

## **Food & Nutrition**



Understanding traditional milpa

Access to healthy and nutritious food is a human right. However, 2 billion people in the world have no access to safe, nutritious and sufficient food. The recent COVID-19 pandemic could put an additional 130 million people at risk of acute hunger. While SDGs and many counties have made right to adequate food as an integral part of their global and national strategies, achieving sustainable food production and meeting the demands of growing population is still a huge challenge. In the midst of all these crises, how do we ensure nutritious food for all? Through this exemplar, we will understand the how food has evolved over the years across the global and how individual and community action can lead the way to healthy and nutritious food for all.

TUNE-IN **FIND-OUT START-UP STORIES & INOUIRY AND EXPERIENCE SHARING** DEEPENING KNOWLEDGE Story on grandma's recipe What do we eat at home? Did you know? Where dose it come from? TAKE-ACTION **WORK-OUT** HANDPRINT ACTIONS **REVIEW, ANALYSIS AND** FOR CHANGE CRITICAL THINKING How to make a seed bank?

Grandma's cookbook

## **Exemplar on Food & Nutrition**



The start-up story in Food & nutrition exemplar helps learners realize how traditional food and ingredients are slowly disappearing. This is followed by an interesting piece of information on how ancient Mexican people invented the process of nixtamalization to prevent malnutrition. This is accompanied by an activity where students are asked to talk to parents/grandparents to explore local traditional food practices to help deepen knowledge. Based on this interaction, teachers can have an ethical discussion with students around questions like:

- What are some of the food practices/ ingredients that we no longer use?
- Where do these ingredients come from or are taken?
- What are some things students can do as an individual/a collective to bring back some healthy and sustainable practices from the past?

This is followed by a detailed insight on a traditional agriculture practice (milpa) in Mexico. There is also some information on the benefits of traditional food. To further enrich knowledge transaction, teachers can have an ethical discussion with students around questions like: Through activities like seed bank preparation and interviewing grandparents, students are encouraged to take Handprint actions that get them closer to traditional food and practices.