



Day Three

Senior Classes (5th and 6th Class)

Geography Class Debate

The following resources have been designed as an extension to the Food Dudes Week, senior level, day 3 video. This resource links with the geography curriculum for 5th and 6th class pupils.

Video Message:

The senior level, day 3 video describes the food pyramid.

This activity is linked to the following **curricular areas**:

Geography > human Environments > trade and development issues

Key Learning Outcomes:

5th and 6th Class Pupils should be enabled to:

- ✓ Explore, through the study of some major world commodities, trade issues commodities used by people in Ireland (e.g. sugar, tea, coffee, bananas, rubber, oil)
- ✓ Where and how they are produced, the environment where they are produced, work of people who produce these products, trading of these products, manufacturing, sale and distribution in Ireland in terms of trade, fair or unfair trade conditions.

Teacher Guidelines:

- ✓ To begin, the class should be split into two groups and asked to put together a fact checklist on the importation of bananas into Ireland. The two groups should use the Internet if available, to research facts such as where and how bananas are produced.
- ✓ Pupils can be given this exercise as homework and complete research at home prior to the debate.
- ✓ One group should focus on the “pros” of produce importation, whilst the others should focus on the “cons” of produce importation at large.
- ✓ Groups should present their argument in debate style format.
- ✓ Visual aids can be used in the process of presenting their arguments or brainstorming ideas such as PowerPoint or flip charts.
- ✓ Their brainstorm should be focused on the wider topic of importation of goods, as opposed to solely the import of bananas.
- ✓ Page two is a guide that can be used to ensure key issues are covered during the debate.
- ✓ You may also decide to link this to wider work on the United Nations Sustainable Development Goals (SDGs), such as Goal 1: No Poverty, Goal 2: Good Health and Wellbeing, Goal 8: Decent Work and Economic Growth, Goal 10: Reduced Inequalities and/or Goal 12: Responsible Consumption and Production.

Pupils should be directed to discuss the topic under 3 key headings:

1. Natural

- ✓ “Pros” – grown in a climate and landscape with ideal conditions for the produce, appreciation and understanding amongst producers of the natural landscape, results in better quality produce
- ✓ “Cons” – environmental impact of flying and shipping produce across the world (“air miles”), environmental impact of unregulated factories, potential increased water-usage, Irish reliance on international trade, lack of self-sufficiency, knowledge loss, reduced traceability of produce, reduced freshness of produce, potential use of pesticides and fertilizers, promotes “out of season” eating, country / area of production becomes too reliant on one crop or product, global warming / environmental factors affecting crops leading to impact on supply, increased demand, inflation, sustainability issues, famine

2. Social

- ✓ “Pros” – knowledge & skills passed down through generations, leads to improved services, increased access to better quality healthcare, increased access to technology, better transport routes, promotes diversity
- ✓ “Cons” – potentially traditional societal structure, set gender roles

3. Economic

- ✓ “Pros” – provides employment, boosts economic growth, improves local infrastructure, improves connectivity, improves services, cheaper labour costs vs. Irish producers, broadens consumer choice, increased competition leading to a reduction in cost for the consumer
- ✓ “Cons” – exploitation, inequality, tariffs and restrictions, small / independent producers struggle to compete on price and quantity, pay cuts, job outsourcing, doesn’t support Irish farmers and producers

Discussion

After the pupils present their “pros” and “cons” for each argument, facilitate a class discussion on the links between the points, e.g. how social issues link to economic issues, or how environmental issues affect the economy etc.

Show how this is more of a complex issue than binary “good” and “bad” choices.