

LESSON: Food Around the World**GRADE: 3****OBJECTIVES:****SS.3-5.BS.2 Understand the influences on individual and group behavior and group decision-making.**

- Understand that people involved in a dispute often have different points of view.
- Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise.

SS.3-5.BS.5 Understand current social issues to determine how the individual formulates opinions and responds to issues.

- Understand that the way a person views an issue reflects personal beliefs, experiences, and attitudes.

MATERIALS & RESOURCES:

- Maps
- Resources on food production and consumption
- Access to Internet links: PBS.org & FoodByCountry.com
<http://www.pbs.org/teachers/connect/resources/5133/preview/>
<http://www.foodbycountry.com/>
- Produce from the store with the stickers on
- Seasonal produce from the farmers market
- Cooking and preparation equipment
- Plates, utensil

PRESENTATION:

When it comes to food, we think about food groups, healthy food, fast food, how much food we eat, but do you think about where it comes from? How many miles does your food travel before it gets to your dinner plate? How do we eat compared to people in other parts of the world? Some people say we need to change our food system so there is much less reliance on transportation of food. There are different views about this subject. Communicating different viewpoints and researching a topic are good ways to find compromise and solutions.

DIRECTIONS:

1. Watch the PBS link about food in ancient Iowa.
2. Discuss:
 - Where ancient Iowans get their food? How did they get it? What did it look like?
 - Where do you get your food? How do you get it? What does it look like?
 - Compare your food to the food of ancient Iowans.
 - Why have our “shopping” habits transformed from hunting and gathering to shopping at the grocery store?
 - Why does most of our food have to travel in trucks, boats, and planes when the food of ancient Iowans was right here?
3. Make a list of meals your family eats on a regular basis.
4. Can you determine where these meals may have come from? (ie: often grapes come from Chile, bananas come from Costa Rica, and even food we can grow in Iowa, like spinach, is grown in California).
5. On a board write the name of each piece of produce. Next to that have each student write where it is from (using the information on the produce sticker).
6. Using the map, locate each location and put a mark so the class can see how far their food has traveled.
7. Ask the students to pair up and make a list of pros and cons associated with “food miles” (the distance food travels to our plates). Ideas to consider:
 - Because transported food is transported with the use of gas, the price of food goes up when gas prices go up.
 - Does the quality or nutrition of the food change if it travels long distances or is harvested locally?
 - When food grows locally, are we more informed & aware of the environment in which it is grown and the conditions of the workers who grow the food?
 - What are the economic benefits or ramifications?
8. After the students have shared their ideas, present a seasonal array of food from the farmers market and have them name each item. Take a poll of who has eaten each item. Ask the students why it might be a good idea to shop at the farmer’s markets and other local venues. Wrap up by preparing a snack using the seasonal produce from the market!

TIME:**45- 60 min**