

Global Learning Unit

AUTHOR:	ACRACCS - CISV
COUNTRY:	Italy
TITLE:	From the field to the plate: so much work to make food!
STUDENTS' AGE:	8-10 years
SUBJECTS:	The food supply chain
DURATION:	10

Competences:

- Communication in the mother tongue
- Mathematical skills and basic competences in science and technology
- Learning to learn
- Social and civic skills
- Sense of initiative and entrepreneurship

Objectives:

- Understanding the concept of a food supply chain and applying it to certain types of food.
- Understanding and using the concept of production sectors.
- Learning that the relative importance of the three sectors changed over time and that the primary sector has decreased a lot in Europe.
- Acquiring and comparing information.
- Using graphs.

Activities:

Build the food supply chain of a food item consumed at home or at the school canteen (i.e. the various work activities that contribute to the creation, processing, distribution, commercialisation and delivery of the food item) and copy it on a board or in copybooks. Children are made to understand that the activities that contribute to the creation of food have different characteristics. The definition of the primary, secondary and tertiary sectors ensues.

In every sector, describe the modes of production, whether small or large-scale. In particular, distinguish craftsmanship from industrial production. If bread is discussed, if possible, interview an artisan baker.

Carry out a small survey about the parents' and grandparents' jobs and draw two histograms with the data obtained. Children discover that there are also activities that are not paid (e.g. the cooking done by a housewife/mother as opposed to that of the canteen cook). Insert this data in the graphs.



Compare the two graphs to see whether and how the number of people per sector changed over one generation. Analyse the differences and compare them with national data. Raise the question as to how primary sector workers manage to produce so much food for everyone and introduce the concept of agricultural mechanisation.

Teaching tools:

- Statistical data on the workforce in the children's country over the past fifty years.
- Learning materials prepared by your region or province on typical areas of activity or on local produce.

