

Food Insecurity Learning resource to accompany RSGS *The Geographer* magazine, Summer 2018

Experiences and Outcomes - Social Studies

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.

SOC 3-08a

I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences. *SOC 3-11a*

I can use my knowledge of social, political or economic issues to interpret evidence and present an informed view. *SOC 3-15a*

Prior Learning

Learners may have watched news stories in famine in Africa.

Learners may have explored the concept of Climate Change.

Resources

The Geographer Summer 2018 <https://rsgs.org/exploring-geography/publications/geographer-archive/> 'Don't leave other hungry' p12

Oxfam: <https://www.oxfam.org/en/emergencies/famine-and-hunger-crisis>

World Vision: <https://www.worldvision.org/hunger-news-stories/east-africa-hunger-famine-facts>

FEWS NET: <http://fews.net/east-africa/food-security-outlook/february-2018>

BBC: <https://www.bbc.co.uk/news/world-africa-14248278>

Benchmarks

Provides a simple explanation of at least three consequences of an environmental issue, and for each suggest how they can be managed.

Identifies at least three social and economic differences between developed and developing countries, for example infant mortality rate, % adult literacy rate, GNP per capita,

Presents using appropriate methods an informed view of a current affairs issue.

Links to Literacy and Numeracy

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a / LIT 4-06a

To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. LIT 3-08a

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. *MTH 2-21a / MTH 3-21a*



Assessment

Presentations could be assessed tasks.

Activities

- What is 'food insecurity'? In small groups learners could research the causes of food insecurity in East Africa. Consider climate change in particular, how does it contribute to food insecurity?
Learners could present their information in a variety of ways. For example:
 - draw a map, and or a series of graphs to show the changes in rainfall in East Africa over the last 20 years.
 - a powerpoint presentation to explain the causes of climate change
- Learners could split into three groups, to find out about the consequences on the local people in East Africa of living with the famine and the actions being taken both by governments and by non-governmental organisations such as Oxfam to help those suffering in the famine.
- Learners could engage in a role play. One side should be that of a foreign government and the other a non-governmental organisation. Each side should decide what it wants from the other and what it expects to be able to give. They should also consider arguments as to why they may or may not be able to achieve everything they are asked for.
- Find out what it means to become a 'Good Food Nation' and why the government has decided this is something Scotland should do. Write a newspaper story explaining both what it is and why Scotland is taking this step? How could Scotland's commitment to becoming a 'Good Food Nation' impact on the current situation in East Africa?

