



CLIC PSE Lesson Plan - KS4

Sustainable Development & Global Citizenship - Food

Outline & Requirements

Broad topic/title for lesson:

What has sustainable development and ethics to do with the food we eat?

Key stage or student group:

KS4

Time needed

1 hour

Quick description

Shops are now selling a number of different types of food. Fair Trade, organic and genetically modified (GM) foods. What are they and why should we consider them?

Developing thinking	✓	Developing number	
Developing communication	✓	Working with others	✓
Developing ICT	✓	Improving own learning	✓

Link to DCELLS PSE Framework for 7 to 19 year olds in Wales

Theme: Sustainable Development and Global Citizenship

Intended specific learning outcomes:

Learners should have opportunities to:

- » Recognise the rights of future generations to meet their basic needs
- » Take responsibility for changing their own lifestyle as a response to local and global issues

And to understand

- » The tensions between economic growth, sustainable development and basic human needs

Materials, resources and preparation needed:

Bring in adverts or items of food which are fairtrade, organic or GM produced e.g. coffee, chocolate
IT facilities





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lesson plan

Method:

Lesson starter: (5mins)

- » Ask students if they are aware of where their food comes from, how it has been produced, who does it involve?
- » Discuss why it's important to know the production process of food

Introduction: (5mins)

- » Write on the board Fairtrade, Organic and Genetically Modified (GM) Food in 3 columns
- » Ask students if they know what these words mean.
- » Explain that:
 - ◇ The Fairtrade movement is an attempt to give small producers more control over their lives, by giving them a larger share of the end price
 - ◇ Organic food is a term that describes crops grown without artificial fertilisers or pesticides and meat from animals that have not been given large amounts of medicines
 - ◇ The term GM (genetically modified) food refers to crops grown by inserting genes from one plant, or even animal, to another to give that crop certain new features
 - ◇ Ask the class if they know of any food from any of the categories and list them respectively

Activities: (40mins)

Research @ article writing: (30mins)

- » In small groups, students use the Environment section on the CLIC website > Info> Environment> <http://www.cliconline.co.uk/en/info/environment/people/> to research about any one of the 3 types of food and write a 150-200 word article
- » They can also source suitable images or videos to go with their article



Submitting article to CLIC: (15mins)

- They can then submit their articles on the CLIC website> www.cliconline.co.uk after registering as a user
- » Ask the class what they think makes a good article and how should an article be structured?
 - » Each article should have:
 1. a heading,
 2. content describing each type of food and why it is important nationally
 3. examples of the food involved and pictures if possible
 4. reasons for and against buying each type of food
 5. a conclusion/ending

Plenary: (5mins)

- » Ask each group to present their article to the rest of the class and upload their article onto the CLIC website.

Extension activity

Look at the possibility of setting up a Fairtrade stall or fruit tuck shop.

Tips, suggestions and additional resources:

There may be links with Geography or Food technology
<http://www.cliconline.co.uk/en/info/environment/people/>

