



Grade 7 : Food Sovereignty

// 90 MINUTES

Introduction to Food Sovereignty From Hunger to Food Justice

LEARNING OBJECTIVES

- Define and understand the concept of **Food Sovereignty**.
- Analyze the social and environmental root causes of world hunger through the principles of Catholic Social Teaching (CSTs), and Food Sovereignty.
- Understand how to address the world hunger crisis through the principles of CST and Food Sovereignty.

GUIDING QUESTIONS

Social Studies

- Who is responsible for making decisions about the use of natural resources (land, water, etc.)?
- Do human beings have inherent rights and/or responsibilities regarding meeting their basic needs?

Science

- How can science be used to influence policies, decision making or innovations related to society, technology and the environment?

CURRICULUM EXPECTATIONS

English Language Arts 7

Religious Education 7 (Roman Catholic)

Science 7

Social 7

TEACHING STRATEGIES

INDIVIDUAL LEARNING

Identifying a key concept in text and media

COOPERATIVE LEARNING

THINK-PAIR-SHARE

EXPERIENTIAL LEARNING

Narratives of struggles in people's lives

Appendix includes assessment, cross-curricular connections, prayer, references and resources.

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 preferences 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 La Via Campesina explains, Food Sovereignty is based in grassroots movements, and the democratization of food systems, requiring input from consumers and producers.

Social Justice: “Consists in the constant and firm will to give...due to God and neighbor...the social, political, and economic aspects and, above all, the structural dimension of problems and their respective solutions” (Compendium of the Social Doctrine of the Church, 201). Working for Social Justice means working to address the root causes (not just the symptoms) of systemic injustice in our society.

PRINCIPLES OF CATHOLIC SOCIAL TEACHING (CST) www.devp.org/cst

Preferential Option for the Poor: We must ensure every person’s needs are met. The needs of those who are vulnerable, poor, sick, hurt or in conflict, must come first.

Economic Justice: The economy must serve people, and not the other way around. All persons have a right to dignified work, and to fair wages and working conditions. Work is more than a way to make a living: it is a form of continuing participation in God’s creation.

PREPARATION

// 30 MINUTES

This lesson can be done in one block, or divided into appropriate sections according to the time available, or the learning needs of the class.

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

VIDEO AND READINGS

- Review principles of Catholic Social Teaching (CST) at www.devp.org/cst and unfamiliar key vocabulary
- Review **Food Sovereignty** quotes for Gallery Walk (see Appendix)
- Review and choose skit scenario sources
- Review prayer (see Appendix)
- Watch the following documentary:
Development and Peace. (2012) *Haiti: On the Road to **Food Sovereignty***.
Retrieved from: <https://www.devp.org/en/resources/video-documentary/haiti>
- Review 'Post-screening Discussion' document (see Appendix)
- Read the following background resource (if time permits):
Kruszewski, S. (2017). *Backgrounder on **Food Sovereignty***. Retrieved from: <https://goo.gl/Zk7eZD>

MATERIALS

- Whiteboard
- Printed **Food Sovereignty** quotations for Gallery Walk (see Appendix)
- Skit performance rubric (one per student)
- Development and Peace documentary *Haiti: On the Road to **Food Sovereignty***
- Appropriate guide or framework for student groups

SEE – GATHERING INFORMATION

// 25 – 30 MINUTES

STEP 1 // MINDS ON

Place quotations about **Food Sovereignty** (see Appendix) around the room, ensuring that there is space for groups of students to congregate around each quotation.

STEP 2 //

Allow students 3-7 minutes to move around the room, reading each quotation. Challenge students to choose the quotation that most resonates with them. Once they have chosen a quotation, have the students stand and reflect silently near their quotation.

STEP 3 //

Encourage the groups of students that have gathered at each poster to analyze and discuss their choice for 1-2 minutes. Then, give each group 30 seconds to 1 minute to share their thoughts with the larger group about the chosen quotation.

STEP 5 // LINK CONCEPT

Present students with the term **Food Sovereignty** and have them Think-Pair-Share about what they think the term means. Encourage students to reflect silently for one minute, and discuss with a partner for one minute. Then, volunteers can share with the whole group. As students share their ideas, create a web of their ideas on the whiteboard.

Have the following Student Learning Objectives displayed for students to review them during this process:

- Define and understand the concept of **Food Sovereignty**
- Analyze the social and environmental root causes of world hunger through the principles of Catholic Social Teaching, and **Food Sovereignty**
- Understand how to address the world hunger crisis through the principles of Catholic Social Teaching and **Food Sovereignty**

STEP 6 // VIDEO

Show the documentary, *Haiti: On the Road to **Food Sovereignty*** (17:58), produced by Development and Peace to introduce the concept of **Food Sovereignty**:

Development and Peace. (2012). *Haiti: On the Road to **Food Sovereignty***.

Retrieved from: <https://www.devp.org/en/resources/video-documentary/haiti>

Following the video, have students reassemble in their groups from the quote walk activity. Assign each group a question from the provided Screening Guide (see Appendix). Have each group of students discuss the question in light of what they have learned about **Food Sovereignty** for one minute. Then, allow each group to summarize their discussions with the whole class.

STEP 7 //

Share the two definitions of **Food Sovereignty** and **Food Security** found in this lesson plan with the class, and the difference between these two concepts. Invite students to relate these two concepts to their learnings

from the video using the Think-Pair-Share method, and add further reflections to the existing learning web.

STEP 8 // (if using this lesson plan in 45-minute segments)

End this portion of the lesson with the following exit ticket questions. Once students have written down their answers, collect the exit tickets as they leave the class.

- What is **Food Security**? What is **Food Sovereignty**?
- What connections can you draw between the stories and projects in the film and your own life?

JUDGE – REFLECTION AND ANALYSIS

// 30 MINUTES

If this is the beginning of a new session, review vocabulary, learning goals, and ticket questions. Ensure that key vocabulary is posted on the board, or highlighted in the learning web.

STEP 1 //

Explain to students that our faith provides us with the CSTs, principles through which to reflect, analyze and act to address social problems. Introduce the CSTs of *Economic Justice* and the *Preferential Option for the Poor*. Have students Think-Pair-Share on the following questions, and add the CSTs and any further reflections to the existing learning web:

- How does the idea of *Economic Justice* help us to understand **Food Sovereignty**?
- How does the principle of *Preferential Option for the Poor* help us to understand **Food Sovereignty**?
- How can these two CSTs and the concept of **Food Sovereignty** be applied to the problem of food insecurity?

STEP 2 //

Form students into 4-5 groups, and assign each group a story about **Food Sovereignty** (see Appendix for recommended stories). Each group will carefully read their story, and prepare a brief sketch (ex. dialogue, skit, slam poetry, reader's theatre, etc.) to demonstrate their understanding of **Food Sovereignty** using the following guidelines for the skits:

- Each skit should be approximately 2-3 minutes in length
- Students stay true to the characters and storyline in their scenario
- Skits include key vocabulary from the lesson, including **Food Sovereignty** and the CSTs.

STEP 3 //

Have each group present their narrative for the rest of the class. Follow each skit with a 2-3 minute discussion about the scenario presented, and what it explored about the concept of **Food Sovereignty**. For skit assessment, please see Appendix.

STEP 4 // REFLECTION

Lead the Sow Much Love to Give prayer (see Appendix) to allow for some reflection on the concepts presented.

ACT – WORK FOR CHANGE

// 30 MINUTES

STEP 1 // TAKING ACTION

Review the learning process so far: students have learned about **Food Sovereignty**, reflected on why we as Catholics are called to support our brothers and sisters who are hungry and work towards Food Sovereignty for all. Now, we are called to act to bring about a more just world. In their groups from the skit, students will search devp.org and create a three-part action plan on **Food Sovereignty**, which should include:

An Individual Action: Brainstorm (Think-Pair-Share) possible individual changes (e.g. food consumption/waste) and other actions or lifestyle changes students can commit to.

A Community Action: Drawing from the learning web, have students create their own quotations, poems or posters on **Food Sovereignty** and their individual commitments (from Action 1). When complete, hang these inside or outside the classroom to educate the wider school community. Your community action could also include a prayer vigil to end world hunger, or an awareness- and fund- raising activity, like THINKfast or the Mustard Seed Campaign (see devp.org/en/csp). Consider holding your event on World Food Day (October 16th each year).

A National Action: Learn about Development and Peace’s current Education and Action campaign at devp.org/get-involved. Find a way to link the campaign theme to Food Sovereignty or contact your Catholic Schools Officer at schools@devp.org for help in selecting a national action appropriate for your classroom context. Past actions have included:

- Creating personalized Solidarity Letters and/or drawings in support of the traditional and indigenous peoples of the Amazon whose livelihoods, water and food security are threatened (see devp.org/en/education/fall2019/materials), then mailing them to Development and Peace for delivery
- Committing to our **Intergenerational Pledge for our Common Home**, where individual staff and students pledge to take part in the ‘ecological conversion’ called for by Pope Francis devp.org/en/campaign/forourcommonhome/pledge
- Signing the Sow Much Love petition, which encouraged our government to support small-scale family farmers working to ensure there is food for all devp.org/en/education/fall2014/action

STEP 2 // DISCUSSION

Finish the lesson with a closing conversation about **Food Sovereignty**. Have students share the practices they researched and what ones they think are the most valuable or practical.

STEP 3 // CONCLUSION

End this portion of the lesson with the following exit ticket questions. Once students have written down their answers, collect the exit tickets as they leave the class.

- Which CST principles call us to work for **Food Sovereignty**?
- What can we do to support **Food Sovereignty** for our whole human family?

APPENDIX

ASSESSMENT

Sketch Performance Rubric	8
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CROSS-CURRICULAR CONNECTIONS

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RESOURCES

Quotations on Food Sovereignty	10
Questions from <i>Haiti: On the Road to Food Sovereignty</i> Discussion Guide	11
Recommended Stories	12

PRAYER

<i>Sow Much Love Campaign Prayer</i>	13
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Assessment

SKETCH PERFORMANCE RUBRIC

STUDENT NAME: _____

CATEGORY	Level 1	Level 2	Level 3	Level 4
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, mispronounces one word.	Speaks clearly and distinctly most (94-85%) the time, mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic. Includes critical analysis or reflection.	Shows a good understanding of the topic. Includes some critical analysis	Shows a good understanding of parts of the topic. Includes little critical reflection	Does not seem to understand the topic very well. Provides almost no critical analysis.
Group Work	Student is completely prepared and has obviously rehearsed. Used time well during each class period. Focused on getting the project done and cooperated exceptionally well with others.	Used time well during each class period. Usually focused on getting the project done and cooperated with others.	The student is somewhat prepared, but it is clear that rehearsal was lacking. Used some of the time well during each class period. Did not demonstrate consistent cooperation skills	Student does not seem at all prepared to present. Did not use class time to focus on the project OR cooperate adequately with others.
Character Roles	Characters demonstrate insight to the topic and powerfully enhanced role play.	Characters demonstrate thoughtfulness about topic and enhanced role play.	Characters demonstrate awareness of topic and acceptably enhanced role play.	Characters demonstrate little awareness of topic and do little to enhance role play.

Cross-Curricular Connections

ALBERTA EDUCATION PROGRAM OF STUDIES

GRADE 7 KEY LEARNING OUTCOMES

SCIENCE

UNIT B

General Outcome 4

Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre.

SOCIAL

7.S.1:

Develop skills of critical thinking and creative thinking

ENGLISH LANGUAGE ARTS

Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts;

2.2 Responds to texts

Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others;

5.1 Respect others and strengthen community

5.2 Work within a group

RELIGION

UNIT 4 I BELIEVE IN GOD...

CREATOR OF HEAVEN AND EARTH

Theme 2:

Demonstrate their commitment to care for the environment

Theme 3:

Be able to define human dignity and recognize the things that support it and the things that undermine it.

Resource

QUOTATIONS ON FOOD SOVEREIGNTY

1. "Let us be protectors of creation, protectors of God's plan inscribed in nature, protectors of one another and of the environment."
(Pope Francis, 2015)
2. "**Food Sovereignty** encompasses a community's right to decide how they're fed. This movement stands on the foundation of these "simple-yet-revolutionary" principles."
(La Via Campesina, 1996)
3. "So let us not grow weary in doing what is right, for we will reap at harvest time, if we do not give up."
(Galatians 6:9, NSRV)
4. "Today, around 800 million people around the world are undernourished. In other words, they regularly don't get enough food to eat. They only get the bare minimum of food necessary to keep them alive. Every night, many go to bed not knowing if they will have enough food tomorrow."
(Canadian Foodgrains Bank, 2017)
5. "As food prices rise, the world's poorest people are hit the hardest since they can spend up to 75 percent of their income on food. To cope, many people cut back on the number of meals they eat each day, or buy cheaper, less nutritious food."
(Canadian Foodgrains Bank, 2017)
6. "Seeds are the heritage of family farmers and peasants, who preserve them to feed their families, their communities, and the world."
(Development and Peace, 2014)
7. "We are in front of a global scandal of around one billion people who still suffer from hunger today... The food available in the world is enough to feed everyone."
(Pope Francis, 2013)

Resource

QUESTIONS FROM HAITI: ON THE ROAD TO FOOD SOVEREIGNTY DISCUSSION GUIDE

POST SCREENING DISCUSSION

After the screening, you may want to start the discussion in a lively way by presenting a quiz on interesting and important facts about Haiti. On the web, you can find a variety of quizzes on Haitian history, politics, and culture. Then you can invite participants to discuss the different issues raised in the documentary. Here are a few questions that could be asked to inspire discussion among members of the group:

1. What did you think of the documentary?
2. Which story or project touched you the most?
3. Do you feel it is important for Development and Peace to respond to emergency situations like the earthquake in Haiti ? Why?
4. Do you think it is important to continue providing support to the people affected by this crisis, even after the earthquake? Why?
5. Do you think it is better to build partnerships with local organizations rather than sending Canadians to help vulnerable people?
6. After watching the documentary, how do you see the link between humanitarian aid and long-term development programs?
7. What are some of the issues that contribute to poverty in Haiti ?
8. How would you define **Food Sovereignty**? What are the benefits of this approach in the Haitian context?
9. What changes in terms of policy and laws, at both the national and international level, need to be made to ensure that men and women in Haiti no longer have to live in poverty?
10. As Canadians, what can we do to make a difference in the fight against hunger in countries around the world?
11. What will be your prayer for the people who have been affected by poverty in Haiti?

See <https://www.devp.org/en/resources/video-documentary/haiti> for the full screening guide.

Resource

RECOMMENDED STORIES

1. **Re-igniting love for the land in Brazil**
2. **A healing garden in the Philippines**
3. **Farming cultivates healthy families and communities in Nigeria**

The above three stories can be found here:

Development and Peace. (2015). *Sow Much Love to Give Solidarity Cards*.

Retrieved from: https://www.devp.org/sites/www.devp.org/files/documents/materials/devpeace_sharelent2015_sowmuchlovetogive_solidarity_cards.pdf

1. **Peru:** Land and rivers threatened by mining activity (page 8)
2. **Haiti: Food Sovereignty** is strengthening women's autonomy (page 9)
3. **Gaza:** Cooperatives give boost to those left malnourished by crisis (page 10)
4. **Mali:** Seed distributions help communities recover from drought (page 13)

The above stories can be found here:

Development and Peace. (2014). *One Human Family, Food for All*.

Retrieved from: https://www.devp.org/sites/www.devp.org/files/documents/materials/devpeace_sharelent2015_sowmuchlovetogive_minimag.pdf

Prayer

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*.

Resource

REFERENCES

Bishop, B., & Forrester, A. (2014). *Sow Much Love Prayer Card*. Retrieved from: https://www.devp.org/sites/www.devp.org/files/documents/materials/devpeace_fall2014_sowmuchlove_prayer_card.pdf

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Pope Francis. (2015). *Encyclical Letter Laudato Si' of the Holy Father Francis on Care For Our Common Home*. Retrieved from: http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html