

## How'd that get on my plate?

*A lesson exploring the origins of the foods we eat*

Age Range: Grades 4-6, Ages 10-12

Subject: Social Studies

Adapted from "Fighting Hunger the Rights Way" - CBU Children's Rights Centre

### Overview

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*Research, critical thinking, map reading*

Starting with a review of the United Nations Convention on the Rights of the Child, let's see where our food comes from and how it helps meet the rights of children. And more importantly, why does it travel so far to reach us?

This activity illustrates the interdependency of our global food system, and encourages critical thought and reflection. A trip to the supermarket is often a voyage around the world!

### Aims & Objectives

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- To improve geography and map reading skills
- To explore the interdependent nature of our world
- To gain an understanding of the global food system

### Preparation

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- **Home:** Students should be asked to find out from home where 5 of their favourite foods/or most used foodstuffs in their household come from. (Their lists should include fresh produce. Coffee/tea are also useful for inclusion).
- **School:** Access to the internet
- The WFP Hunger Map (<http://www.wfp.org/hunger/map>) or a large world map
- Different colour yarn cut into 20cm pieces, one for each student
- Thumb tacks or drawing pins/map pins

### Instructions

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1. Have students make a list of their favourite foods and discuss which foods they enjoy eating, or are frequently used in their household.
2. Allow students to research on the internet where exactly some of the foods come from.
3. Divide the students into groups, and have them make a meal incorporating the foods they have identified individually.
4. Using the Distance Calculator (<http://www.convertunits.com/distance/>), students should note the foods, countries of origin, and distances on Activity Sheet 1, and fill in Activity Sheet 2.
5. Have each group find the locations on the class map and tack one end of the string on the food's origin and the other on the school's location.
6. Each group should then answer the reflection questions on Activity Sheet 3 and report their answers back to the group.

