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# THE HAVEN PROJECT

An Audio Drama about the Future of Food

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Student Booklet

UNIVERSITY  
of GUELPH

IMPROVE LIFE.

 **ARRELL  
FOOD INSTITUTE**   
AT THE UNIVERSITY of GUELPH



 **AgScape**<sup>®</sup>

## About This Student Booklet

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The Haven Project and accompanying lesson plan draw on research supported by the [Social Sciences and Humanities Research Council](#) and the [Canada Research Chairs Program](#).

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# DAY 1: INTRODUCTION TO THE HAVEN PROJECT

## Drawing Squares Activity

Were there any common elements in the class drawings of the future?

Are the futures in the drawings plausible? Likely?

What kind of future world do you hope for?

Is there anything you can do to encourage your hopes for the world's future to become a reality?

## The Haven Project: Episode 1

This podcast tells the story of The Haven Project, a community from a future not too far off from our own present. What is life like inside The Haven Project?

Are there any clues in this episode that tell you what the world *outside* The Haven Project is like?

Can you think of any trends in our own world that could lead to a future like the one in the podcast?

What are some of Thomas' ideas about the Outside world?

What are some of Marlene's ideas about the Outside world?

Why might Thomas and Marlene have developed such different viewpoints? Who do *you* agree with more?

### Class Discussion

What role do governments play in shaping the future? What can individual citizens do to make a difference?

## Homework: Summary of Episode 2

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Imagine you were a politician from the world in the podcast. Choose one issue from this episode you would include in your election campaign, and explain why?

# DAY 2: POLITICS AND THE INDIVIDUAL

## Catching Up

Do you have anything to add to your summary of episode 2?
How does the situation in the Outsider City differ from that inside The Haven Project?

## Four Corners Activity

How many students chose each of the following options?

Strongly Agree	Agree	Disagree	Strongly Disagree
Which option did you choose?			
List three reasons to support your opinion below.			
1.			
2.			
3.			



How many students chose each of the following options, after being given a chance to change their minds?

Strongly Agree	Agree	Disagree	Strongly Disagree
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Issues from the podcast related to food, agriculture, or the environment:

From Haven:
From the Outsider City:

## Homework: Summary of Episode 3

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

## Homework: Summary of Episode 4

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

# DAY 3: SUSTAINABLE FOOD

## Catching Up

Do you have anything to add to your summary of episode 3?

Do you have anything to add to your summary of episode 4?

Thinking back to the first two episodes, what are two reasons that Haven has been able to consistently produce enough food for its citizens?

## Mind Map Activity

Do any of the topics from your mind map correlate to problems or opportunities experienced by the world in the podcast?

How can your political party improve environmental sustainability?

In your project groups, identify one issue from the podcast that links food and/or agriculture to environmental sustainability.

Where does your party stand on this issue?

Identify one action or policy that could be implemented to support your stance on the issue.

## Homework: Summary of Episode 5

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

## Homework: Summary of Episode 6

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

# DAY 4: GOOGLE SITES

## Catching Up

Do you have anything to add to your summary of episode 5?

Do you have anything to add to your summary of episode 6?

## Create your political party

Elected Party Leader:

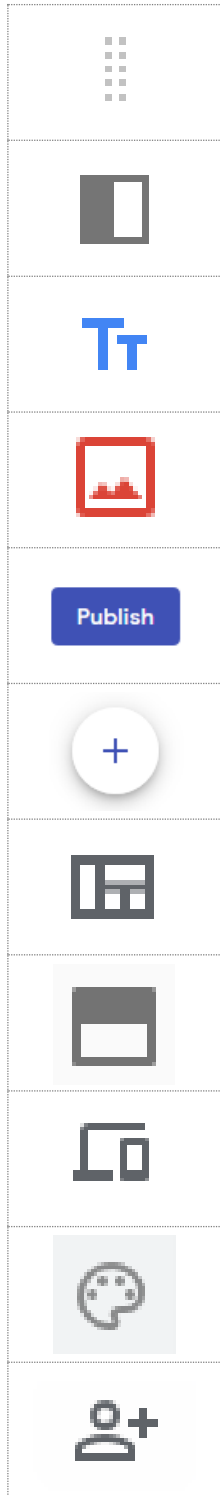
What elements (e.g. representative colours or shapes) might you want to include in your logo?

What elements might you want to include in your party's slogan? What does your party stand for?



## Google Sites Activity

Draw lines to connect each image on the left with its function in Google Sites.



- Add a new page
- Change the orientation of the navigation menu
- Add an image
- Change sharing settings
- Add a text box
- Change page header type
- Move blocks of text, images, etc.
- Add a preformed layout block including images and text
- Make your website available to view on the internet
- Preview what your website will look like when published
- Change the background of a section on your website

## Homework: Summary of Episode 7

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

# DAY 5: THE FOOD WE EAT

## Catching Up

Do you have anything to add to your summary of episode 7?

Should governments in the podcast allow Real Meals to sell post-consumption reconstituted fat protein?

YES	NO

## Homework: Summary of Episode 8

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

## Homework: Summary of Episode 9

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

# DAY 6: DEBATE PRACTICE

## Catching Up

Do you have anything to add to your summary of episode 8?

Do you have anything to add to your summary of episode 9?

## Canada's 2019 federal leader's election debate

What were some effective debate tactics used by the party leaders in this clip?

What were some ineffective debate tactics used by the party leaders in this clip?

Why is it important to have rules in a debate?

## Debate Activity

What is your group's debate topic, and are you taking the affirmative or negative position?

Three points to support your position:

1.

2.

3.

Three points made by your opposition:

1.

2.

3.

Points to include in your rebuttal and closing statement:

## Homework: Summary of Episode 10

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?



# DAY 7: EVOLUTION OF AGRICULTURAL LABOUR

Group Discussion

What examples of jobs and/or labour are presented in the podcast?

What is the difference between skilled and unskilled labour?

What are the requirements of skilled labour?

Examples of unskilled labour:

What are some potential issues from the podcast related to agriculture and food-related jobs?

In what ways might your political platform affect agriculture and food-related jobs? Could your proposals cause any additional issues to arise?

## Homework: Summary of Episode 11

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

## Homework: Summary of Episode 12

Who are the main characters in this episode?

Where does this episode take place?

What is the main conflict of the episode?

Identify one issue from this episode related to food, agriculture, or the environment. Where do you (personally) stand on this issue, and why?

## DAY 8: REFERENCING (APA FORMAT)

### Catching Up

Do you have anything to add to your summary of episode 10?

Do you have anything to add to your summary of episode 11?

Do you have anything to add to your summary of episode 12?

### Reference List Practice

Using the summary of APA Style Basics at the end of this booklet, identify the formatting mistake in each of the following examples:

#### Book:

J.K. Rowling. (1997). *Harry Potter and the Philosopher's Stone*. Bloomsbury.

#### Mistake:

#### Online News Article:

Shukman, D. (2020, July 16). *Climate change: Summers could become 'too hot for humans'*. BBC News. <https://www.bbc.com/news/science-environment-53415298>

#### Mistake:

#### Video:

Chu, Jon M. (2011). *Justin Bieber: Never say never* [Film]. Paramount Pictures.

#### Mistake:

## Reference List Activity

Arrange the sections provided by your teacher in the correct order to complete each reference below. Sections that belong to the same reference will have matching symbols on the right side of the strip.

### Journal Article:


### Website:

--


Report:


# THE HAVEN PROJECT CULMINATING ACTIVITY

## Political Platform Website and Debate

With tensions growing between the Haven Project and the Outsider City, citizens of both have been pushing for political reform. You are the ones in charge of leading these communities into the future. You and your group will represent a political party within either Haven or the City and design a political platform that addresses the issues facing the community, focusing on issues relating to food security. Your political party will research historical examples of similar issues, present your platform as a website, and go head to head against other parties in a debate-style forum.

### PART 1: CREATE YOUR PARTY

Once you have been assigned a political ideology to represent, you must choose a name for your party, and design a slogan and logo. Elect a party leader to speak in the debate. (The rest of the team will assist the leader with identifying speaking points and developing a rebuttal on debate day.)

### PART 2: IDENTIFY THE ISSUES AND DECIDE YOUR STANCE

- a. As you listen to The Haven Project, consider all the issues that are present within the story that relate back to agriculture and food security. These may be social, environmental, or economic issues. Decide on a minimum of three issues to build your platform on.
- b. Decide your party's stance on these issues (how do you feel they should be handled) and what type of actions or policies you will support to improve these issues. Research how this issue (or a similar issue) has been handled in the real world, and what the outcome was. Were the actions taken effective? Provide at least one example from the real world as evidence for why you chose your stance. The stances you take can be different from those in your examples.
- c. You may choose from the list of issues below, or decide on your own:
  - i. Environmental/agricultural sustainability (e.g. invest in new technology, reduce food waste, carbon neutrality)
  - ii. Physical security of food stores and markets
  - iii. Social equality (e.g. diversity and inclusion, education for Outsiders)
  - iv. Trade
  - v. Food/ingredient bans or food sovereignty
  - vi. Food aid
  - vii. Local food systems (e.g. community gardens, food banks)



### PART 3: CREATE A WEBSITE (DUE DATE: \_\_\_\_\_)

Design a Google Site that explains your party's political platform, including the details below. You will reveal your website and platform to the other parties the day before the debate.

- a. A home page with your party's name, leader, slogan, and logo
- b. One additional page per issue in your platform, including:
  - i. A description of the issue and how it affects the community you represent (one paragraph or one minute video)
  - ii. Your party's stance on the issue, including how it fits into your political ideology and how it will affect the citizens of your community
  - iii. A summary of at least one real world example of a similar issue (one paragraph or one minute video)
    - i. Where did the example take place?
    - ii. Which organization(s) took action? Were they local, national, or international?
    - iii. What action(s) were taken, and what was the outcome?
- c. One page with an APA-style Reference List including all the sources you used to find information about your real world examples
- d. Images, videos, or other creative tools to support your platform

### PART 4: DEBATE AND ELECTION (DUE DATE: \_\_\_\_\_)

Once you have designed and shared your platform and website, both communities will hold a leaders debate and election.

Starting with the political parties from the Outsider City:

- a. Party order will be randomly selected before the day of the debate.
- b. The leaders from the Outsider parties will each have three minutes to briefly introduce themselves, outline the main issues in their political platform, their stance on these issues, and their reasoning.
- c. All parties will then be given five minutes to organize a rebuttal and closing statement based on their previous knowledge of the opposing parties' platforms (from their websites) and the initial debate speeches. Each rebuttal should include a counter argument to at least two of the actions or policies proposed by any of the opposing parties.
- d. Each party will then be given 90 seconds to deliver their rebuttals and closing statements.
- e. Groups not participating in the current debate (political parties from Haven) will act as citizens of the City. After the final rebuttal, citizens will vote on which party to elect, and the party with the highest number of votes will be elected the new leaders of the City.

Repeat the steps above, but this time political parties from Haven participate in the debate, and the other groups act as citizens of the City.

## The Haven Project – Holistic Rubric (Website)

Level	Criteria
4	<ul style="list-style-type: none"> <li>• Students illustrated a strong understanding of key concepts of food and agricultural issues as well as their political ideology.</li> <li>• Overall organization of website allows for viewers to understand ideas in a clear and easy way.</li> <li>• Through their website, students were able to effectively make connections between ideology and the issues presented in the Haven Project as well as real world issues.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Students understand most key concepts related to food and agricultural issues as well as their political ideology, with minor errors.</li> <li>• Website is organized mostly well, with a few unclear areas.</li> <li>• Through their website, students were able to make connections between ideology and the issues presented in the Haven Project as well as real world issues, however, rarely extended these connections to more critical discussion.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Students illustrated a basic understanding of the key concepts related to agricultural issues, however, there are discrepancies in understanding of political ideology.</li> <li>• Lack of effective organization of website makes it difficult to understand party platform.</li> <li>• Students made few connections between ideology and issues presented in Haven Project. Attempt is made to connect real world issues, however, lacks explanation.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Students showed a basic understanding of key concepts related to agricultural issues. Student is at the beginning stages of understanding their political ideology.</li> <li>• Website organization posed as a barrier to clarity and understanding for viewers.</li> <li>• Few connections were made between political ideology and Haven Project podcast, however, lacks critical analysis.</li> </ul>

## The Haven Project – Holistic Rubric (Debate)

Level	Criteria
4	<ul style="list-style-type: none"> <li>• Students illustrated a strong understanding of the key concepts learned in this unit regarding agricultural issues as well as political ideology.</li> <li>• Strong speaking and listening skills were displayed during the debate.</li> <li>• Students were able to respond effectively and critically to other parties.</li> <li>• Through the debate, students illustrated a strong ability to make connections between their platform and the issues from the Haven Project podcast.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Students showed understanding of the key concepts learned in this unit regarding agricultural issues, however, showed signs of uncertainty regarding political ideology.</li> <li>• Speaking and listening skills are evident, however, students missed addressing key points from opposing groups.</li> <li>• Students responded to other parties with signs of critical thinking.</li> <li>• Through the debate, students illustrated the ability to make connections between their platform and the issues from the Haven Project podcast, with a few discrepancies.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Students illustrates a basic understanding of the key concepts learned in this unit regarding agricultural issues and political ideology.</li> <li>• Students attempted to respond to other parties, however, more focus was needed on making critical statements and asking meaningful questions.</li> <li>• In terms of communication, students are still developing speaking and listen skills.</li> <li>• Through the debate, students illustrated the ability to make connections between their platform and the issues from the Haven Project podcast, with a few discrepancies.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Students are still in the developing stage of their understanding of the key concepts learned in this unit regarding agricultural issues. Understanding of political ideology is also in developing stage.</li> <li>• Students made attempts to respond to other parties, however, students are still developing effective speaking and listening skills.</li> <li>• Through the debate, students made a few connections between their platform and the issues from the Haven Project podcast, but were not detailed or critical in nature.</li> </ul>

# FLIPGRID VIDEO SUMMARIES

Flipgrid lets you create and share videos with your class! As you listen to The Haven Project podcast, you will be uploading a video summary of each episode (starting with episode 2). This can be a video of yourself, a recording of your voice over a drawing or diagram you made, or a mix of both. Text boxes and stickers can be a fun way to add interest, communicate feelings, or highlight points.

Your video summaries should be 1-2 minutes long, and answer the following questions. You may want to take notes on these questions as you listen.

- i. Who are the main characters in this episode?
- ii. Where does this episode take place?
- iii. What is the main conflict of the episode?
- iv. If you were a politician from the world in the podcast, which one issue from this episode would you include in your campaign, and why?

Getting started:

1. Go to Flipgrid.com (or download the Flipgrid app) and enter the Flip Code provided by your teacher.
  - Enter your school email or the ID given to you by your teacher to sign in
2. Make sure you're on the right episode from the topic drop down menu
3. Click the big green plus sign to add a response
4. Record your response
5. Add any stickers, text boxes, or draw right onto your video
6. Review your response
7. Submit your response to the grid!


For more tips and tricks, search for *The Creator's Guide to Flipgrid Shorts*, or visit Claudio Zavala Jr's website for a step-by-step guide on creating video responses (scroll down to the bottom of the page for the guide):



[bit.ly/33DYIRS](https://bit.ly/33DYIRS)

# DESIGNING A GOOGLE SITE

## CREATE

1. Go to <https://sites.google.com/new>.
2. Choose to start a blank site, or use one of the preset templates. (**TIP:** A blank site will be the easiest to change and edit as you go!)
3. Allow your group members to edit your site too!
  - Click the “Share with others”  button:
  - Enter group member emails and choose “Editor” as their role from the drop down menu

## CUSTOMIZE

### Name your site!

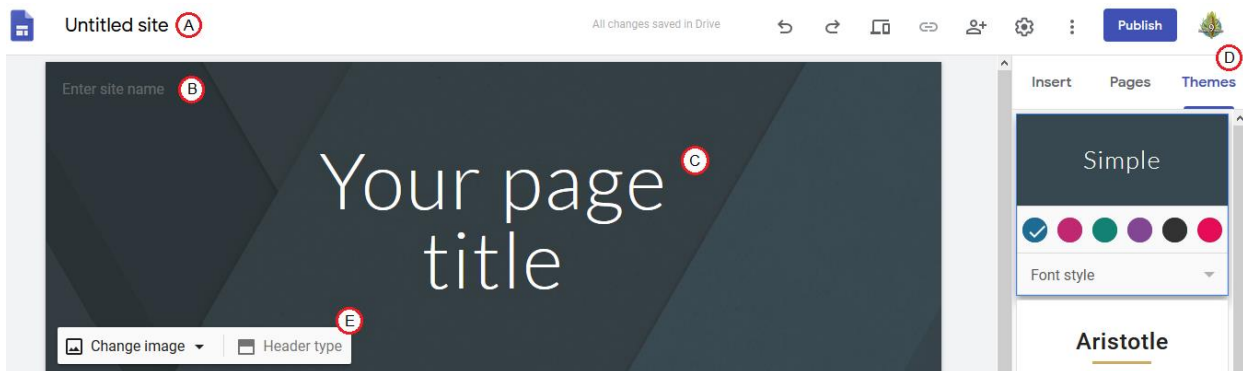
- A. File name (how your site will show up in Drive)
- B. Website name
- C. Page title (this can change for different pages)

### Change the theme!

- D. This changes the font, style, and background colour of your site

### Change the header!

- E. Use this pop up menu to change the size of the header, or add your own background picture (this can change for different pages)

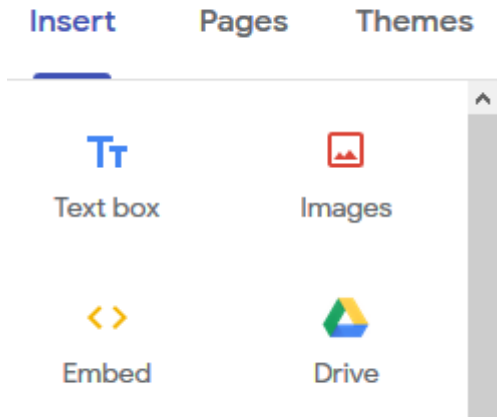


## ADD PAGES



Under the “Pages” tab of the side menu, you can add more pages to your site using the plus button. These pages will show up in your site’s navigation bar.

## ADD CONTENT

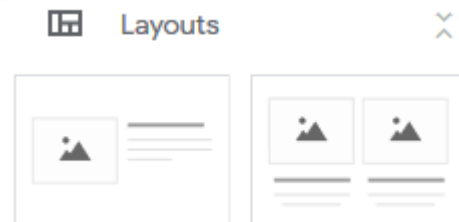


Use the “Insert” tab of the side menu to add text boxes, images, buttons, dividers, files from your Google Drive, and more to your site!

Each added piece of content will populate in a section at the bottom of your site. You can drag and drop sections of your site to rearrange them. Just point to the section you want to move, then use this button that pops up on the left side of the section to grab and move it.



From the “Insert” tab, you can also choose to **add a layout** design to enter your content into.



If you embed anything from your Google Drive, make sure to adjust the sharing settings on the original file, or some people may not be able to see your content!

## PREVIEW

You can use the “Preview” button at any time, to see what your site will look like when published!



## PUBLISH

1. When you are ready to share your site, click the “Publish” button.
2. Choose a custom address for your site in the “Web address” bar. You may have to try a few options before you find one that’s not already in use.
3. Under “Who can view my site” click “MANAGE,” and add your classroom or the group your teacher created for this project.

Publish

# APA REFERENCE FORMAT

## COMMONLY REFERENCED MATERIALS

### Books

Author, A. A. (Year). *Title of work: First word in subtitle also capitalized*. Publisher.

### Journal articles

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages. URL

### Online news articles

Author, A. A. (Year, Month Date). Title of article. *Title of Publication*. URL

### Websites or other online content

Lastname, F. M. (Year, Month Date). *Title of page*. Site name. URL

*OR, if the content was written by a group or organization:*

Group name. (Year, Month Date). *Title of page*. Site name. URL

### Reports

Organization Name. (Year). *Title of report*. URL.

*OR, if the report was written by individual authors:*

Lastname, F. M., & Lastname, F. M. (Year). *Title of report*. Organization Name. URL.

### Films/Documentaries

Director, D. D. (Director). (Year). *Title of motion picture* [Film]. Production company.

### YouTube Videos

Person or group who uploaded video. (Date of publication). *Title of video* [Video]. Website host. URL

### TV Series Episodes

Writer, W. W. (Writer), & Director, D. D. (Director). (Original air date). Title of episode (Season number, Episode number) [Tv series episode]. In P. Executive Producer (Executive Producer), *Series title*. Production company(s).

### Podcasts

Executive Producer, E. P. (Executive Producer). (Range of publication). *Title of podcast* [Audio podcast]. Production company. URL