

## How'd that get on my plate?

*A lesson exploring the origins of the foods we eat*

Age Range: Grades 4-6, Ages 10-12

Subject: Social Studies

Adapted from "Fighting Hunger the Rights Way" - [CBU Children's Rights Centre](#)

### Overview

*Research, Critical thinking, map reading*

Starting with a review of the United Nations Convention on the Rights of the Child, lets see where our food comes from and how it helps meet the rights of children. And more importantly, why does it travel so far to reach us?

This activity illustrates the interdependency of our global food system, and encourages critical thought and reflection. A trip to the supermarket is often a voyage around the world!

### Aims & Objectives

- To improve geography and map reading skills
- To explore the interdependent nature of our world
- To gain an understanding of the global food system

### Preparation

- **Home:** Students should be asked to find out from home where 5 of their favourite foods/or most used foodstuffs in their households come from. (Their lists must include fresh produce. Coffee/tea are also useful for inclusion)
- **School:** Access to the internet
- The [WFP Hunger Map](http://www.wfp.org/hunger/map) (<http://www.wfp.org/hunger/map>) or a large world map
- Different colour yarn cut into 20cm pieces giving one to each student
- Thumb tacks or drawing pins/map pins

### Instructions

1. Have students make a list of their favourite foods and discuss which foods they enjoy eating, or are frequently used in their households.
2. Allow students to research on the internet where exactly some of the foods come from.
3. Divide the students into groups, and have them make a meal incorporating the foods they have identified individually
4. Using the [Distance Calculator](http://www.convertunits.com/distance/), (<http://www.convertunits.com/distance/>), students should note the foods, countries of origin, and distances on Activity Sheet 1, and fill in Activity Sheet 2.
5. Have each group find the locations on the class map and tack one end of the string on the food's origin and the other on the school's location.
6. Each group should then answer the reflection questions on Activity Sheet 3 and report their answers back to the group.



# How'd that get on my plate?

Activity Sheet 1

Group: \_\_\_\_\_

What are your favourite foods and how far do they travel to get to your plate? Draw a picture of your favourite foods in the box, then list the country of origin and calculate the distance from that country to your hometown.

## Favourite Foods

	Country of Origin	Distance to My Plate

	Country of Origin	Distance to My Plate

	Country of Origin	Distance to My Plate

	Country of Origin	Distance to My Plate

	Country of Origin	Distance to My Plate

How many miles did your favourite foods travel to get to your plate? \_\_\_\_\_



Teachers and Students

The World Food Programme - Fighting Hunger Worldwide

[www.wfp.org](http://www.wfp.org) | [twitter.com/fighthunger](https://twitter.com/fighthunger) | [facebook.com/worldfoodprogramme](https://facebook.com/worldfoodprogramme) | [youtube.com/worldfoodprogram](https://youtube.com/worldfoodprogram)



World Food Programme  
Universities Fighting World Hunger

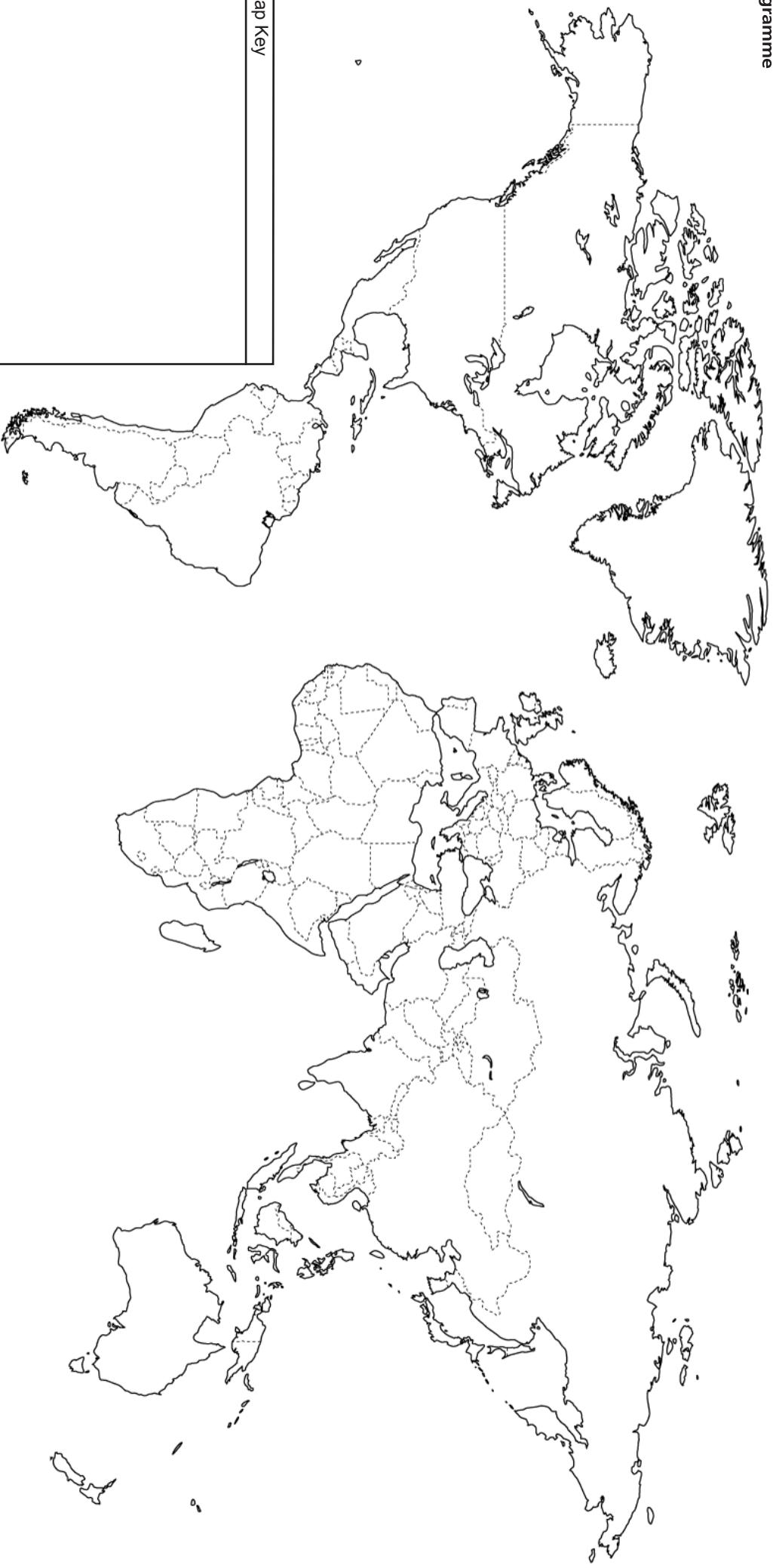


World Food Programme

Group: \_\_\_\_\_

# How'd that get on my plate? - Map

Activity Sheet 2



Map Key





Group: \_\_\_\_\_

Answer the following questions based on your group's findings.

1. Which foods travelled the furthest? Which foods travelled the least? Give countries and distances.

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2. Would you say that the foods which travelled the furthest were luxuries, or essential?

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3. Can you think of any reasons the food has to travel so far? Could any of it be grown near you?

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4. Does World Food Programme work in any of the countries or regions you have identified?  
Check by using the [WFP Country pages](http://www.wfp.org/countries) at <http://www.wfp.org/countries>

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