

GLU 4.3 Food and multinationals

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| AUTHOR | Kopin |
| COUNTRY | Malta |
| AGE GROUP | 11 - 14 years |
| SUBJECTS | home economics geography environmental studies |
| DURATION | 2 lessons (50 minutes each) |
| TOPICS | <ul style="list-style-type: none"> ▪ Sustainable use of resources ▪ Fair trade |
| SDGs | SDG 2: Zero hunger SDG 8: Decent work and economic growth SDG 12: Responsible consumption and production |

Competences required

- Critical-analysis skills
- The ability to source and select evidence
- The ability to link the local context with the global contexts
- A sense of initiative and entrepreneurship
- Learning to learn
- Social and civic skills
- Cultural awareness and expression

Learning objectives

- To discover the impact of multinational corporations (MNCs) on the production of food.
- To learn about the exploitation of resources and farm workers by large multinational companies.
- To understand the concept and benefits of fair trade in food production.
- To understand the role of MNCs within the wider processes of globalisation.
- To start appreciating the importance of global citizenship.
- To learn about global interdependence and the food industry.

Materials and equipment

- Interactive whiteboard or projector
- Whiteboard or flipchart
- Laptop or PC with speakers



- Printed copies of a SWOT analysis template per group

Teaching tools

- Slideshows: “Food and Multinationals” | “Globalisation and the food industry”
- Video clip: *Top 10 Companies That Control The World’s Food Supply*
- SWOT analysis template

Questions to discuss

- What are multinational corporations (MNCs)?
- What are the advantages and disadvantages of MNCs?
- What is fair trade?
- What are the benefits of fair trade? How does it contribute towards more rights in food production and on the market?
- What is understood by the term ‘globalisation’?
- What is the impact of food MNCs on global citizenship?
- Do food MNCs hinder or encourage global interdependence?

Suggested evaluation tools

- SWOT analysis (using the SWOT Analysis Worksheet)

Additional resources

- “Drawing a Mind Map from Start to Finish”, available at: <http://bit.ly/MindMap101>
- Globalisation explained for GCSE level, available at: <http://bit.ly/GCSEglobalisation>

GLU 4.3 Lesson plans

GLU 4.3 Lesson Plan 1 (50 minutes)

Learning objectives

- To learn about the impact of MNCs on the production of food and rights.
- To become aware about the exploitation of resources and farm workers by large multinational companies.
- To understand the concept of fair trade, and the role it plays vis-à-vis food and MNCs.

Teaching tools

- Slideshow: “Food and Multinationals”
- Video clips focusing on MNCs and fair trade



Materials and equipment

- Interactive whiteboard or projector
- Laptop or PC with speakers
- Whiteboard (to draw the mind map)

Questions to discuss

- What are the advantages and disadvantages of MNCs?
- What is fair trade?
- What are the benefits of fair trade? How does it contribute towards more rights in food production and on the market?

Activities

| Time | Activity description | Additional tips |
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| 20 minutes | <p>The lesson starts with the question: What are multinational corporations (MNCs)?</p> <p>The students are then given the opportunity to look up the information themselves (through teacher-guided sources, at the computer lab, on class computers, etc.) collect notes and then prepare a class presentation.</p> <p><u>Concept mapping:</u></p> <p>After showing the PowerPoint presentation until Slide 6 ("Nationality of Multinationals"), students should be given the opportunity to brainstorm and come up with examples of MNCs.</p> <p>The teacher draws a mind map on the whiteboard, grouping different MNCs together, according to their area of specialisation (e.g. food, clothing, etc.)</p> <p>Then the teacher resumes the above-mentioned Slideshow pointing out that the focus will be on the MNCs that are involved with food, and the impact of their operations. This part of the lesson should also include the showing of the video clip entitled, <i>The Top 10 Companies That Control the World's Food Supply</i> (duration approx. 12 minutes).</p> <p><u>Pros and cons:</u></p> <p>The slideshow will also focus on food production, processing and marketing by MNCs. The teacher then explains that MNCs pose a challenge to the food industry, and that there are both the benefits and setbacks to this. This will be shown by</p> | <p>The introduction could also be complemented by, or based on, the PowerPoint presentation entitled, "What are the advantages and disadvantages of MNCs?"</p> |



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| | presenting these benefits and disadvantages. | |
| 10 minutes | <p>Next, the teacher introduces to the students the idea that many of negative aspects caused by buying products supplied by MNCs could be mitigated or avoided by supporting fair trade products.</p> <p>Questions to be asked to the class:</p> <ul style="list-style-type: none"> What is fair trade? How does it contribute towards more rights in food production and on the market? | The students could conduct some research on fair trade concepts in groups beforehand, possibly using class computers, and discussing their findings together. |
| 10 minutes | <p><u>Brainstorming session:</u></p> <p>The teacher asks the students what comes to mind with the term 'fair trade', and what they understand by it. The students will be given some time to think about this, following which the teacher starts taking answers. These are then written down on the whiteboard by the teacher or some of the students themselves.</p> | |
| 20 minutes | <p>Once the various views have been shared, the teacher resumes the "What are the advantages and disadvantages of MNCs?" slideshow (from Slide 14); this part includes a video clip that offers a thorough explanation of this concept.</p> <p>Next, the teacher refers again to the answers given on the whiteboard and asks the students whether there are some answers that should be removed or new ones to be added that might better define what is meant by 'fair trade'.</p> | |

GLU 4.3 Lesson Plan 2 (50 minutes)

Learning objectives

- To understand the role of MNCs within the wider processes of globalisation.
- To start appreciating the importance of global citizenship.
- To learn about global interdependence and the food industry.



Materials and equipment

- Whiteboard (to take note of the ideas from the brainstorming session)
- Interactive whiteboard or projector
- PC or laptop
- 1 printed copy per group of a SWOT analysis template

Teaching tools

- PowerPoint presentation: “Globalisation and the Food Industry”
- SWOT analysis template

Questions to discuss

- What is understood by the term ‘globalisation’?
- How do food MNCs contribute towards this?
- What is the impact of food MNCs on global citizenship?
- Do food MNCs hinder or encourage global interdependence?

Suggested evaluation tools

- **Classwork (in groups):** SWOT analysis

Additional resources

Globalisation explained for GCSE level, available at: <http://bit.ly/GCSEglobalisation>

Activities

| Time | Activity description | Additional tips |
|------------|---|--|
| 20 minutes | <p>What is understood by the term ‘globalisation’? What is the role of multinational corporations (MNCs) in this process?</p> <p><u>Brainstorming session:</u> The teacher divides the class into groups and asks the students to write down what they understand by the term ‘globalisation’. They could write sentences in point form or as a paragraph.</p> <p>The teacher then introduces the role that MNCs play within a global society, through the slideshow “Globalisation and the Food Industry”.</p> <p>Next, the groups are given some more time to go over their</p> | <p>The brainstorming session could be preceded by a research exercise on globalisation carried out either at home or in class.</p> |



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| | <p>written points to check whether they would like to change their answers or add to them. The teacher then starts to take answers from the groups and writes them down on the whiteboard (alternatively, a student from each group could write one answer from his/her group).</p> | <p>Optionally, the teacher could create a template or table on the whiteboard with different categories, and to encourage the students to write their answers in the right categories.</p> <p>Examples of categories:</p> <ul style="list-style-type: none"> ▪ Labour ▪ Environment ▪ Culture |
| 15 minutes | <p>Debate:</p> <p>The teacher introduces the following debate topic: Do food MNCs contribute positively or negatively towards globalisation and is globalisation in this context a good thing?</p> <p>Then, the teacher divides the class into two by either assigning the points of view to each of the two groups, or allowing the students to decide which group would like to argue in favour or against. The students should then sit together. Ideally, the two groups should be balanced. Moreover, they should be given time to come up with ideas to sustain their argument.</p> <p>Next, someone from one side begins the debate by stating their group's point of view, and someone from the other side should respond by stating and defending the opposite point of view.</p> <p>After the debate, the teacher opens the floor to comments that question or expand on the issues that were raised.</p> <p>Rules – for instance, that disagreements are allowed but name-calling and interruptions are not – should be set before the start of the debate.</p> <p>The debate should last about 10 minutes, to allow time for further comments.</p> | <p>The teacher (as a moderator) could ask provocative questions but never express judgement at any point as students may hesitate to put forward their thoughts.</p> |
| 15 minutes | <p>SWOT (strengths, weaknesses, opportunities, threats) analysis:</p> <p>The teacher divides the class into smaller groups, and provides each group with a print-out of a SWOT table.</p> <p>The teacher explains this task/activity, whereby the students in each group should analyse the information given during the lesson and identify the SWOTs posed by food MNCs on global interdependence. After being given some time to analyse and write down their points in each section, the teacher asks each group for their feedback about what they have included in the respective sections.</p> | <p>Ideally, the teacher would have drawn the table on the whiteboard or the interactive whiteboard, in order to write down the students' answers.</p> |



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| | Once the answers have been noted, the teacher asks the students whether they agree with all the answers, and students should be given the opportunity to explain their choice of answer. | |
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