - o describe what they already know about, and previous experiences they have had with the topic of food and food production. (EN 8)
 - o compose works of communication for specific audiences and purposes to inform. (EN 8)

- **Links:**
 - o to global education objectives: interconnectedness through trade
 - o to CIDA themes: Basic human needs - food
 - o to B.C. Performance Standards for Social Responsibility: participating and contributing to the class and to small groups

- o **Brief overview**

Students will begin discussing the topic of world agricultural trade by discussing where different food items are grown. Students will share their own experiences with food and food production in discussion and writing.

- o **List of required materials and/or equipment:**
 - o a variety of locally grown and imported fresh fruit and vegetables (or pictures)
 - o Handout #1(Where Does Our Food Come From?) (LINK)
 - o Handout #2(Food In Our Lives) (LINK)

- o **Time required:** 1 –2 hours

- o **Procedure:**
 - Group Activity: Where does our food come from?
 - o Divide the class into groups of 5 and ask each group to select a facilitator.
 - o Give each group five different fruits and vegetables so that each group has different items. If available, include both imported and locally grown items in each groups' selection. Give each student a copy of Handout #1.
 - o Ask each group to discuss the questions and fill in the information for each item.

 - Class Discussion
 - o Ask each person in each group to introduce one item of produce to the class. Develop a list on the board and encourage speculation about where imported items are from.

 - Pre-writing Discussion - Pair and Share – “Food In Our Lives”
 - o Give each student a copy of Handout #2.
 - o Pair students so that they are working with someone from another country.

- o Ask students to discuss the questions (or selected questions) from Handout #2.

Class Discussion

- o In the follow-up class discussion, ask students to tell what they know about problems farmers are having in their native countries, or other parts of the world. List the problems on the board and discuss which ones are also problems for Canadian farmers. (weather-related, high cost of production, low prices, debt, trade problems, agribusiness, environmental issues)

Writing Assignment

- o Ask students to write a paragraph or short essay about one of the questions on Handout #2 that interests them.

Follow up Activities

- o Ask students to work together on peer editing and/or post final revised writing on the classroom wall for students to read.

o Assessment Strategies:

- o participation in group and class and discussion
- o writing assignment:
 - content
 - organization
 - sentence structure
 - verb tenses
 - vocabulary use

Lesson 2: How Does The Quality Of Life Vary In Different Countries?

- **Learning outcomes:**

It is expected that students will:

- draw reasoned conclusions *from statistical information* and defend their conclusions rationally. (EN 8)
- identify and explain connections between new ideas and information and their previous beliefs and experiences. (EN 8)
- demonstrate awareness of disparities in the distribution of wealth in Canada and the world. (SS 11)

- **Links:**

- to global education objectives: knowledge of global systems and of the common needs of all humans
- to CIDA themes: health, economic development and quality of life
- to B.C. Performance Standards for Social Responsibility: participating and contributing to the class and small groups

- **Brief overview:**

This lesson introduces students to the necessary vocabulary to discuss global statistics by looking at current statistical information about Canada. Students will then find statistics about another country and share information that interested them and their speculations about this information with the class.

- **List of required materials and/or equipment:**

- current Global Almanac statistics for Canada as handouts for students, or on the board or an overhead
- single copies of about twenty different countries' statistics, selected from different regions of the world, including the countries that students in the class come from and countries that are in the news
- OR access to library or Internet research
- Handout #3(Global Almanac Statistics) (LINK)
- world maps or atlases for students to share

- **Time required:** 2 hours

- **Procedure**

Class warm up activities

- Ask students a few questions about Canada to see what they know (eg. major agricultural products, population, imports and exports).
- Introduce key vocabulary: Gross Domestic Product, life expectancy, infant mortality, arable land, irrigated land, self-sufficiency, commodities.

Pair work and class discussion – statistics about Canada.

- o Divide students into pairs.
- o Give each pair of students one copy of information about Canada or put it on the board or an overhead and give each student a copy of Handout #3 to fill in.
- o Ask one of each pair of students to report briefly to the class about what they found most surprising or interesting.

Pair work and class discussion – global statistics

- o Have students continue working with the same partner or a new one.
- o Lay out copies of different countries' statistics on a table or post on a wall. Ask pairs of students to come and select one country to work on together (or determine which country each pair of students will research at the library or on the Internet).
- o Ask students to scan their information and ask them to choose one person to fill in Handout #3.
- o When all the students have completed filling in Handout #3, ask both or one of each pair of students to tell the class one thing that they found interesting or surprising about the country's statistics.
Be alert to students questioning the validity of the statistics and encourage them to come up with possible explanations for such things as lower than expected unemployment rates or unexpected gender differences in life expectancy.
- o Have students post completed copies of Handout #3 on the wall for others to read.

Journal writing

- o Ask students to write a journal entry about what they learned and further questions they have.
- o OR Ask students to write a journal entry answering the question, "Is it possible to ~~serve~~solve world hunger problems?". (Students will be asked to respond to this question again at the end of the unit.)

o **Assessment Strategies:**

- o journal writing
- o participation in group and class discussions

o **Lesson Resources:**

- o Colombo, John R. (2002). *The Canadian Global Almanac*. MacMillan Canada: Toronto.

- o **Lesson Three: The International Coffee Trade**

- **Learning outcomes:**
 - o It is expected that students will:
 - o demonstrate awareness of disparities in the distribution of wealth in Canada and the world *in the international coffee industry*. (SS11)
 - o use various reading strategies to cope with dense material (EN 8)
 - o demonstrate an understanding of the main idea *of a newspaper article*. (EN 8)

- **Links:**
 - o to global education objectives: local/global connections
 - o to CIDA themes: food security, sustainable agriculture
 - o to B.C. Performance Standards for Social Responsibility: recognizing and defending human rights – the right to health and well-being, including food

- o **Brief overview**

Pre-reading questions ask students to share what they know about coffee farming and production and about the popularity of coffee around the world. Students will read more about the production of coffee and about current problems in the international coffee trade that have resulted in hardship for coffee farmers.

- o **List of required materials and/or equipment:**
 - o Reading: “Just a Cup of Coffee?”
 - o OR “Where does our coffee come from?” (LINK)
 - o Reading: “Coffee – Who wins? Who Loses?” (LINK)
 - o Handout #4(Questions: Just a Cup of Coffee?) (LINK)
 - o Handout #5(More Facts About Coffee) (LINK)
 - o Handout #6(Vocabulary: Coffee - Who Wins? Who Loses?) (LINK)
 - o A current article from a newspaper, the internet or an organization like Oxfam related to problems of the coffee trade or other similar agricultural trade issue

- o **Time required** 3– 4 hours

- o **Procedure:**

Pre-reading discussion – “Just a cup of coffee?”

 - o Divide students into groups of 4 or 5. Ask each group to appoint a facilitator, a note taker and a reporter to report to the class. Distribute a copy of Handout #4 to each student.
 - o Ask each group to discuss the pre-reading questions in Handout #4. Ask each group’s reporter to report the group’s answers to questions 1 and 2 to the class.

- o On the board, write a list of countries students think coffee comes from and list the steps that students think are involved in getting coffee to the Canadian coffee drinker.

Reading

- o Ask students to read “Just a Cup of Coffee?” (or “Where Does Our Coffee Come From?”)
- o Discuss the article noting how the information in it confirms or differs from students’ previous answers.
- o Ask students to write answers to post-reading questions on Handout #4.

Group and class discussion - “More Facts about Coffee”

- o Have students work in the same or different groups to discuss “More facts about Coffee”.
- o Give one copy of Handout #5 to each group.
- o Ask the students to make group guesses about the correct answers.
- o For each question, ask each group’s reporter to tell the group’s guess to the class.
- o After, give the correct answer and encourage discussion.

Reading and vocabulary work – “Coffee – who wins? Who loses?”

- o Give each student a copy of Handout #6 – Coffee who wins? Who loses?
- o Assign different questions to different groups of students.
- o Ask each group to write their answers on the board and discuss.
- o Hand out the reading “Coffee – who wins? Who loses?”
- o Ask the students to read the article and discuss it in class.

Reading a newspaper article

- o Provide students with a current article about the coffee trade or other international agricultural trade issue.
- o Pre-teach vocabulary with the class as necessary.
- o Ask the students to read the article.
- o Discuss the article in class to ensure students understand it.

Writing a summary of a newspaper article

- o Discuss rules for summaries. (see assessment)
- o Ask students to write a summary of the article.

Optional additional reading topics:

- o agricultural dumping, fair trade coffee

o **Assessment Strategies:**

- o written answers to comprehension questions on Handout #4
- o participation in group and class discussions

- o summary of a short newspaper article:
 - main ideas only
 - no opinions or new information
 - logical organization
 - appropriate length (1/4 to 1/3 the length of the original)
 - sentence structure
 - varied and appropriately used vocabulary

 - o **Lesson Resources:**
 - o Durning, Alan Thien. “Just a Cup of Coffee?” in Bigelow, Bill and Peterson, Bob. (2002). *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee: A Rethinking Schools Publication
- OR
- o MacKenzie, Tamara. “Where Does Our Coffee Come From?” *Fair Trade Coffee Workshop Kit*. Oxfam Canada.
<http://www.oxfam.ca/education/index.htm> (LINK)
 - o Oxfam Canada. (2001). “Coffee – Who “Wins? Who Loses?” *The Business of Food*.
<http://www.oxfam.ca/campaigns/worldFoodDay2.htm> (LINK)
 - o additional material about fair trade in cocoa can be found at and American organization Global Exchange
[http:// www.globalexchange.org/cocoa/index.html](http://www.globalexchange.org/cocoa/index.html).
 - o Additional material on fair trade, agricultural dumping and an article about Tanzanian coffee farmers can be found in *The Business of Food*. (2001). Oxfam Canada.
<http://www.oxfam.ca/campaigns/worldFoodDay2.htm> (LINK)

o **Lesson Four: Who Is Vulnerable To Hunger And Why?**

• **Learning outcomes:**

It is expected that students will:

- o identify and explain connections between new ideas *about the causes of hunger* and their previous beliefs, values and experiences. (EN 8)
- o use various strategies to cope with difficult or dense communications. (EN 8)
- o express their values and beliefs *about dealing with hunger* in writing. (EN 8)

• **Links:**

- o to global education objectives: developing a sense of solidarity with other people; consideration of the common good
- o to CIDA themes: basic human needs – long term food security
- o to B.C. Performance Standards for Social Responsibility: recognizing and defending human rights (the right to adequate food – Universal Declaration of Human Rights)

o **Brief overview**

Students will consider who is vulnerable to hunger, what causes hunger and why we should care if people are hungry.

o **List of required materials and/or equipment:**

- o Reading: “Who is Vulnerable”
- o Reading: “Myths about World Hunger”
OR “Twelve Myths about World Hunger” (LINK)
- o pieces of poster-size newsprint and felt pens

o **Time required:** 2 or more hours depending on the need for extra work on vocabulary

o **Procedure:**

Group and class discussion – Who is vulnerable to hunger and why

- o Divide students into groups and ask each group to select a facilitator and a reporter.
- o Ask each group to make two lists: people most vulnerable to hunger and reasons for hunger. Ask each group’s reporter to write the group’s responses on a large sheet of paper.
- o Post the papers on the wall and compare and discuss with the class.
- o Ask students to read “Who is Vulnerable to Hunger”.
- o Check vocabulary and discuss “Who is vulnerable to hunger?”
- o Ask the class to discuss which categories they think apply in Canada and which don’t.

Reading - “Myths about world hunger”

- o Assign one myth to each group of students. Ask each group to work on discussing and summarizing the myth. Ask each group to write their summary on the board. Discuss the myths with the whole class.

Journal writing – Why should we care about hunger?

- o Write on the board: “Why should we care about hunger in the world or our own community? Does it affect us in any way?”
- o Ask students to write a response in their journals.
- o When students have finished writing, or during the next class, ask students to share their journals with partners.

Class discussion

- o Ask students to contribute their thoughts to a class discussion of why we should care about hunger and list the reasons they give on the board.

o **Assessment Strategies:**

- o Journal writing
- o Participation in group and class discussions

o **Lesson Resources:**

- o “Who is Vulnerable” available at FAO (Food and Agricultural Organization) website: http://www.feedingminds.org/level3/sec_level.htm
- o “Hunger Myths” in *Rethinking Globalization: Teaching for Justice in an Unjust World* (p. 241)

OR

- o “Twelve Myths about World Hunger” available at the Institute for Food and Development Policy’s website: <http://www.foodfirst.org>
- o additional optional Canadian material: “Who’s Hungry Now? Demographics of Hunger in a Canadian City” can be found at <http://www.dailybread.ca/research/availpubs.html>

o Teaching notes

Some reasons why we should care about hunger

- Public safety – hunger can lead to social unrest and crime
- Global stability – hunger can cause social unrest, war and displacement of people
- Local and global health – disease spreads more rapidly among malnourished people
- Productivity and well-educated population – malnutrition during early childhood can stunt intellectual development and limit achievement
- Economic costs – malnourished people have more health problems and may cost the healthcare systems more money.
- We are all human beings. All human beings are of equal value.
- The Universal Declaration of Human Rights – Article 54

“Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond their control.”

- It could happen to our family, our friends or us.

o **Lesson Five: Looking For Solutions**

• **Learning outcomes:**

It is expected that students will:

- o compose and give an oral report for classmates in order to inform them *about a community or international project*. (EN 8)
- o demonstrate an understanding of the main ideas *in oral reports*. (EN 8)

• **Links:**

- o to global education objectives: interconnectedness, sense of solidarity with other people and their problems
- o to CIDA themes: increasing long-term food security
- o to B.C. Performance Standards for Social Responsibility: articulating and working toward a preferred future for community and planet

• **Brief overview**

Each student will select an article about a local or international food security project, write a short report summarizing it, and give an oral report to the class. While listening to oral reports, students will take notes and later write about a project that interested them.

• **List of required materials and/or equipment:**

- o copies of short articles and/or pamphlets about local and international community food security projects
OR list of possible research areas
- o Handout #7(Questionnaire) (LINK)

• **Time required:** 3 – 4 hours for writing, oral reports and discussion

• **Procedure:**

Finding information and preparing a report

- o Pin the articles on the wall around the room, and allow students to browse until they find an article that interests them.

Ask students to read their articles and make short report to present to the class.

Reports should include enough information to make the project

understandable to the audience and should include the student's opinion.

Giving an oral report

- o While students give their oral reports, ask the rest of the class to take notes. Also ask students to ask questions to clarify. Ask students to write a one-sentence summary of the project answering who, what and where about each project.

Journal writing

- o Ask students to write a journal response to the question, “Do you think it is possible to solve the problem of world hunger?”
- o Ask students to share their journal entry with their group and discuss. Compile a list of all the ideas on chart paper.

Unit summary activity

- o Ask students to fill in the unit questionnaire (Handout #7).

Extension activities:

- o Organize a class field trip to a farm or a community agency or group dealing with hunger or food security.
- o Have groups of students go to different local community agencies or farms and report back to the class.
- o Invite guest speakers to class.

- **Assessment Strategies:**

- o participation in group and class discussions
- o journal writing
- o oral report
 - content: main ideas
introduction/ logical progression
creative response/ ability to draw inferences
ability to answer questions about topic
 - language: use of varied sentence structure
correct use of verb tenses
appropriate use of vocabulary
 - oral: fluency
pausing and intonation
ability to self-correct

- o **Lesson Resources:**

Information about current food security projects can be found at:

- o Oxfam: <http://www.oxfam.ca>
- o *Putting Food on the Global Table*. <http://www.oxfam.ca/education/index.htm>
- o Canadian International Development Agency: <http://www.acdi-cida.gc.ca>
- o Farm Folk City Folk: <http://www.ffcf.bc.ca>
- o Winnipeg Harvest Food Bank: <http://www.winnipegharvest.ca>

Books that contain short articles about food security projects:

- o Barbelot, Herb, Murrills, Angela and Pritchard, Heather. (1998). *Farm Folk City Folk*. Vancouver: Douglas and MacIntyre.
community gardens, heritage seeds, Sikh Temple kitchen

- Dragman, June and Szasz, Michael. (1997) *Community Success Stories from British Columbia and Around the World*. Vancouver: Co-Development Canada Association
Easy reading material on community kitchens, and gardens, organic farming in Vancouver, and farm projects in The Philippines, Nicaragua, and Guatemala
- Dragman, June and Szasz, Michael. (1990's) *Global Stories of People Working for Change*. Vancouver: CoDevelopment Canada
Easy/Literacy level material
Easy reading material on farm projects in Guatemala, Ethiopia, Thailand

Possible research areas for students to do their own research:

- community gardens
- community kitchens
- food banks and food bank collection projects
- religious and humanitarian food providers – churches, temples, etc.
- sustainable farming projects, including organic farming
- anti-poverty advocacy groups and political movements to redistribute wealth
- fair trade
- NGO development projects: Oxfam, U.N. Food and Agricultural Organization, CIDA projects (Canadian International Development Agency)
- international debt relief
- land redistribution
- grassroots community solutions in different countries

Handout #1 (Where Does Our Food Come From?)

Discuss each fruit or vegetable that your group was given and fill in the information about it. When you are finished, choose one that you will tell the class about.

1. Name of the vegetable or fruit
2. Do you think it is grown in B.C.?
3. Where do you think it is imported from?
4. Do you eat it in your native country?
5. Do you eat it in Canada?
6. How do you eat it?

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Handout #2(Food In Our Lives)

Discussion/Writing Questions

1. Do you cook? Do you enjoy cooking? How did you learn to cook? If you don't cook, who does the cooking in your household?
2. Have you ever had a job involved with food? In a restaurant or institution (hospital, school etc)? In a store, market or stand? On a farm? In exporting or importing food?
3. Have you ever grown food on a farm, orchard or vineyard or in a backyard garden? In a community garden plot? What did you grow?
4. Have you ever raised animals for food? Fished for pleasure or commercially?
5. Tell about shopping for food in your native country and Canada. Do you/did you shop at supermarkets, farmer's markets, or small stores?
6. Tell about differences in the price of food in Canada and your native country. What things are cheaper or more expensive here?
7. Tell about differences in availability of food in Canada and your native country. What things are easier or harder to get here? What foods are only available seasonally?
8. In general, how much of the food in your native country is domestically grown and how much is imported?
9. Tell about a special food that is served for celebrations or special occasions in your native country.
10. Tell about a problem that farmers, fishermen or ranchers are having in you native country or Canada.
11. How has your diet changed since coming to Canada? Do you eat different foods now than you did when you were younger? Why?
12. Is there any food you miss since coming to Canada or can you get most everything here?

Handout #3 (Global Almanac Statistics)

Year _____

Country _____

Population _____

Life Expectancy: men _____ women _____

Infant mortality _____

Per capita income _____

Unemployment _____ %

Land:

Environmental problems _____

Arable land _____ %

Irrigated land _____ %

Agriculture:

Percentage of the GDP that agriculture is _____ %

Important crops and agricultural products _____

Is the country self-sufficient in food? _____

Trade:

Major exports _____

Major imports _____

Trading partners

One other interesting statistic _____

Handout #5 (More Facts About Coffee)

Discuss the following questions in a group and make a group guess

1. Which country or region's citizens drink the most coffee annually per capita?
a) The U.S.A. b) Canada c) Europe d) Columbia
2. How many cups of coffee do Canadians drink annually per capita?
a) 250 b) 325 c) 402 d) 510
3. Approximately how much do Canadians spend annually on brewed coffee?
a) \$ 1.5 billion b) \$2.3 billion c) \$3.8 billion
4. Where does most of Canada's coffee come from?
a) Central America b) South America c) Africa d) Viet Nam
5. Approximately what percentage of the Canadian retail price of coffee beans goes to the coffee farmer?
a) 11% b) 16% c) 22% d) 28%
6. What percentage of the coffee sold in Canada in 1998 was "Fair Trade" coffee?
(Fair Trade coffee is coffee business that pays the coffee produce/farmer a higher and fairer price for raw coffee)
a) 1% b) 2.7% c) 3.8% d) 5%
7. What percentage of the Canadian retail price of coffee do farmers get through "fairly traded" coffee?
a) 11% b) 16% c) 22% d) 28%

Information taken from Oxfam Canada's "Canadian Coffee Facts"

Answers:

1 b 2 c 3 b 4 a, b, d 5 a 6 a 7 d

Handout #6(Vocabulary: Coffee – Who Wins? Who Loses?)

Find synonyms for the words or phrases in *italics*

1. Many important changes have taken place in the global economy since the 1980's. Most ***significant*** have been the reduction of ***barriers*** to trade and foreign investment
2. The coffee trade, like that of most primary ***commodity*** exports, has been affected by these changes.
3. Throughout the 1980's an International Coffee Agreement between producer and ***consuming*** countries helped ***regulate*** the volume of coffee exports.
4. This helped maintain some ***stability*** in ***revenues*** in African and Latin American producing countries.
5. The Agreement was not renewed and prices for raw coffee ***plummeted***.
6. Since the ***demise*** of the International Coffee Agreement, producer countries have been involved in a race to the bottom.
7. The deregulation of the coffee markets has resulted in economic and social ***hardship*** for poor farmers and countries.
8. The prices small farmers receive for each kilo of coffee beans ***can vary wildly***.
9. ***Revenues*** from coffee are used to buy food items that cannot be produced on the farm, to pay for school fees and health care, and to meet other cash expenses.
10. Millions of ***vulnerable*** farmers and labourers involved in coffee production have had their ***livelihood devastated*** by a collapse in international prices.

Sentences taken from Oxfam's "Coffee – Who wins? Who loses" *The Business of Food*
<http://www.oxfm.ca/campaigns/worldFoodDay2.htm>

Handout #7(Questionnaire)

1. How hard was the material in general?

____easy ____okay ____challenging, but okay ____too difficult

Comments _____

2. Rate how interested you were in different topics:

1 – not interested 5 – very interested 1 2 3 4 5

- Where does our food come from? _____
- Writing – Food in our Lives _____
- Global Almanac Statistics _____
- What’s in a cup of Coffee? _____
- Coffee – Who Wins? Who Loses? _____
- Newspaper article _____
- Who is Vulnerable to Hunger? _____
- Hunger Myths _____
- Reports on projects to deal with food problems _____

Comments: _____

3. Tell about a new thing you learned about Canada.

4. Tell about a new thing you learned about international agriculture or trade.

5. Tell about something you either agreed with or disagreed with in the material.
