

## Overview

Learners will use the [Madagascar e-book](#) as a context for the suggested learning opportunities.

With a focus on technologies learners will use search engines to research the food journeys of various types of food in Madagascar. They can compare and contrast their findings to traditional Scottish crops. Using suitable software learners will use this knowledge to demonstrate a food journey. Learners will be encouraged to negotiate their own success criteria and use this to evaluate their final product.

These learning experiences offer opportunities for links with health and wellbeing as learners will require an understanding of the journeys which food makes from source to the consumer.



### Technologies experiences and outcomes explored

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

**TCH 2-03b**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.

**TCH 2-04b**

### Other curriculum areas explored:

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

**HWB 2-35a**

### Responsibility of all:

I can convey information, describe events, explain processes or combine ideas in different ways.

**LIT 2-28a**

### Themes across learning:

Global citizenship

## Overview of learning

### Possible prior experiences

Watch the [Madagascar e-book](#).

Discuss what a food journey is and explore previous learning about food journeys.

Using a search engine, learners should research the various steps in the food journey of a traditional export from Madagascar, e.g rice, coffee, vanilla, sugar.

List in order the main steps of the food journey.

As a class, consolidate the steps involved in the various food journeys.

Brainstorm and/or research foods and recipes that include the crop e.g recipes that require vanilla.

Compare and contrast the steps in these food journeys compared to those of a traditional Scottish crop, for example, barley.

### Challenge

Learners, using a design brief, research the food journey of a traditional crop from Madagascar and create this food journey using relevant software packages.

Using their research, individually, in pairs/groups learners could:

- Use Software packages such as [ArtisanCam](#), [Comic Life](#) or [Just2Easy](#) to create the food journey of a crop from Madagascar
- They could also do this for a traditional Scottish crop such as barley

As a class, learners could:

- devise a list of success criteria for their food journey, for example:
- be in chronological order
- include text and images
- include the relevant steps
- have a title, etc

Learners could self or peer-assess against the success criteria for their food journey.

Learners could create a quiz to assess their knowledge of the food journey.

Learners should have the opportunity to explore each other's food journeys so they can compare and contrast the different styles that have been used.

They should consider if their food journey requires any improvements.

### Possible evidence

Observation notes

Research notes

Success Criteria checklist

Planning sheets

Food journey

Photographs of the process

Quiz

Peer assessment recordings