



Activity:

Take a Stand

This pre-assessment activity makes a great introduction to a module or unit that deals with food security, food systems, nutrition, sustainability, and agriculture practices. Student examine their own beliefs and knowledge about food in order to become aware of the role that agriculture plays in their lives. Use this survey again at the end of the unit and look for changes in beliefs and knowledge.

Suggested Grade/Subject Levels

Applied Design, Skills, and Technologies (Foods 8-12, Culinary Arts)

Career Education

Physical and Health Education 8/9

Mathematics 8/9 and Workplace Mathematics 10/11

Science 9, Environmental Science 11/12, Science for Citizens 11

Social Studies 10, Human Geography 11, Social Justice 12, Urban Studies 12

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Teacher Guide

The following are the curricular competency and content connections for the courses that we suggest using this activity for:

Subject Area	Curricular Competency	Content
Applied Design, Skills, and Technologies	<ul style="list-style-type: none"> Evaluate personal, social, and environmental impacts and ethical considerations Identify the personal, social, and environmental impacts, including unintended consequences of the choices they make about technology use Identify how the land, natural resources, and cultural influence the development and use of tools and technologies 	<p>Foods 8</p> <ul style="list-style-type: none"> Social factors that affect food choices, including eating practices local food systems <p>Culinary Arts 10</p> <ul style="list-style-type: none"> food products available locally from agriculture, fishing, and foraging <p>Culinary Arts 11</p> <ul style="list-style-type: none"> ethical, social, and environmental issues related to commercial waste management and recycling BC Agriculture practices <p>Culinary Arts 12</p> <ul style="list-style-type: none"> Social, economic, and environmental effects of food procurement decisions <p>Food Studies 10</p> <ul style="list-style-type: none"> Simple and complex global food systems and how they affect food choices, including environmental, ethical, economical, and health impacts <p>Food Studies 11</p> <ul style="list-style-type: none"> Issues involved with food security Roles, responsibilities, and regulations of Canadian government agencies and food companies for food labelling <p>Food Studies 12</p> <ul style="list-style-type: none"> Food justice in the local and global community Factors involved in regional and/or national food policies Development of a food philosophy by an individual or group
Career Education	<ul style="list-style-type: none"> use self-assessment and reflection to develop awareness of their strengths, preferences and skills Recognize and explore diverse perspectives on how work contributes to our community and society Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to a new situation 	<p>Grade 8 and 9</p> <ul style="list-style-type: none"> Local and global needs and opportunities Cultural and social awareness <p>Career Life Education</p> <ul style="list-style-type: none"> Global trends and economy <p>Career Life Connections</p> <ul style="list-style-type: none"> Awareness of and respect for local and global cultural difference

Physical and Health Education 8 and 9	<ul style="list-style-type: none"> • Assess factors that influence healthy choices • Identify and apply strategies to pursue personal healthy-living goals 	<ul style="list-style-type: none"> • Marketing and advertising tactics aimed at children and youth, including those involving food and supplements • Potential short-term and long-term consequences of health decisions, including those involving nutrition • Sources of health information
Mathematics	<ul style="list-style-type: none"> • Model mathematics in contextualized experience • Represent mathematical ideas in concrete, pictorial, and symbolic forms • Connect mathematical concepts to each and to other areas of personal interest 	<p>Grade 8</p> <ul style="list-style-type: none"> • Numerical proportional reasoning (rates, ratio, proportions, and percent) <p>Grade 9</p> <ul style="list-style-type: none"> • Statistics in society <p>Workplace Mathematics 10</p> <ul style="list-style-type: none"> • Create, interpret, and critique graphs <p>Workplace Mathematics 11</p> <ul style="list-style-type: none"> • How statistics are used in contextualized situations
Science	<ul style="list-style-type: none"> • Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world • Construct, analyze and interpret graphs (including interpolation and extrapolation), models and/or diagrams • Demonstrate an awareness of assumptions and bias in their own work and secondary sources • Consider social, ethical, and environmental implications of the findings from their own and other's investigations 	<p>Grade 9</p> <ul style="list-style-type: none"> • Sustainability of systems • First Peoples knowledge of interconnectedness and sustainably <p>Environmental Science 11</p> <ul style="list-style-type: none"> • Sustainability in Local Ecosystems <p>Science for Citizens 11</p> <ul style="list-style-type: none"> • Health science (nutrition and lifestyle) • Global science (agriculture practices and processes: environmental impacts and impacts of personal choices) <p>Environmental Science 12</p> <ul style="list-style-type: none"> • Land Use and Sustainability (land management and personal choices) • Global Environmental Changes (human health and environmental impacts of population growth, environmental ethics)
Social Studies	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Recognize implicit and explicit ethical judgements in a variety of sources • Make reasoned ethical judgements about actions in the past and present, and determine appropriate ways to remember and respond 	<p>Social Studies 10</p> <ul style="list-style-type: none"> • Human-environmental interaction <p>Human geography 11</p> <ul style="list-style-type: none"> • Global agricultural practices • Increased urbanization and influences on societies and environments <p>Social Justice 12</p> <ul style="list-style-type: none"> • Connections between self-identity and an individual's relationship to others in society <p>Urban Studies 12</p> <ul style="list-style-type: none"> • Urban planning and urban design • Contemporary issues in Urban Studies

Teacher Background

Students will come to this learning experience with a variety of levels of knowledge and understanding about food, nutrition and sustainable agriculture. By doing this activity, students will begin to examine what they already know about the topics and generate their own questions. It uses a series of questions to assess their knowledge and attitudes on the topic and then create a human graph to discuss their answers. The teacher can use this information as the lessons progress to direct their instruction.

Materials

- Worksheet – Take a Stand Inventory Sheet
- 5 Wall sheets with captions of “Strongly Agree”, “Tend to Agree”, “Uncertain”, “Tend to Disagree”, and “Strongly Disagree”.

Presentation Suggestions

1. Give students 5-10 minutes to record their answers to the questions in the inventory individually. Remind students that there are no right or wrong answers.
2. Debrief the class using a Human Bar Graph. This technique requires students to physically indicate their agreement/disagreement or preference on an issue. The Human Bar Graph quickly plots the total group response like a tally.
 - a. Post the five sheets of paper along one wall in the classroom (Strongly Agree, Tend to Agree, Uncertain, Tend to Disagree and Strongly Disagree)
 - b. After students have finished the inventory go over their answers. As you debrief each question, students stand in a single-file-line in front of the word that represents their answer, creating a human bar graph representing student answers.
 - c. Once in position, have different students explain why they are standing in their particular location. Other students can respond to their ideas as well.
 - d. As student give their responses, other students can move from their original position as they modify or rethink their options.
3. Have students share the questions they have about food, nutrition and sustainable agriculture. You might consider posting their questions on a sheet of poster paper. As you progress through the unit, you can refer to these questions as they discover their answers.

Meeting Individual Needs

- Before students start the inventory, ensure that all students know what the words mean. You can collect pictures of food, nutrition, and agriculture and post them around the classroom for visual learners.
- An alternate way to use this activity is to collect pictures that represent each of the questions on the Take a Stand inventory. For example, for question 4 concerning the high cost of food, you could show a grocery bill for a family of 4, or for question 6 concerning technology, you could show a picture of a tractor plowing a field.

Extension Suggestions

- Have student write in a journal or learning log about their initial ideas on food, nutrition, and agriculture. They can reflect on these initial ideas as part of their final assignment or unit assessment.
- Students could also create a K-W-L (know-wonder-learn) on the topic of food, nutrition, and agriculture.

Take a Stand Inventory Sheet

Name: _____

Date: _____

Read each statement below and write the number of the answer that best indicates your honest feeling.

- 1 = strongly agree
- 2 = tend to agree
- 3 = uncertain
- 4 = tend to disagree
- 5 = strongly disagree

1. Because of our skills and technology, we no longer depend on the environment for our basic needs.
2. The cost of food is too high.
3. We don't have to worry about future generations, they can take care of the environment and create the food they need to live.
4. Hydroponics, poultry barns, and fish farms are good ways to raise more food in a smaller area and with fewer people.
5. Agriculture and farms are more of a problem for people who live in rural areas than those who live in a city.
6. Technology is good. It will help us get out of the problems we face today.
7. We need more laws to help take care of the environment.
8. There is little I can do personally to solve environmental problems and make the world more sustainable.
9. A healthy environment is something we all need.
10. British Columbia is a large province and we can easily increase the amount of land we use to farm or raise livestock.
11. There is no such thing as global warming. The temperature change is part of a larger cycle that has happened in the past, is changing now and will change in the future.
12. I should be able to eat any food that I want, no matter where it comes from, or if I can afford to pay for it.
13. It's possible to eat a healthy meal at a fast food restaurant.
14. We need to help our farmers, through things like farm subsidies, food marketing boards, and support for the agriculture land commission. This help will ensure we have food for our future.
15. First Nations were using forms of agriculture well before European settlers arrived.
16. Five questions I have about food, nutrition, or sustainable agriculture are: