| **Lesson:** | 3. How Food Secure is the World? |
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| **Focus of the lesson:** | To identify patterns of food insecurity across the world and begin to consider different types of solutions to global issues. |
| **Prior knowledge:** | * Students will be able to link the concept of food security to Global Goal 2 (Zero Hunger), as in Lesson 1 they explored how this goal was being addressed. * Students will be encouraged to make links to their Meteorology topic here, both in relation to global biomes and to climate change and how each of these factors impacts the food security of different regions of the world. * Students will be re-introduced to the concept of top-down and bottom-up development projects that they explored in their Development and Superpowers topic. This will enable them to consider the advantages and disadvantages of each type of project. |
| **Learning Objectives:** | To describe patterns of global food insecurity and explore potential solutions. |

| **Lesson Outline** | | **Description** |
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| **Starter** | Task:  Students will be presented with a map of severe food insecurity across the world. They will be asked to use the PHAL technique (pattern, high, anomaly, low) to describe this map.  Challenge:  Students will be asked to consider potential reasons for the pattern of food insecurity. | By describing the map of severe food insecurity across the world, students will be considering the issue in contexts of space, scale, and environment. Identifying the issues here will enable us to explore them further with locational contexts in the main body of the lesson.  The challenge task aims for students to think more deeply about this global issue and potentially consider the interdependent nature of the causes.  They will be encouraged to link the causes to topics they have previously studied in order to strengthen their ability to consider issues in a wider context and use prior knowledge to their advantage. Linking concepts together enables students to form schemas, which will continue to aid them in their learning journeys. Furthermore, this acts as good retrieval practice for them and allows the teacher to assess their understanding of previous topics. |
| **Main** | * Define food security * Food security StoryMap * Define top-down and bottom-up development projects * How can we address food security? A decision-making task | * Food security is a key term for students to understand to access the lesson. Defining this at the start of the lesson enables them to refer back to it throughout the lesson. Making the link to the Sustainable Development Goals strengthens their schema and allows them to continue to consider how the concept of food security links to the solutions they will think about. * Students will be introduced to ArcGIS StoryMaps here as a way of presenting information. We will build upon their knowledge of food security by looking at three different countries (UK, a HIC; China, a NEE; and Ethiopia, a LIC). * Following an explanation of how food security differs with development, students will be shown a map of global biomes and will be required to make a link between the food security of the countries they have just looked at and the biome they are located in. * A recap of the definitions of top-down and bottom-up development projects acts as a quick retrieval exercise if students are asked what they are before the definitions are revealed. By defining the terms here misconceptions will be avoided and students can enter the decision-making task with the same level of knowledge. * Students will be given an information sheet either from the perspective of the President of Ethiopia or an Oxfam employee. Based on this, they will have either $10 million or $50,000 to spend on a development project either across the country or in a village to address food insecurity in Ethiopia. Students will have to choose how they spend their money and justify this based on their explanation of how each purchase will improve food security. * This activity will introduce students to potential short- and long-term solutions to the global issue of food insecurity and will task them to think about specific ways in which the issue can be addressed. Furthermore, a consideration of the scale and price of solutions will help them to make decisions when they create their development project. |
| **Plenary** | Evaluate top-down and bottom-up development projects. | Based on their prior knowledge and the decision-making activity they have just completed, students will be asked to evaluate the advantages and disadvantages of top-down and bottom-up projects in relation to tackling global issues.  The aim of this discussion and evaluation is for students to understand the scale of a project is important - their final project must be more similar to a top-down project or it will not be on a large enough scale to tackle a global issue. |
| **Homework** | How can we manage water as a resource?  Use the links on the slide and their own research to complete a sheet about 4 types of water resource management. | Due to the time constraints of this scheme of work, a flipped learning task is best suited for this homework task. Students will gain an understanding of how to manage water as a resource and will be able to apply this knowledge in the next lesson, rather than lesson time being used to research these methods. |