

AG 2: Bilinguale Projekte

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“From Food to World Food Problems“

(A Cross-curricular Module in Geography, Biology, Ethics, Politics)

Siehe auch:

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**Bilinguales Lernen in Gesamtschulen
und Bericht über die 49. Tagung der BAG Englisch
in: GGG Journal 34, 4/2011, 7-10.**

http://www.ggg-bund.de/index.php?option=com_docman&task=cat_view&gid=113&Itemid=124

aiming at: grade 7/8, based on NHG 3 and 4, unit 1

Learning Objectives:

Referring to existing knowledge -

What do students already know / What are they aware of?

1. the need of food / origin and fabrication
2. Variety: food at home and abroad
3. healthy / unhealthy food
4. shortage and surplus

Rising Awareness

1. of your own eating habits
2. of your health
3. of the interdependence between industrial and developing countries

Acting responsibly

- ♣ eating meat - how much grain is needed for a steak
- ♣ biological fuel - how much land is used up to produce it
- ♣ genetically modified food

Methodical Approach:

Introductory talk

- ♣ What is your favourite food?
- ♣ When do you eat? How often?
- ♣ What do you eat? What is it made of? Where does it come from? (=> Map)
- ♣ What is typical for ...
 - Germany
 - Turkey ...
 - USA
 - GB ...

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- ♣ What do you think is healthy/unhealthy? Why?
- ♣ What do you think happens, if you don't get enough food?
- ♣ Have you ever been really hungry?
- ♣ Do you know sb. who has ever been? (=> HW: Ask your grandparents!)
- ♣ Can you imagine people being hungry in your community? Who could that be? Find out what your community does about it.
- ♣ What do you know about hunger in the world today?

Input:

Did you know that over one billion people suffer hunger in the world each day? That is about one-sixth of the population of the planet. The World Food Programme, part of the United Nations, helps feed people around the world and has created online resources to help kids learn about hunger and ways to help. The WFP blog for students and teachers called, Teaching Hunger, is a great way to learn more about how hunger affects people around the world. Another WFP blog, On the Road, features videos highlighting hunger issues. Check out the links below to visit the World Food Programme blogs on their website.



<http://haveyoureadthebible.com/wp-content/uploads/2011/04/starvation1.jpg>

Bereitstellung von/Verweis auf Quellen/Material:

- Diercke International Atlas
- Diercke Geography, Vol. 2, p. 28, World Hunger
- Internet (ausgewählte Seiten)

Visit the World Food Programme's [Teaching Hunger blog](#).

Visit the World Food Programme's [On the Road blog](#).

[Learn how you can help others during the holidays this year](#) on National Geographic Kids.

Scaffolding

Vocabulary:

food
to feed
favourite food
fast food
tin food
healthy food
unhealthy food
lack of food
food shortage
illness
diet
undernourished
undernourishment
constant undernourishment
famine
poverty
richness
poor
rich

necessity of eating & drinking

names of countries.....

industrialized countries

developing countries

food in different countries: bread, fruit, vegetables, potatoes, steaks, rice, wheat, ...

Chunks:

what I like

what I dislike

meals: breakfast, lunch, supper, dinner

I have had enough

being fed up

enough to eat

not enough to eat

to grow food

to buy food

to come from

to import

.

.

.

tasks:

- Look at p.192, map 2 in your atlas: What kind of map is it?
- What information does this map give you? How do you “read“ these pieces of information?
- Does any of this information surprise you? Why? Why not?
- The main crops in Europe are corn and potatoes. What are the traditional main crops in Asia, Africa and Australia? (see atlas)

Choose:

- Bring an empty food package or label from home. It should be of sth. from far away. Try to reconstruct the origin of that food. Where does it come from? Which way did it take? How long was it? (use the atlas)

or

- Ask your local green grocer: What is his/her most exotic food? What can he/she tell you about its origin and way to Germany?

Write a report for a newspaper magazine about it


or

Write a lively story with the item as 1st person narrator (“Hi, I'm Ben, the banana ...“)

further research / tasks:

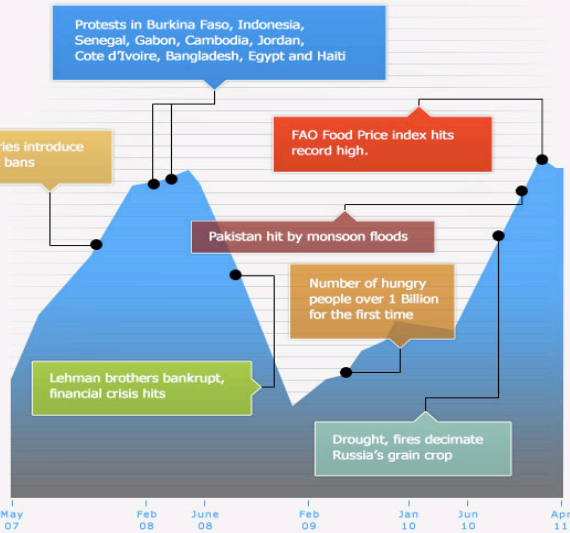
- When the price for coffee drops, everyone in Germany is happy. What about the coffee farmers in Africa?
- Think about how our eating habits in Europe affect the hunger problem in developing countries. Write down your ideas.
- Look at the graph “Food Price Roller Coaster“ and analyse it: What does it show?
- How do political incidents (Geschehnisse) correlate (in Beziehung stehen) with the price of food?
- Comment on the statement “*Rising food prices have pushed 44 million people into extreme poverty and hunger since June 2010*“ Do you think it's true? Why? Why not?
- Look at the graph “Family spending on food“ below: What consequences does it have for a family in USA and Kenya when food prices drop or rise?

Rising Food Prices



Food Price Rollercoaster

between September 2007 & April 2011



Protests in Burkina Faso, Indonesia, Senegal, Gabon, Cambodia, Jordan, Cote d'Ivoire, Bangladesh, Egypt and Haiti

Countries introduce export bans

FAO Food Price index hits record high.

Pakistan hit by monsoon floods

Number of hungry people over 1 Billion for the first time

Lehman brothers bankrupt, financial crisis hits

Drought, fires decimate Russia's grain crop

May 07 Feb 08 June 08 Feb 09 Jan 10 Jun 10 Apr 11


Source: United Nations Food and Agriculture Organisation

RISING FOOD PRICES →

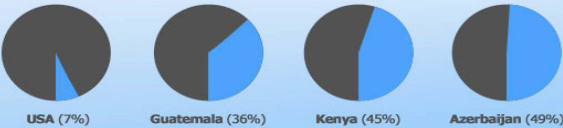
Rising food prices have pushed 44 million people into extreme poverty and hunger since June 2010.

EXTREME POVERTY AND HUNGER

! That's **twice** the population of Australia



Family spending on food




USA (7%) Guatemala (36%) Kenya (45%) Azerbaijan (49%)

Source: US Department of Agriculture


KEY ■ % of income spent on food ■ % of income remaining for other bills

A poor family in a poor country spends as much as 70% of its income on food.



Food (70% of total income) Everything else (30%)
School, Medicine, Clothing, Rent

What happens when food prices go up?



Food (85% of total income) Everything else (15%)
School, Medicine, Clothing, Rent

<http://usa.wfp.org/web-story/food-price-rollercoaster>

Work still to be done:

- ⤴ Comparing issues with the geographic curriculum
- ⤴ Looking for further sources and material
- ⤴ Enriching it with subject specific tools/methods (e.g. how to interpret a graph)
- ⤴ Adapting the module for a specific group of learners.