



Lesson Plan

Food Security: Global Perspective

Created: 10/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Describe food availability on a global scale.
2. Understand the applicability of food security solutions
3. Compare food availability across demographics

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Elanco FFA Activity Guide – Activity 4 (Copy included in this document)
3. Elanco ENOUGH Report - <https://ffa.box.com/s/xzkc8nsyvywk16lcss7kdbfhev8o0ho>

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet access to research food availability on other continents.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Activity in an ag production or food science course
2. Supplement to any activity related to hunger

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster
- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

FFA Precept

- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

NASDCTEc

- AGC10.03 Compare and contrast issues affecting the AFNR industry including biotechnology, employment, safety, environmental and animal welfare to demonstrate an understanding of the trends and issues important to careers in this industry.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core- Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.9
Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Common Core- Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Global Awareness
- Think Creatively
- Communication
- Critical Thinking and Problem Solving

LESSON PLAN:

1. Introduction:

From Elanco:

The world is growing quickly. We're not just talking about adding more people, but more people with better lives. Estimates indicate the world's population will reach 9 billion by 2050, including middle class growth of 3 billion.

Experts say we're headed towards a crisis where there will not be enough resources to provide affordable, nutritious food for our population.

However, we have the solutions to ensure we can provide enough food for our growing population. With the right dialogue, the right actions, the right policies, there will be enough without using too much.

2. Activity:

- Have students read pages 5 and 6 of the ENOUGH report (found at: <https://ffa.box.com/s/xzkc8nsyvywk16lcss7kdbfhev8o0ho>) highlighting key words and phrases that stand out to them.
- Follow the included outline (Activity 4) developed by Elanco Animal Health.
- Students need access to the Internet or other sources of information on food availability for their continent.
- Use class time to discuss what students found, using the discussion questions in the outline.

3. Follow-up:

- Have students share "unexpected" facts that they found.
- Have students repeat the activity for other continents/countries. Then use a compare and contrast method to explain or discuss the different food availability globally.

Appendix: Activity 4

Source: Enough Movement Teacher Guide from Elanco Animal Health

2014-2015

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Activity 4

Food Security: Global Perspective

Reference: Enough Report

Activity: Continent View on Food

Directions:

Have students read pages 5 and 6 of the Enough Report, highlighting key words and phrases that stand out to them.

Divide students into 6 groups, assigning each group a continent (North America, South America, Europe, Asia, Africa, and Australia), or for a large class have more groups and assign countries.

Using available resources, magazines, text and the internet, have students research and plan a day's worth of meals for a typical family on one of these continents. Give them 5-10 minutes and then share with the class.

Discussion Questions:

- What does food security look like in other countries?
- What issues are impacting food security besides supply? Why are these as big or bigger than supply issues?
- Why is adding more acres not a viable option?
- What if you had to plan a meal for your family with only half of the normal amount of _____ (beef, pork, milk, chicken, eggs, other protein)?
- What about if you had to plan a meal for your family and you did not have any protein?
- What type of impact would this have on your family and your life

Desired Outcome:

To engage student thinking to look at food availability on a global level.

Our Vision for a Food Secure World



We see a world where 9 billion people have access to enough nutritious, affordable food. There are fewer deaths from hunger. Less disease. Less obesity. More human potential realized. Countries are stronger. The world is more peaceful. We stop overusing our resources. Children grow up healthy, active, smart and strong.

Items Needed:

- Enough Report
- Internet, Current Newspaper, News Magazine

Key Terms:

- Food availability
- Supply