

OVERVIEW PATHWAY

# INSTRUCTIONS FOR TEACHERS



**Four Stories About  
Food Sovereignty**

# INTRODUCTION AND PROJECT BACKGROUND

Welcome to the educational resources site for the *Four Stories About Food Sovereignty* project. These instructions will help you navigate the resources on this site.

*Four Stories About Food Sovereignty* is a two-part Social Sciences and Humanities Research Council (SSHRC)-funded project led by Dr. Elizabeth Vibert, Department of History, University of Victoria.

A community-engaged research network will carry out the *Four Stories* project. Academic researchers from Canada, the USA, Colombia, Jordan, and South Africa have come together with representatives of community partner organizations from four research settings: the Indigenous T'Sou-ke Nation in Canada; Indigenous Wayuu communities in Colombia; refugee communities in Jordan; and small-scale farmers in South Africa.

The first part of the project was a workshop in 2019 to drive and support the second part, which consists of research and dissemination in the form of a documentary film. The entire project is three years in duration.

The project poses these questions:

- How can vulnerable communities work to improve local food security and approach food sovereignty (greater democratic control over local food systems)?
- How can they build community resilience and social justice through food-based livelihoods?
- What is the role of coalition building across national borders in building that resilience?

# KEEP IN MIND

These educational resources are designed to be flexible. In other words, you can choose which ones are appropriate for your class and what content will work best.

You will notice that the activities (such as *Challenges*) may be missing some information. Students are encouraged to critically analyze the materials and either with your guidance, or on their own, identify questions and explore potential answers through research and discussion.

The resources are produced in colour, assuming distribution online or posting to learning management platforms; however they can also be printed using black & white printer settings. We suggested not printing the cover sheets as these are the ones that are most colour-heavy.

As we are endeavouring to add to and improve the resources over the length of this project, please check back for the most current versions. If you have any suggestions for changes or information that you think should be included, please contact us!

# WHERE TO START

After you have read through this set of instructions:

1. Have a look around the website to get an idea of the scope of the project: **fourstoriesaboutfood.org**.

2. Look for the the pathway called **OVERVIEW**. Find the PowerPoint called **Overview slide deck**. This will give you a grounding on the project and could also be used to introduce your students to the *Four Stories About Food Sovereignty* project. The first few slides include background primarily for you but can be deleted for students if you choose. The PowerPoint is meant to be flexible so you can add or delete slides as needed.

3. Now look for the **Four Settings slide deck** (in the same OVERVIEW pathway). This gives you an overview of the various geographic locations that are part of this project and introduces you to the people your students will learn about. Also look for the **Teacher Notes** to accompany Fours Settings

# WHERE TO START (CONT'D)

slide deck which is meant to supplement the deck and assist you with presenting. The Teacher Notes are in MS Word in case you would like to add your own notes and edit for your presentation style. As with the Overview slide deck, the Four Settings slide deck can be used to present the project to your students.

4. Once you've looked at both slide decks and the Teacher Notes, carry on as noted in **How to Navigate this Site**, below.

# HOW TO NAVIGATE THIS SITE

Once you've had a look through the Overview and Four Settings slide decks, we suggest you navigate the resources in the following manner. Suggestions for how students should work through them are also noted below.

Generally speaking, the resources are divided into four pathways: **OVERVIEW** (which also includes FOOD SYSTEMS, FOOD SOVEREIGNTY, and The Four Settings), **CLIMATE**, **POWER** and **WATER**. In each pathway there is typically:

# NAVIGATION (CONT'D)

1. An **introduction** to help orient you to the resources.
2. A **PDF or MSWord document** that provides background on the topic and suggested student activities. You may wish to distribute or print off parts of the activity documents for your students.
3. A **PowerPoint slide deck** that repeats some of the above background information and can be used to present to your students. In some cases there are also Teacher Notes to accompany the slide deck.
4. An **infographic or inquiry questions** with quotes, thoughts, and concepts that can be distributed to your students, projected in a classroom or screen-shared to encourage exploration and discussion.
5. There is also a **resource section** as part of this website that will be useful to both you and your students.

# NAVIGATION (CONT'D)

**Start with the OVERVIEW pathway.** The Overview pathway includes materials on FOOD SYSTEMS, and FOOD SOVEREIGNTY, as well as resources that explain the *Four Stories About Food Sovereignty* project, the people involved, and the locations. Included are also personal introductions to all of the food producers and helpful maps. It is suggested that you **start your students with materials in the Overview pathway** so they have a foundation, before moving on to other pathways.

Once students have been given a grounding in the project with the Overview pathway, **the materials from FOOD SYSTEMS should be used next, followed by the FOOD SOVEREIGNTY materials.** In Food Sovereignty there are two Case Study activities you may wish to use with your students. Note that Part 1 is slightly shorter than Part 2 so you may prefer to do only the first part of this activity.

# NAVIGATION (CONT'D)

Once you feel that students have a good understanding of the project, the settings, food systems, and food sovereignty, you may decide to stop there. If you choose to dive deeper, there are three pathways that address food in relation to **CLIMATE, WATER, and POWER**. These can be experienced in any order, so you may wish to try just one, or all three, depending on what you feel is best for your students.

Finally, look for the **RESOURCES** section. These resources are a specially curated list of sites, podcasts, blogs, videos and materials that will help you plan and supplement your teaching while being sources for students who wish to explore more about these topics.

# PRONUNCIATION GUIDE

Below is a guide to how some of the names in the materials are pronounced in English.

## **INDIGENOUS COLOMBIA**

Jakeline: Jack-elynn

Miguel: Mee-GHEL [hard G]

Indigenous Wayuu: Indigenous Why-YOU

La Guajira: La Gwa-HEER-a

Fuerza de Mujeres: Fwertza day Moo-HAIR-es

## **JORDAN**

Aysheh: EYE-sha

Fatima: FA-ti-ma

Imad: Ee-MAHD

Baq'a is the largest refugee camp: Ba-KAA

# PRONUNCIATION GUIDE (CONT'D)

## **SOUTH AFRICA**

Mphephu: M-PEP-oo

Josephine: Josephine

Basani: Ba-sa-nee

N'wamitwa, South Africa: Nwa-MEET-wa

Xitsonga, a Bantu language: she-TSON-ga

Hleketani Community Garden: Hlek-e-TAHN-ee

## **INDIGENOUS CANADA**

T'Sou-ke Nation: SOWK Nation

Chief Planes: Chief PLAN-iss