



Grade 2 : Food Sovereignty

// 90 MINUTES

Food Security – My Fair Share!
People Need Food; People Need Love

LEARNING OBJECTIVES

Understand food security as an individual human right and collective responsibility.

BIG IDEA

Even though there is enough food for all, many people are hungry. For every person to have their **Fair Share** of food, we all must do our part to care for God's creation and ensure the just distribution of God's gifts.

GUIDING QUESTIONS

- What constitutes one's **Fair Share** of food?
- Are God's gifts shared/accessed equally?
- How can we, as children of God, ensure the gifts of creation are shared/accessed fairly?

CURRICULUM EXPECTATIONS

English Language Arts 2

Religious Education 2 (Roman Catholic)

Social Studies 2

TEACHING STRATEGIES

INDIVIDUAL LEARNING

RAN STRATEGY

(For more information, see Teaching Strategies in Appendix)

COOPERATIVE LEARNING

THINK PAIR SHARE;

STAND UP. HAND UP, PAIR UP; RALLY ROBIN; ROUND ROBIN

(for more information, see Teaching Strategies in Appendix)

OTHERS

SHARED PEN / GROUP WRITING STRATEGY

BRAINSTORMING

GUIDED QUESTIONING

Appendix includes assessment pieces, cross-curricular connections, extension resources, handouts, prayer, references, and teaching strategies.



KEY VOCABULARY

Pope Francis

Community

Global

Natural Resources

Fossil Fuels

Abundance

Fair Share

SPECIAL VOCABULARY FOR EDUCATOR

Food Security: “When all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food for an active and healthy life” (FAO, 2006, p. 1). **Food Security** is the goal of **Food Sovereignty**.

Food Sovereignty: “The right of peoples to healthy and culturally appropriate food produced through sustainable methods, and their right to define their own food and agriculture systems” (La Via Campesina, 1996). **Food Sovereignty** is the method to achieve **Food Security** in a permanent, sustainable manner. As Via Campesina explains, **Food Sovereignty** is based in grassroots movements, and the democratization of food systems, requiring input from consumers and producers.

Hunger: “An uncomfortable or painful sensation caused by insufficient food energy consumption, [or] food deprivation” (FAO, 2008, p. 3).

Climate Change: “Any change in climate over time, whether due to natural variability or as a result of human activity” (UNFCCC, 2011).

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Human Dignity: Every person is created in the image of God and is to be treated with respect. We have to think about the whole person: their mind, body, heart, soul, and environment. We have to recognize what we have in common and celebrate our diversity.

Solidarity: We are all part of the human family and we are all interconnected and interdependent. Loving our neighbour has **Global** dimensions. We must see ourselves in others and collaborate toward solutions. *Solidarity* is the recognition that we are ‘all in this together’, and is a commitment to strengthen **Community** and promote a just society.

Common Good: We must consider others, and the whole human family, when we make decisions. God created the world for all His children to share.

Rights and Responsibilities: Every person has a right to live a decent life: to have food, clean water, a home, education, and work. Every person has a responsibility to help one another.

Stewardship of Creation: The Earth is a holy gift from God. We have to treat Creation with respect, and protect and care for it in a way that is good for all living beings and for the future.



PREPARATION

// 20 – 30 MINUTES

This lesson can be done in one block, or divided into three 30-minute blocks.

Note: Section 3 requires a lunch hour for preparation.

Possible extensions are provided throughout this lesson plan, and in the Appendix.

The Curriculum-Connections listed in the Appendix are for the completion of the entire lesson plan.

VIDEO AND READINGS

- Review principles of Catholic Social Teaching at www.devp.org/cst and unfamiliar key terms
- Review prayer (See Appendix)
- Review *People Need Food, People Need Love* poem (See Appendix)
- Watch the following videos:
 - Steve Claper. (2015, June 28). *A Prayer for the Earth*.
Retrieved from: <https://www.youtube.com/watch?v=VJz0ZuxxMI0>
 - Development and Peace. (2016, January 13). *Laudato Si'*: Animated clip for kids.
Retrieved from: <https://www.youtube.com/watch?v=KIVuISZGdug>
 - Citizen Kid Trailers. (2010, September 1). *Mariás Journey from Hunger to Having Enough*.
Retrieved from : <https://www.youtube.com/watch?v=0FR0OEXyWgg>

MATERIALS

- Blank index cards
 - Note:** 1 in 8 people in our world are hungry; Ensure that approximately 1 in 8 students do not receive a card. (e.g. For a class of 24 there would only be 21 cards in the pile)
- Plate of a nutritious, shareable food item (plenty for everyone)
- Plastic table cloth
- Collected lunch left-overs
- *People Need Food, People Need Love* poem handout
- Religion Journal
- Individual / group chart paper for letter writing
- **Optional:** Sticky notes (for reflection in the JUDGE section)

SEE – OUR RIGHTS

// 30 MINUTES

OBJECTIVES //

- Understand that we are called to membership in different communities (i.e., family, school, parish, neighborhood, town/city, province, country, globe).
- Live a common experience.
- Recognize that we are all part of and have a right to the gifts of creation.

SECTION GUIDING QUESTIONS //

- What do you think you know about being a member of a community?
- What do you think you know about the communities to which you belong?

OPENING PRAYER //

Steve Claper. (2015, June 28). *A Prayer for the Earth*.

Retrieved from <https://www.youtube.com/watch?v=VJz0ZuxxMIO>

STEP 1 // ANTICIPATORY SET & HOOK

Inform the class that they will receive a bountiful 'treat', which is the shareable food item for this activity.

Gather students into a circle, and place the shareable nutritious food item in the center of the circle. Accompanying the food is a set of blank index cards/pieces of paper which can be traded for a share/piece of the food.

Highlight that there is enough food to go around for each person - not only in this classroom but around the world. There should be **Food Security**, however many people do not have enough to eat, or do not get the food that they need to live a healthy life.

STEP 2 //

Call each child forward, one by one, to receive a card. The child will then offer his/her card to a peer, thanking him/her for contributing to the group effort which has led to the celebration.

(e.g. "I'm glad you're a part of our **Community!**")

Note: Ensure that there are *not* enough cards for each student. 1 in 8 people in our world are hungry, so ensure that approximately 1 in 8 students do not receive a card.

(e.g. In a class of 24 there would only be 21 cards in the pile.)

STEP 3 // REFLECTION

Once all cards are handed out, ask the students if everyone has a card. When they say, 'no,' explain that this reflects the distribution of food in the world, and that right now, 1 in 8 people are hungry, even though there is enough food for all.

Use the Think-Pair-Share or Rally Robin teaching method and get students to face a partner to brainstorm possible solutions to the lack of cards. Solutions will likely result in sharing (an act of charity), which provides **Food Security**, but the question remains: why was sharing necessary in the first place if there is enough food for everyone on the planet?



STEP 4 // DEBRIEF

Explain that sharing is a charitable act, and encourage students to share the food.

(Possible solution: Students can tear their cards in half and share with a classmate who does not have one.)

Introduce the concept of *Solidarity*, and explain that because each person is created with dignity, we have a responsibility to develop a solution to the problem of food insecurity that we saw in this activity.

STEP 5 // CONCLUSION

Explain that God's creation was gifted to all people with the call for us to take the responsibility to care for one another and for creation.

Extension

If time permits, learn more about our responsibility to care for creation through Development and Peace's *Creation Story*, available through the Development and Peace website.

(For this and other extension resources, see Appendix.)

Pope Francis, the Holy Father, wrote a letter to all of us in 2015, *Laudato Si'*, reminding of us that the earth is for everyone and it is our responsibility to be stewards of the earth.

STEP 6 // View the following video:

Development and Peace. (2016, January 13). *Laudato Si': Animated clip for kids*.

Retrieved from: <https://www.youtube.com/watch?v=KIVuISZGdug>

Highlights: The gifts of creation are intended for all peoples. **Natural Resources** are in jeopardy for many reasons. Members of the **Global Community** are called to act as stewards of creation to care for these precious resources. The *Human Dignity* of our brothers and sisters around the world is being ignored when we do not care for each other and for creation.

JUDGE – MY RESPONSIBILITIES

// 30 MINUTES

OBJECTIVES //

- Realize the disciple's call to be a steward of the gifts of creation
- Examine one's own food consumption practices and their potential impacts on the environment

SECTION GUIDING QUESTIONS //

- What do you think you know about who your neighbour is?
- What do you think you know about your *Rights and Responsibilities* as a member of a **Community**?

STEP 1 // LAUNCH

Using the RAN (KWL) strategy, pose the second Guiding Question.

Teacher: *Are God's gifts shared / accessed equally?*

Students can write their ideas, one on each sticky note, posting them up on the chart paper or board, or this can be done through dialogue and conversation.

STEP 2 // ACTIVATE BACKGROUND KNOWLEDGE

Teacher: *Now we are going to meet Maria and her family, who have a right to access safe and nutritious foods, and are working hard to ensure **Food Security** (enough food for all). However, they were denied the right to continue to produce food for their family, **Food Sovereignty**, just like us in our circle (in the SEE activity).*

Introduce **Food Sovereignty**, or the ability to have and use the earth's resources to produce food for one's family.

Teacher: *Let's meet Maria and her family to see how they lost **Food Security** and **Food Sovereignty**.*

STEP 3 // VIDEO Have students watch the following video:

Citizen Kid Trailers. (2010, September 1). *Maria's Journey from Hunger to Having Enough: The True Story of the Good Garden*. Retrieved from <https://www.youtube.com/watch?v=h56kaYt23Cw>

Extension

If time permits, read the book *The Good Garden*, Milway by Katie Smith Milway.
(For further extensions and extension resources, please see the Appendix.)

STEP 4 // DEBRIEF

Teacher: *What new ideas did Maria use to make decisions about what to do and how to solve the problem? How did we solve the problem of our own shortage of cards?*

Revisit the RAN (KWL) question from the beginning of this section, and have students confirm their ideas or identify them as a misconception.

STEP 5 // CONCLUSION

Distribute the *People Need Food, People Need Love* poem handout, and explain that we can understand **Food Sovereignty** through this poem.

ACT – INSPIRE ACTION

// 30 MINUTES

OBJECTIVE //

Understand the consequences of local/individual food consumption patterns on the global/collective availability and distribution of food.

SECTION GUIDING QUESTIONS //

- How do your actions make a difference to your **Community**?
- How do your actions as a steward of the gifts of creation witness to God’s call for us to love one another?

STEP 1 // TASK

Over the lunch hour, one class/grade group/an entire school will collect their uneaten food that was destined for the garbage can (excluding packaging, as this brings in a complicated, new dimension). A plastic table cloth will be spread out over a large table for children to place their uneaten food (e.g., sandwich crusts, half eaten apple, etc.) creating a *Banquet Table of Plenty* to provide a tangible revelation of the issue of food waste in our own **Community**.

STEP 2 // GUIDED DISCUSSION & PROMPTS

Teacher: *Here in Canada, we do not usually experience fear when there is a lack of food (we have **Food Security**), unlike Maria. However, even when communities are not experiencing a lack of food, they experience challenges related to food (they do not necessarily have **Food Sovereignty**). Right here in our school **Community**, we have a problem related to food: the amount of wasted food during our lunch hour. Today, let us look at the *Banquet Table of Plenty* we have created displaying the food with which we were blessed, but did not eat.*

STEP 3 // REFLECTION

Pose reflection questions to the students:

- How can we be stewards of the earth and one another by how we use our food?
- How can we be like Maria to be leaders in our **Community** to change how we live?

STEP 4 // OPTIONS FOR ACTION

Remind students that God’s creation was gifted to all people with the call for us to care for creation and for our brothers and sisters around the world. Invite them to act in one of the following three ways.

1. Shared Pen Action: Create a classroom food creed.

This can be read daily as a grace before lunch, shared at home as a prayer before meals, or serve as inspiration for the students to create a food creed with their family to explore their family practice of food consumption.

2. Individual Reflection:

Propose the creation of a family food creed as a grace before meals through a note sent home to each family.

3. Revisit and Respond:

Re-watch the *Laudato Si’* for Kids video.

Development and Peace. (2016, January 13). *Laudato Si’ : Animated clip for kids*.

Retrieved from: <https://www.youtube.com/watch?v=KIVuLSZGdug>

Respond to the *Laudato Si’* letter from Pope Francis explaining to him how you recognize that you have a right to your **Fair Share** of food resources, but also have a responsibility to do your **Fair Share** to work towards **Food Security** and **Food Sovereignty**.

How to address letters to Pope Francis:

His Holiness, Pope Francis

Apostolic Palace

Vatican City

Greeting: Your Holiness,

CLOSING PRAYER //

Lead your students in a final reflection about **Food Security, Food Sovereignty**, and how we are called to care for creation and our brothers and sisters with the Development and Peace *Sow Much Love* campaign prayer (see Appendix).

APPENDIX

ASSESSMENT

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Assessment






SELF-ASSESSMENT RUBRIC

I CAN STATEMENT RESPONSES

This task can be differentiated according to grade level with a simple thumbs up/thumbs down. Verbal contribution providing evidence of understanding is required. With older students, the "I CAN" statements can be presented in written form with the requirement of written evidence to support the students' responses.

The evidence of the "I CAN" statements is contained within the letter. The differentiation of this task might include modelling writing, shared pen among students, and/or individually composed letters.

Self-Assessment Rubric

-  1. I can tell the difference between **Food Security** and **Food Sovereignty**.
-  2. I can consider the needs and ideas of others.
-  3. I can create new ideas that help to make decisions and solve problems.
-  4. I can pray for others.
-  5. I can teach my family about wasting food.

Assessment

RUBRIC FOR MY FAIR SHARE DIVISION 1

1/2

OUTCOME	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>English Language Arts</p> <p>General Outcome 1</p> <p>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p>Specific Outcome 1.1</p> <p>Talk about how new ideas and information have changed previous understanding</p>	<p>Demonstrates a thorough understanding, connecting to the meaning of Food Sovereignty and Food Security, charity and social justice. (in prayer, a food creed or letter to Pope Francis)</p>	<p>Demonstrates a considerable understanding, connecting to the meaning of Food Sovereignty and Food Security, charity and social justice. (in prayer, a food creed or letter to Pope Francis)</p>	<p>Demonstrates some understanding, connecting to the meaning of Food Sovereignty and Food Security, charity and social justice. (in prayer, a food creed or letter to Pope Francis)</p>	<p>Demonstrates limited understanding, connecting to the meaning of Food Sovereignty and Food Security, charity and social justice. (in prayer, a food creed or letter to Pope Francis)</p>
<p>Social Studies</p> <p>General Outcome 2.2</p> <p>Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the Community</p> <p>Specific Outcome 2.2.6</p> <p>Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: participate in activities that enhance their sense of belonging within their school and Community</p>	<p>Applies a thorough understanding of Food Sovereignty and Food Security, using their critical thinking as they question and analyze food needs in their own Community and globally. (in prayer, a food creed or letter to Pope Francis)</p>	<p>Applies considerable understanding of Food Sovereignty and Food Security, using their critical thinking as they question and analyze food needs in their own Community and globally. (in prayer, a food creed or letter to Pope Francis)</p>	<p>Applies some understanding of Food Sovereignty and Food Security, using their critical thinking as they question and analyze food needs in their own Community and globally. (in prayer, a food creed or letter to Pope Francis)</p>	<p>Applies a limited understanding of Food Sovereignty and Food Security, using their critical thinking as they question and analyze food needs in their own Community and globally. (in prayer, a food creed or letter to Pope Francis)</p>

Assessment

RUBRIC FOR MY FAIR SHARE DIVISION 1

2/2

<p style="text-align: center;">Religion</p> <p>Living in <i>Solidarity</i> (LS) Demonstrates an understanding that we are responsible to serve and respect others, especially the poor and outcast.</p> <p>Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (ie., our neighbour) by following the example of Jesus who calls us to share (ie., Eucharist) serving the needs of others. (CCC 356-384; 1928-1933; 1392-1401)</p>	<p>Demonstrates a thorough understanding for making connections between personal experience, what is learned and the Global Community.</p>	<p>Demonstrates considerable understanding for making connections between personal experience, what is learned and the Global Community.</p>	<p>Demonstrates some understanding for making connections between personal experience, what is learned and the Global Community.</p>	<p>Demonstrates a limited understanding for making connections between personal experience, what is learned and the Global Community.</p>
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Cross-Curricular Connections

ALBERTA EDUCATION PROGRAM OF STUDIES

GRADE 2 KEY LEARNING OUTCOMES

RELIGION

GROWING IN FAITH, GROWING IN CHRIST UNIT 2 & UNIT 4

General Outcome

Living in *Solidarity* (LS) Demonstrates an understanding that we are responsible to serve and respect others, especially the poor and outcast.

Specific Outcome LS2

Understand that we are responsible for the gift of our dignity as human beings and are to respect this gift in others (ie., our neighbor) by following the example of Jesus who calls us to share (ie., Eucharist) serving the needs of others. (CCC 356-384; 1928-1933; 1392-1401)

ENGLISH LANGUAGE ARTS

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Specific Outcome

Talk about how new ideas and information have changed previous understanding.

SOCIAL STUDIES

General Outcome : Knowledge and Understanding

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the **Community**.

Specific Outcome

2.2.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- Participate in activities that enhance their sense of belonging within their school and **Community**.

Handout

POEM

PEOPLE NEED FOOD, PEOPLE NEED LOVE

<p>People need food, people need love We all need to eat With God's love above here on the earth We're abundantly blessed People need food, people need love</p>	<p>The gifts of all creation We must all defend Families as farmers Must never, ever end</p>
<p>All throughout the world We eat in different ways The earth provides our meals Through seeds and soil and rain</p>	<p>People need food, people need love We all need to eat With God's love above here on the earth We're abundantly blessed People need food, people need love</p>
<p>Parents from each country Know best what they can grow To feed their hungry families On land which they can sow</p>	

Prayer

DEVELOPMENT AND PEACE SOW MUCH LOVE CAMPAIGN PRAYER

Loving Creator, source of all life and light, we thank you for the work of many weathered hands that labour to grow our food.

It is the right of all of God's children to enjoy the fruits of the Earth. May we become more aware of the challenges that farmers face to feed the hungry.

Lord Jesus, may we be open to learning of the many factors, including our complicity, which contribute to world **Hunger**. Help us learn how to walk lightly on the Earth, using only what we need.

When we prepare and delight in the bounty with which we are blessed, may we remember with gratitude those who have sown and harvested.

Spirit of God, keep us ever mindful of your beautiful Earth and all our sisters and brothers.

Amen.

— Bishop, B., & Forrester, A. (2014, September). *Sow Much Love Prayer Card*.

Retrieved from: https://www.devp.org/sites/www.devp.org/files/documents/materials/devpeace_fall2014_sowmuchlove_prayer_card.pdf

Teaching Strategies

RAN STRATEGY (READING AND ANALYZING NON-FICTION)

Likened to the traditional KWL chart, the RAN strategy can act as a learning pre-assessment by asking students: 'What do you THINK you know?' (The RAN strategy removes the threat of right or wrong knowledge.) Students may confirm their knowledge over time or identify their initial thoughts as misconceptions. The last column allows students to express their wonderings (Stead, 2011).

RAN STRATEGY (EXAMPLE TABLE)				
Prior Knowledge	Confirmed	New Learning	Misconceptions	Wonderings
What I know	Yes I was right	What I learned	What I couldn't prove	What I still want to know

OTHER TEACHING STRATEGIES

Clowes, G. (Spring 2011). The Essential 5: A Starting Point for Kagan Cooperative Learning. Kagan Online Magazine. Retrieved from : https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

Extension Resources and References

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