Study Guide Theme: Consumption

Local Produce: Women vendors work behind their vegetable display at a marketplace in Chosica, Peru near Lima.

Shark Fins: Steps in the recipe for shark fin soup: A worker collects pieces of shark fins dried on the rooftop of a factory building in Hong Kong.

Container City: Shipping container, indispensable tool of the globalized consumer economy, reflect the skyline in Singapore, one of the world's busiest ports.

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Featured Photos: Containers, Local Produce, Shark Fins

Overview: Students will investigate the relationship between cultural context and consumption. They will investigate the relationship between preferences, access and consumption. They will learn that there can be multiple perspectives and habits on consumption of products, especially food.

Students will investigate the following topics: consumption & overconsumption, the types of food we consume and how this differs between households/cultures. Through analyzing photos, reading, watching a video, and debating, they will understand differences in food consumption.

Grade level(s): 9-12

Subject(s): World Language Levels 3 (Spanish)

Corresponding ACTFL National Foreign Language Standards:

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Corresponding Global Competency Skills:

- Investigate the world
- Recognize Perspectives
- Communicate Ideas
- Take Action

Essential Question(s): What statements can we make about personal/cultural preferences, access, and consumption of food, based on the featured photos? What are the advantages of consuming locally? How does importing food impact the environment? How does personal preference/culture affect consumption? How does access, culture and perspective impact what we eat?

Specific Strategies and Activities:

Strategy/Activity 1 (20 minutes for answers. If students compile their answers in a creative way, this could take up to 45 minutes): To initially engage with the topic of consumption, students will answer a survey about food consumption habits. Teacher may use a printed survey (See Activity #1 from the companion documents) or devise an online survey where students can submit their answers and see what percentage of 1) pre-packaged/grocery store foods, 2) locally sourced food- farmers market, or 3) food that they have grown/raised at home or in their neighborhood. Once survey results are in, students share out individual results and represent results visually. For example, the class can graph results, or use LEGO-type blocks with red blocks representing food sourced from grocery stores, yellow for food sourced locally, green for food sourced from their own home/
Activity 2 (10 minutes): Photo analysis: Teacher will post a chart under each photo. Without talking to each other, students will complete a “first pass” filling in vocabulary on each of the three photos. This activity accommodates multiple proficiency levels (WL & ELL students) and provides teacher with information about general vocabulary and content knowledge. Suggested categories: nouns, verbs, comments/sentences (See Activity #2 from the companion documents).

Activity 3 (30 minutes): Photo analysis: In groups of 3-4, students will focus on one photo. Options for sorting are by homogeneous or heterogeneous proficiency groups. Students will take the existing vocabulary and develop a digital slide prioritizing the vocabulary for each category and, as needed, looking up the vocabulary most relevant to the photo. This product will be come a bilingual English/Spanish resource for each photo.

Activity 4 (20 minutes): Photo Analysis: Student groups will continue with their respective photos and, using peer comments and comments from their own group, sort or generate comments into facts and opinion, prioritizing the most salient ideas. Since students have not participated in the lesson, they may not have many facts to contribute. (See Activity #4 from the companion documents)

Activity 5 (1 minute per student): Presentational Communication Mode & assessment: Each group presents his/her photo to the class. Groups will share out Activity 3 & 4 with the rest of the class. They will be evaluated individually on their oral presentation skills, using whatever rubric students are familiar with (e.g., presentation skills, pronunciation, accuracy of language, fluency in presenting). These initial activities will give students the background vocabulary to continue investigating the three topics. Sample presentational rubric: [link to rubric]

Activity 6 (30 minutes): Teacher introduces activity by asking students if their Overbook photo is more representative of 1) eating local or 2) bringing in food or 3) a combination. Answers= local produce, local; container city, bringing in; shark fins, local. (Reuse sheet from Activity #1 from companion documents).

Students view the slide show “The world eats” [link to slide show]. As they watch, they categorize photos into “mainly from supermarket a combination mainly locally sourced.” While in some cases, this is a “best guess”, it gets students practicing trying to inference from visual texts/photos. (See Activity #6 from companion documents as a handout to accompany slide show). After they see all 27 countries, if you have a world map in your classroom, they 1) find the country, 2) put a post-it-note-like strip on the map color coded by answer. In small groups, students reflect on the slide show and answer, “What affects what we eat? How do food choices and quantities differ around the world?” Tables share out what they wrote on a large white board. Teacher photographs each groups answers. If students do not say things like urban/rural; wealth; access; culture, religious beliefs, teacher fills in gaps. Teacher asks students what evidence they have that “Local produce” is local (no advertisement, no packaging, no labels, no refrigeration or freezing). We will come back to this topic as the culminating activity.

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Activity 7: Gathering information about the topic (time will vary, could be assigned for homework). Everyone will read the Spanish transcript of the BBC video “Shark Fins Drying on a Roof in Hong Kong” and answer the comprehension checking questions. (Transcription is Activity #7 in companion documents) Teacher reviews answers with students. You may turn this transcript into a cloze activity for after the students view the video.

Activity 8 (Video is 1 minute 30 seconds) debate practice 40 min debate time 1 hour- will vary): Students will watch video, “Shark Fins Drying on a Roof in Hong Kong” and be assigned a “pro/con” side to prepare a debate. See the post video-viewing question (found at bottom of Activity 7 transcription). Groups will be given time to prepare their position, reviewing the resources shared in the study guide, or ones they find on their own. Each student will post on a digital slide two facts that contribute to their position. They will try not to repeat what their team mates wrote.

https://www.youtube.com/watch?v=LnecoAeUd4

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Activity 9: Students will participate in a debate about the eating of shark fin soup. Each student will give at least one statement and one rebuttal. If the class is too large to manage a whole-class debate, the class can break into smaller groups of for/against and record their answers to upload on a platform like FLIPGRID. Sample Classroom Debate Rubric.


Activity 10 (will vary depending on whether teacher has student work in class or at home): Extension activities/call to action: Students read an infograph on anti-shipping containers, that addresses environmental impact of eating food that travels long distances. (See Consumption infograph Activity #10 from companion documents). Students will watch this video and while it applies to consumption in general (like material items), the concept is relevant to food. For example when it says don’t consume in excess, in the United States, many of us consume food in excess. Plus, once the concept of “consumption” of food is understood from this study good, the next unit can be on consumption habits of other products and use of “single use” plastic, etc.

El consumo sostenible:

https://www.youtube.com/watch?v=wCrqRKvjOWw

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Students will investigate the topic practicing sustainable habits of food consumption, in small groups or individually. Teacher has the option to allow class time to investigate this topic or assigning it as homework. Individually or in small groups, students will make an infograph or some social media message, or public service announcement (PSA) in Spanish advocating for eating local, encouraging people to eat in a way that is socially or environmentally responsible. As an example, a student could provide a PSA about overconsumption of a food, like the fins of a shark, an apex predator. Once teacher reviews and corrects the rough draft for accuracy of information and accuracy of language, students will create their final product and disseminate it to the community in some pre-approved way. (See sample infograph and task checklist, both cross referenced as Activity 10 in companion documents).

Activity 11: Written reflection (homework, time will vary): In writing, students will reflect on what they learned from this unit, revisit their own food consumption habits from Activity 1 and set some personal goals to eat in a way that is more environmentally responsible.

Activity 12: After teacher has read and provided feedback on each student’s written reflection, students will share out their written reflection in a Padeia-like seminar.
Materials: Large copies of the photos, supplies for making posters, access to computers, copies of activity sheets.
Reference:


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Additional Resources

https://www.ecoagricultor.com/beneficios-consumo-ecologico-local/

https://www.amiba.net/resources/espanol/razones-comprar-local-independientes/

http://martinezobiols.com/pensar-global-comer-local/
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