Lesson plan 1 title: The global food challenge

Lesson aim:

To provide an introduction to the links between geography and the issues of food supply

Lesson objectives:

- To know the key terms in the study of food supply issues in geography
- To be able to describe and explain the relationship between population growth and food supply issues

Learning activities/tasks:	Time
Starter:	
Show the students the 6 key facts (Lesson 1 resource sheet). Ask students to select one fact that might surprise or shock them the most and explain why. Then ask how this links to geography. This could be done as a group discussion or as a written task.	5mins
Review: What key terms did the students use in their explanation? e.g. food insecurity, sustainability, food poverty.	5mins
Supply students with the key terms handout and ask them to match the key terms to the definitions.	
Main activity:	
Activity 1:	
Watch the Chair's introduction video clip from the 21CC event http://www.21stcenturychallenges.org/challenges/jay-rayner/media-gallery/video/jay-rayner	5mins
Ask students to work in pairs to produce a mind map to show the synoptic links between population growth and food supply issues. In a second colour/ additional branch ask students to include an example they have studied previously.	10mins
Review: Links could include climate change (e.g. famine due to desertification), political instability (e.g. Arab Spring), government policies (e.g. Green Revolution), disease (e.g. foot and mouth), food poverty (e.g. rising price of wheat/increased use of food banks). Alternative option – provide students with the links on a mind map and ask them to add the examples.	
Activity 2:	20mins
Use the resources provided on the Lesson 1 resource sheet to produce a description and explanation of the following: 1. Global population change between 1950-2050 2. Global climate change between 1950-2050 3. Change in the price of wheat 1950-2050 4. Percentage of world population who are malnourished 1950-2050 5. Change in global food consumption 1950-2050	
Review: Skills focus: Students should be able to describe each graph by describing a general pattern, support the description using evidence and describe any anomalies. Students should then explain the patterns. Leave the final column blank until the plenary.	15mins
Plenary:	
For each of the tasks completed in Activity 2, work in pairs to suggest a sustainable management option. For example, how might population policies help stabilise a globally increasing population.	
Ask students to present their ideas to the class – each presentation lasting 2 minutes. Students should add to their final column on the handout.	

Resources:

- Chair's introduction video clip http://www.21stcenturychallenges.org/challenges/jay-rayner/media-gallery/video/jay-rayner
- Lesson 1 resource sheet