

# Food Security - Script

## Instructions -

Cut up these parts of a lunch (see *Food Security Activity - Parts of a Lunch Sheet*) and place them on a table. Invite students to stand around the table and assemble the sandwich and place the banana and almonds close to the sandwich. Alternatively, students can work in groups – you will need one set of cut out lunch items per group.

Read the following script out to students. Text in *italics* denotes points at which students will need to take action.

## Script -

It's the year 2040 and you're hungry. You've been thinking about having a sandwich all day. You head to your local sandwich shop and see a picture of a roast beef and salad sandwich on the wall. You want that sandwich so you place your order (*place all the parts of your sandwich on the table*) along with a banana and almonds (*place the pictures of your banana and almonds on the table as well*).

*Take a moment to inspect all the parts of your sandwich with your students before resuming your script.*

Your friendly sandwich maker behind the counter explains to you that:

- “Unfortunately, today the price of beef has gone up because governments have just imposed a tax on beef as well as other meats and dairy products in an attempt to slow down the production of these food items. Growing these food items uses land that could be used for growing other cheaper and equally nutritious crops like grains and vegetables (also cows produce a lot of methane when burping, which is a big problem for the greenhouse effect and global warming). Do you still want the beef?” No thank you, you think you'll skip the beef, it is pretty expensive. (*Remove the beef from the sandwich.*)

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Your friendly sandwich maker then tells you that:

- “Tomatoes are unavailable - since the decline of natural pollinators (like bees and birds) it’s been harder to source tomatoes, along with many other fruits and vegetables that we used to have.” (*Remove the tomato.*)
- “Lettuce is also unavailable because of poor soil health - because we’ve used so many fertilisers and pesticides as well as cleared a lot of native vegetation our soils are getting poorer and poorer, making it harder to grow some foods.” (*Remove the lettuce.*)
- “Mustard is available, although it’s a watered-down version of what we’re used to having. The mustard seeds are normally grown in Pakistan and North America and current regional tensions has resulted in trade disputes.” You opt to keep the mustard. (*Keep the mustard.*)

You’re now a little disappointed at the prospect of a watered-down mustard sandwich, but you’re hungry and you’ve got the banana and almonds anyway. Then your friendly sandwich maker tells you:

- “We have bread, but it’s made from a mix of real and synthetic flour. The drought in Australia means that wheat crops have been drastically reduced.” You’ve tried this ‘flour’ before and it’s not great in sandwiches. Maybe you’ll just have the banana and almonds. (*Remove the bread.*)
- But it seems that there are no bananas. You’d forgotten about the hurricanes that have been continually battering banana plantations, meaning that there are no bananas available again - climate change is really tough on tree crops. The fact that almonds need both water and bees has made them harder to find and more expensive to buy. So, will you have the almonds anyway? You are very hungry, so what will you do?

Finally, you ask for a bottle of water. Your friendly sandwich maker informs you that they do free refills but this shop no longer stocks bottles of water to buy – they haven’t had any single-use plastics for the past 15 years.