

Critical Issues - Lesson Plan

“Economic Security & Women’s Rights”

<p>Unit: Life Science: Habitats and Communities; Understanding, Skills, and Confidences; Interactions and Interdependence of Nations; Dynamic Relationships; Resources and Wealth</p>	<p>Specific Topic: Economic Security; Poverty; Food Insecurity</p>
--	---

URL: <http://www.chf.ca/take-action/for-educators/resources/grade-7-10/lessons/731-real-survivor>

Lesson Description:

Through this interactive game, students are introduced to a range of factors that people living in poor rural communities in developing countries face that contribute to the cycle of poverty. The interactions between environmental, economic, social and political factors are stressed as each student tries to collect enough food to survive. Following the game, students analyze the many factors that contribute to food security through discussion and by completing a summary chart and questions as an extension activity.

Lesson Preparation:

1. Photocopy the activity cards (BLM 6.1) so that each group of 3-4 students will receive a set. Photocopy the food cards (BLM 6.2) so that each group receives three sheets. To reuse, cut out and laminate both the activity cards and food cards.
2. If you choose to have students complete the extension activity, photocopy BLM 6.3 so that each student receives one copy.
3. Review the teacher background notes for this lesson. Also see the interesting facts, country information, country maps, and resource section in the teacher resource folder. The resources found under the country information are meant to give students further information about the countries that appear on some of the activity cards (such as maps, statistics, flags, histories, etc.).

Curriculum Outcomes:

**Grade 4: Health and Physical Education
Grade 4 and 5: Science and Technology
Grade 5 and 6: Social Studies**

Grade 4

Outcome - HC4.1: Investigate the interdependence of plants and animals, including humans, within habitats and communities.

Outcome - HC4.2: Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.

Outcome - HC4.3: Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats. [CP, DM]

Outcome - USC4.1: Assess what healthy eating and physical activity mean for pre/adolescence.

Outcome - USC4.4: Determine basic personal responsibility for safety and protection in various environments/situations.

Grade 5

Outcome - RW5.1: Explain the importance of sustainable management of the environment to Canada's future.

Outcome - RW5.2: Hypothesize about economic changes that Canada may experience in the future.

Grade 6

Outcome - IN6.3: Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

Outcome - DR6.2: Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.

Outcome - RW6.1: Examine and analyze factors that contribute to quality of life, including material and non-material factors.

Outcome - RW6.2: Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

Assessment:

- Students make a flow chart to show the relationships between some of the factors that affect food production.
- Students choose one factor that affects their lives (environmental, social, political, or economical) and write in their journals how this affects their own lives or show the interconnections between two different factors.
- Students make a board game demonstrating the interconnections between environmental, economic, social, and political factors in life.

Materials:

- Student Handout (BLM 6.1) Activity Cards
- Student Handout (BML 6.2) Food Cards
- Student Worksheet (BLM 6.3) Factors that Affect Food Production

Resources:

- Go to the website to download the *Real Survivor lesson Package*. Look for the following documents:
 - Maps
 - Interesting Facts About Ghana
 - Ghana/Canada Statistics
 - Favorite Food Recipes of Ghana
 - Country Information
 - AT - 6 Real Survivor
 - BLM 6.1
 - BLM 6.2
 - BLM 6.3
 - BLM 6.4
 - Resources PDF
 - French Version - Real Survivor BLM 6.1
 - French Version - Real Survivor BLM 6.2
 - French Version - Real Survivor BLM 6.3

Teacher Background Notes:

Food insecurity and poverty have many interrelated causes. Environmental, social, economic and political factors all contribute to the amount and quality of food that people in poor rural communities in developing countries can access. CHF works to enable poor rural communities in developing countries to attain food security through the use of the sustainable livelihoods approach. CHF looks at the bigger picture and looks deeper past the problems to see opportunities, potential and strengths to recognize the interrelationships and the assets that each community possesses. By improving one component of the community (environmental, social, economic, and political) many other components of life can be improved, as everything is interconnected.

Procedure:

Part One - The Real Survivor

1. Divide the students into groups of 3-4 students. Provide a deck of activity cards (BLM 6.1) face down to each group. Provide a pile of food cards (BLM 6.2) or treats to each group. Each student starts with no food cards.

2. Students take turns drawing a card from the deck, reading the card aloud and following the instructions (e.g. take one food card, take no food cards). The students will be taking food cards (or treats) from the middle and putting them in their individual piles unless an activity card tells them otherwise (e.g., give one to the person on your right; put on back in the middle). A student may be asked to give back food cards when they do not have any. Younger students can simply end their turn while older students can keep track of their “debt” and repay when they have enough food cards.

3. In order to “survive,” each person must have at least five food cards (or treats) by the end of the game.

4. Allow time for students to play the game until all of the activity cards have been read once. If students ask for further clarification of rules such as whether sharing, bargaining, stealing, etc are allowed, tell students to decide for themselves. Their choices and consequences will be discussed in the debriefing questions below.

5. Debrief the game by asking the class the following questions.

*Remember - Students with 5 food cards survive!

- How many survivors are there in the class?
- How did it feel to have very few food cards?
- How did it feel to have many food cards?
- Was anybody in debt?
- Did anybody share?
- What were some of the reasons for receiving food cards?
- What were some of the reasons for losing food cards?
- What do these reasons tell you about the causes of hunger?
- What are some environmental protection measures that were seen in this game? Explain them and what affect they had on peoples’ lives.
- What are some examples of human activity that had a negative effect on the environment? What are the short-term and long-term effects?

Part 2: Factors that Affect Food Production

- Have students work individually or in pairs to complete the worksheet Factors that Affect Food Production (BLM 6.3). Have students use the activity cards they collected during the game as a starting point to fill in the organizer. Students should use their knowledge beyond the game to list other factors that could affect food production.

- Once students fill in the worksheet, their answers can be discussed and compared in small groups or as a whole class.

- On a separate sheet of paper, select one factor from the lists above and explain how the factor affects food security. See sample on the following page (Responses will vary depending on the level of your students).

(See pg. 4)

Extension Resource: For further information on Global Citizenship Education (GCE) and additional resources, see [SCIC’s Global Citizenship Education Modules.](#)

Factors that Affect Food Security

Sample Answers for Factors that Affect Food Security (BLM 6.3)

<p>Environmental</p> <ul style="list-style-type: none"> - Drought - Reliable rainfall, at the right time for growing crops - Nutrients in soil - Extreme weather (floods, hail) - Climate (tropical versus temperate) - Deforestation - Erosion - Insects/pests 	<p>Social</p> <ul style="list-style-type: none"> - Health - Access to information (radio, farm extension workers) - Education - Community co-operation - Family - Access to land (size, quality, access) - Access to labour - Access to government programs - Access to NGO (non-governmental organization) programs
<p>Economic & Infrastructure</p> <ul style="list-style-type: none"> - Money to buy food - Money to buy tools, seeds, fertilizers or other equipment to improve food production and storage - Money to buy animals to diversity food sources and provide pulling power for heavy labour - Money to buy medicine to improve health and ability to work - Access to loans - Good transportation system to move produce to market and to access farm inputs (i.e., seeds, fertilizers, etc.) - Markets to buy and sell food - Access to land (size, quality) - Your own tools, seeds, fertilizer, animals, etc. 	<p>Political</p> <ul style="list-style-type: none"> - War - Elections (can cause unrest in countries) - Money for country resources (i.e., roads) - Government programs to protect farmers (i.e., in Ontario farmers can purchase crop insurance) - Access to land (size, quality) - Access to local, national, and international markets - Tariffs and taxes

Rainfall

Crops need enough rain to grow and need it more at specific times during the plant's growth (such as when the seed is first growing). If rainfall is not regular or is unreliable it can lead to decreased crop yields, limiting the amount of food a family has for the year. If rain becomes regular in an area, signalling the beginning of the rainy season, farmers will plant their crops expecting that the rains will continue to supply their crops with water. However, if rainfall is unpredictable and the rain stops after the farmer has planted, the crop may be very stunted or not germinate at all and require replanting and more seeds later. This adds more work to the farmers' already busy life, and may cost the farmer money to pay for additional seeds or labour to plough or plant the fields. Unpredictable rainfall often results in very severe rainstorms after a period of no rain. The intense rainfall can cause erosion and flooding, damaging fields by washing away topsoil (which contains much-needed nutrients for plant growth), or washing the seeds or small crops away.

Access to Labour

Having enough labour to perform all of the work to produce a crop is very important. Without adequate labour, a family must reduce the number of fields they plant and the amount of food they grow - leading to less food to supply the family for a year. Farming is dependent on weather conditions, and often work must be done within a limited time period in order for the crop to be successful. For example, the crop must be planted as soon as possible in the rainy season to take full advantage of the rains and result in the best crop yield. Often a crop must be harvested quickly to ensure the crop does not rot and can be stored properly.

Access to Loans

Having access to loans can be a very good way for people to improve their quality of life and ensure food security for the family. By being able to access a loan, a farmer could buy equipment or resources to help the farm production significantly. One example would be a farmer who buys chickens to start producing more chickens and eggs. The eggs and chickens can be eaten by his family to improve their nutrition, and can be sold to generate farm income. The money received from selling the eggs and chickens could then be used to pay back the loan and provide the family with a small income. That money could be used in times of food storage to buy additional food or to be used for other emergencies, such as buying medicines if someone fell ill.