

# Hungry for Food Security

Grade: 11  
Subject: Social Studies 20  
Time: 2 Lessons

## Critical Issues - Lesson Plan

### “The East African Experience”

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| <b>Unit:</b> Unit 3 - Environment   | <b>Specific Topic:</b> Food Security   |
| <b>URLs:</b> <a href="http://www.cpar.ca/CPAR/media/PDF/Tools%20for%20Learning/Manitoba/SS-Sr2-">http://www.cpar.ca/CPAR/media/PDF/Tools%20for%20Learning/Manitoba/SS-Sr2-</a><br><a href="http://earthbeat.sk.ca/pdf/lessonplan/hungry-for-food-security-template.pdf">http://earthbeat.sk.ca/pdf/lessonplan/hungry-for-food-security-template.pdf</a>   |  |
| <b>Lesson Description:</b> This lesson introduces students to issues of food insecurity (with an emphasis on East Africa) using statistics and examples/case studies. Students will also learn about the factors impacting food insecurity, with an emphasis on environmental factors and will be provided with an overview of some grassroots approaches to enhancing food security in rural African communities.  |  |
| <b>Curriculum Outcomes:</b><br><b>Grade 11</b><br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Know that a habitat is the place where plant and animal species naturally live, and that if that habitat changes significantly, the species depending on that habitat for resources may not survive.</li> <li>- Know that the power of technology affects both the natural and social environments and has consequences attached to its use.</li> <li>- Know that resources are those parts of the environment considered valuable because they meet human needs.</li> <li>- Know that the carrying capacity of a habitat is its ability to produce food surplus to its needs which can be used to support other forms of life.</li> </ul> <b>Skills/Abilities:</b> <ul style="list-style-type: none"> <li>- Students will learn the steps of problem-solving process (define and understand the problem, generate solutions to the problem, decide upon a course of action).</li> </ul> |  |
| <b>Assessment:</b><br>Students write a response paper to an article about climate change and its effects in Africa. Students will be expected to demonstrate understanding of the connection between environment and livelihoods (food security) and defend an argument regarding the importance of environmental considerations in light of the resulting impact on human communities.   | <b>Materials:</b> <ul style="list-style-type: none"> <li>- Acquire a copy of the PowerPoint workshop which is available for download at <a href="http://www.toolsforlearning.ca/">http://www.toolsforlearning.ca/</a> or can be ordered on CD from CPAR (alternatively, print out slides onto overhead transparencies)</li> <li>- AV equipment</li> <li>- Photocopies of homework assignment</li> <li>- Photocopies of case studies</li> <li>- Photocopies of article and assessment assignment</li> </ul> |

## **Procedure:**

### **Part 1:**

1. Workshop Presentation - Introduction to the issue of food insecurity, including causes (with emphasis on environmental factors framed in terms of 'natural' as opposed to human-induced), development/health implications and suggestion of sustainable solutions at the community level.

- Using PowerPoint provided, ensure that students understand the international definition of food security emphasising the criteria of access, at all times by all people - encourage students to consider various factors which can affect access - provide general overview of the realities of food insecurity in Africa through review of statistics.
- Using PowerPoint provided, encourage students to think about the ways in which food insecurity affects individuals and communities beyond obvious issues of hunger and starvation (e.g. reduced economic productivity, lifelong effects of childhood malnutrition, maternal health risks associated with underweight mothers).
- Using PowerPoint provided, facilitate discussion about environmental factors affecting food insecurity making sure to distinguish between 'natural' and 'human-induced'.
- Using examples provided in PowerPoint, generate discussion about what can/should be done to help combat food insecurity - encouraging students to contemplate what they themselves are able to do.
- Use notes provided below for individual slides to prompt students if necessary and to contextualize slides.

2. Homework - Research key environmental indicators for case study country (case studies will be rural communities in East Africa) using accessible websites using template (alternatively, teachers may book a computer lab for in class research time).

- Introduce homework assignment - provide copies of homework assignment provided in HANDOUTS with list of websites recommended for research. Create three groups and assign country for research (Ethiopia, Malawi & Tanzania) - students should be grouped based on usual grouping strategy.

### **Part 2:**

- Class reviews key information introduced in lesson one. Students work in groups to discuss their case studies, share their research findings and draw conclusions about the connection between environment and food insecurity in their case study communities. Students will also brainstorm sustainable interventions which could address environmental concerns and help encourage food security.

1. Review of key information covered in the workshop (especially relationship between healthy environment and food insecurity and sustainable approaches to overcoming food insecurity).

2. Students work in small groups on case studies (grouped according to the country they researched) - speculating on impact of environmental context on food security and brainstorming a list of activities which may help to rehabilitate the environment and enhance food security.

- Break students into small groups based on the country they researched for homework (ideally six groups, with two working on each case study).
- Provide copies of case studies provided in HANDOUTS - ask groups to review case and, using their research findings from their homework, draw conclusions about the environmental factors affecting food security in their case study community.
- Ask students to brainstorm possible interventions which could address environmental factors and help their case study community to become more food secure.

3. Case study groups report back to the class.

- Provide opportunity for students representatives from each group to present their findings - have a student's keep notes on blackboard to visual comparison.
- Class compiles comprehensive list of potential environmentally sustainable food security interventions and discusses the similarities and differences between case study findings

**Extension Resource:** For further information on Global Citizenship Education (GCE) and additional resources, see **SCIC's Global Citizenship Education Modules**.