

**Critical Issues – Lesson Plan**

**Should we eat prawns?**

<b>Unit:</b> Interactions and Interdependence; Resources and Wealth; Compose and Create	<b>Specific Topic:</b> Food Security
<b>URL:</b> <a href="http://www.learningtogive.org/units/global-health-hunger-and-food-around-globe-3-5/food-insecurity#lesson">http://www.learningtogive.org/units/global-health-hunger-and-food-around-globe-3-5/food-insecurity#lesson</a>	
<b>Lesson Description:</b> Students will learn about and present a variety of positions on prawn farming, as well as benefits of detriments to various countries, with a focus on Asia and Australia. The inevitable question that students should be able to reflect on is: Should we eat prawns?	
<p><b>Curriculum Outcomes:</b></p> <p><b>Grade 3</b> Outcome - CC3.1: Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Spreading My Wings) community (e.g., Helping Others) social responsibility (e.g., Communities Around The World) and make connections across areas of study. (f.8)</p> <p>Outcome - IN3.3: Illustrate examples of interdependence of communities. (b)</p> <p><b>Grade 4</b> Outcome - CC4.1: Compose and create a range of visual, multimedia, oral, and written texts that explore: Identity (e.g., Expressing Myself), community (e.g., Celebrating and Honouring Others), and social responsibility (e.g., Within My Circle) through personal experiences and inquiry. (c.9)</p> <p><b>Grade 5</b> Outcome - CC5.1: Compose and create a range of visual, multimedia, oral, and written texts that explore, identity (e.g., What Should I Do), community (e.g., This is Our Planet), social responsibility (e.g. Teamwork), and express personal thoughts shaped through inquiry. (c.10)</p> <p>Outcome - CC5.2: Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts. (g, i)</p> <p>Outcome - CC5.3: Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, and working in groups) for particular audiences and purposes. (i)</p> <p>Outcome - RW5.1: Explain the importance of sustainable management of the environment to Canada’s future. (a, b, c, e)</p>	
<b>Additional Cross-Curricular Connections:</b> Math	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Teacher-given quiz</li> <li>- Teacher observation</li> <li>- Class participation in discussions</li> <li>- Evaluation of presentation</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Two apples and something to cut them with</li> <li>- Chart paper and markers (enough for each group to have a piece of paper and a marker)</li> <li>- <a href="#">Handout 1: The Importance of Understanding Hunger</a></li> </ul>
<p><b>Procedure:</b></p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>- Display the word <b>security</b> on a large piece of paper and ask the students to define it. Through discussion, help them</li> </ul>	

understand that it is a synonym of **safety**. Now write the prefix in front of the word security to create the word **insecurity** and ask how they think this changes the meaning (answer: lack of safety).

- Then add the word **food** in front of insecurity. Tell the students that many people in the world suffer from **food insecurity**, which means “the risk or fear of not having consistent access to food that meets people's dietary needs and food preferences.”

### **During**

- Tell the students that those things that are available to supply or support our **needs** or **wants** are called **resources**. Discuss how it might feel to be unsure about having enough food and other resources, such as water, clothing, a home for shelter, and schools.

- Show the apples that you brought to class and tell the students that you have brought them a healthy treat. Ask them to name the food group that apples belong to. Pretend to be unsure of how you will distribute the apples because you have only two and there are more than two students in the group.

- Say: “This is a scarce resource - something that can be drawn on when needed or wanted. How can I use this resource wisely?” Suggest that you could give both apples to one child, but you would be upset because you would have nothing to give the other students. Ask for suggestions about how you could distribute the treat. When the group has come to **consensus** about the best choice for distributing the treat, distribute the apples.

- While the young people are eating their treat, introduce the word scarcity (the lack of a resource, such as money, food, education, and housing) and opportunity cost (the next best alternative that must be given up when a choice is made about using **scarce resources** - the choice to share the apple limits everyone's portion). Ask students to name some resources they or their families need and use every day - water, air, fuel, food, electricity.

Ask: Do we have a **responsibility** to use resources such as food, water, and fuel carefully? Why or why not? (Scarce resources must supply needs globally. If one person/group/country consumes more resources than needed, others will experience scarcity, harming the **common good**.)

- Move students into groups. Give each group a large piece of paper and a marker. Assign each group a resource - water, food, air, electricity, or fuel. Tell them to list ways that they can carefully use or protect their limited resource (e.g., not throwing away food, not running the water too long, recycling, riding bikes instead of getting a car ride). Give them five minutes to brainstorm.

- While students are working in groups, circulate and help them focus on **personal and family choices**.

- Have each group display their list for the class to see. Have them report their lists and compare to the other lists in the class.

- Discuss how these personal choices can make a difference globally (examples: conserving resources is good for the sustainability of the environment and opens the possibility of more **fair** distribution, reducing consumption keeps the resource clean and available for more people, reducing waste means less pollution). Write the word stewardship on a display area and tell students that if they choose to act on the suggestions to carefully use and protect resources they will be good stewards of global resources, practicing **stewardship**, which is the careful and responsible management of something entrusted to one's care.

### **After**

- **Writing Prompt:** Have students write an article, a song, or skit to teach others about the importance of being good stewards of scarce resources.

- **Math Activity:** Students may chart or graph found statistics about limited resources and write about it with the

following scenario.

*Their role is of a leader of a country that is running out of a given resource (clean water, fuel, or nutritious soil). The goal is to communicate to the people of the country how to conserve the remaining resource. They provide data and an analysis of their findings so they can motivate their citizens to be good stewards of the remaining resources.*

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