



Funded by the  
European Union



## FUTURE CLASSROOMS' LEADERSHIP SCENARIO

# What the World Eats

**AUTHOR:** Svetlana Radeva

**TOPIC:** Diversity

**GRADE:** 5-7 (Lower secondary level)

**APPROACH:** Interdisciplinary approach

**DURATION:** 1 lesson (40 minutes)

**Summary:** This learning scenario uses an expeditionary" approach

### Learning Objectives, Skills and Competencies:

What are the main objectives? What skills will the learner develop and demonstrate within the scenario? (e.g. 21st Century Skills).

This activity links to the **2030 Agenda for Sustainable Development** and specifically to **Goals 1. End poverty in all its forms everywhere**

**2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture**

**3. Reduce inequality within and among countries and**

**4. Ensure sustainable consumption and production patterns**

**Skill's development:** Collaborate - responding (communicating) and supporting (conciliating) (e.g. building on each other's ideas, shaping common understandings and purposes)

**Concept's development:** riches, poverty, contentment, purpose, need, want





Funded by the  
European Union



## FUTURE CLASSROOMS' LEADERSHIP SCENARIO

### Learners' role:

What kind of activities will the learner be involved in?

The type of activity is **Researching and working together.**

### Tools and Resources

What resources, particularly technologies, will be required?

#### Image 11:

Egypt: The Ahmed family of Cairo - Food expenditure for one week: 387.85 Egyptian pounds (20.50 Euro). Favourite foods: Okra and mutton

#### Image 13:

United States: The Caven family of California - Food expenditure for one week: \$159.18 USDollars. Favourite foods: beef stew, berry yoghurt sundae, clam chowder and ice cream.

#### Image 15:

Great Britain: The Bainton family of Cllingbourne Ducis - Food expenditure for one week: £155.54. Favourite foods: avocado, mayonnaise sandwich, prawn cocktail, chocolate fudge cake with cream.

#### Image 16:

Bhutan: The Namgay family of Shingkhey Village - Food expenditure for one week: 224.93 ngultrum (4.47 Euro). Favourite foods: mushroom, cheese and pork.

#### Image 17:

Australia: The Browns of River View - Food expenditure for one week: \$481.14 Australian Dollars Favourite foods: Quandong (an Australian peach) pie and yoghurt.

#### Image 18:

Norway: The Glad Ostensen family in Gjerdrum. Food expenditure for one week:





Funded by the  
European Union



## FUTURE CLASSROOMS' LEADERSHIP SCENARIO

4265.89 Norwegian Kroner (500.45 Euro). Favourite foods: mutton in cabbage, lasagne and chocolate.

### Image 19:

Guatemala: The Mendozas of Todos Santos - Food expenditure for one week: 573 Quetzales (72.00 Euro). Favourite foods: turkey stew and sheep soup.

### Image 21:

India: The Patkars of Ujjain - Food expenditure for one week: 1636.25 rupees (25.21 Euro). Favourite foods: rice flakes (Poha).

### Image 23:

Mali: The Natomos of Kouakourou - Food expenditure for one week: 17.670 francs (123.65 Euro). Favourite foods: Natomo family rice dish.

### Image 27:

Turkey: The Celiks of Istanbul - Food expenditure for one week: 198.48 New Turkish Liras (45.41 Euro). Favourite foods: puffed pastries.

\* Images to go with the text below are available from:

<https://world.time.com/2013/09/20/hungry-planet-what-the-world-eats/photo/egy03-0001a-xxf1-2/>

## Learning space

Where will the learning take place e.g. school classroom, local library, museum, outdoors, or in an online space?

Could be done in a school classroom, a local library, or in an online space.





Funded by the  
European Union



## FUTURE CLASSROOMS' LEADERSHIP SCENARIO

### Future Classroom Scenario Narrative

Describe in max 10 sentences the main ideas of the scenario

In this activity, we're going to travel around the world (expeditionary model) and investigate on consumption diversity, find examples of it and see how you can contribute to sustainable consumption and production patterns. Students are encouraged to talk to their mates, either online or in classroom, and ask them a series of questions about the environment, the food production and consumption, inequality, etc.

The below activity asks students to focus on the topic: "What the World Eats and Diverse" for their conversations.

The activity helps to build positive relationships between national and/or international groups.

### Learning Activities

#### Collaborative work

Group the students so each group has a photograph from the e-book. (printed version)

Allow the students to view the photographs so they are able to look at them in detail. Ask for student's responses to the images - these can be written on a board so children can refer back to them later on. Notice any patterns emerging from their initial thoughts. Ask one student from each group to read out the detail underneath the photograph to the other groups. Place a long rope (or similar) on the floor and get the students to work together to place their photograph on the rope. You may want to give them a criteria for placing their photographs such as 'most spent' to 'least spent' or leave it open for the children to decide.

Once placed ask the students to pair up and share their thoughts before changing partners and sharing again.

This can be repeated as many times as you wish before leading into question making.





Funded by the  
European Union



## FUTURE CLASSROOMS' LEADERSHIP SCENARIO

Practice work:	<p><b>Making</b></p> <p>Ask students to say a word relating to the topic and use these to generate questions.</p> <p><b>Airing</b></p> <p>Everybody places their questions on their chairs then students rotate round to read them.</p>
Assessment	<p><b>Voting</b></p> <p>Use a continuum line on the floor with 'answer' and 'no answer' at either end. Teacher says each question and students stand on the line. Question wins with the most students at the 'no answer' end of the line.</p>
Discussion	<p>Is needing something and wanting something the same?</p> <p>Should we be given the foods we need and only buy the foods we want? Should we all eat the same food?</p>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



This work is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>

