

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.

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. Accessing healthy food is 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. Eating locally can meet all of my food needs.
9. A healthy environment is something we all need.
10. New Brunswick is a rural 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, 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: