

Lesson Plan: Hunger and Nutrition

by Sal Gordon

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass
Purpose of using tool:	<ul style="list-style-type: none"> • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview: Students were allowed to access existing knowledge about a concept – where they weren't asked to think too deeply about the topic. By provided guided assistant (through the Compass), students were able to see the bigger-picture – the real 'Sustainability' scope of the issue. Additionally, students gained insights into the inter-connectedness of the issue – how issues seldom exist as isolated situations and that real-world issues have many facets to consider.</p>
Context of lesson/case study:	Grade 7 Thematic 'Hunger and Nutrition' – the start of a 3 week look at this issue (developed in line with the UN's Sustainable Develop Goals (Goal 2) from a scientific perspective.
Participants (# and description):	Grade 7 students
Topic, Theme, or Key Understanding of unit/project:	Hunger and Nutrition
Length of unit/project:	Unit is 3 weeks – this mini-project was a one-lesson activity
Resources/materials & setting required:	'Hunger Image', projector, paper, assorted coloured marker-pens
<p>Lesson Plan/Description of the Project:</p> <p>Lesson Goals:</p> <ol style="list-style-type: none"> 1. Students to think about 'Hunger' as a global, complex, inter-related issue. 2. Students to ask questions and discuss 'Hunger' issues in thoughtful, reflective and insightful ways. 3. Students to be more aware of how to use the Compass model when thinking/discussing real-world issues <p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. I showed students (who were in groups of 3-4) a stereotypical 'Hungry Children' image (see attached). 2. I asked students to write down any words/phrases that came to mind when they looked at this image. These words/phrases were recorded on separate pieces of paper (one per group). 3. Then I introduced the Sustainability Compass - and, in particular, how we can use it as a tool to think and discuss issues in a broader 'sustainability' sense; as a class we spoke about how sustainability is bigger than just environmental factors - that economy, society and well-being were also important. We also came up with other words for Nature, Economy, Society and Well-being. 4. I asked the students to write their group's initial words/phrases into the Compass - this prompted healthy discussions within the groups. These words were written in black (to differentiate from the next stage of the lesson). 	

5. The groups were then asked to start adding more words/phrases into the Compass model - in different colours - keeping in mind that 'Hunger' can be looked at in terms of Nature, Economy, Society and Well-being.
6. Finally, the groups were asked to draw arrows to indicate that some words/phrases could be linked to multiple parts of the Compass.
7. At each stage of this lesson, students were encouraged to participate in healthy discussions with their peers and to openly question the issues that were raised.

Teaching Tips/Ideas:

- Provide detailed instruction, but limited advice/answers; student groups talk openly amongst themselves
- Give a quick summary of the Compass model – students need to be aware of what the four points mean, but the teacher should not prompt answers.
- Teacher is best to move quickly from group to group giving positive praise to good discussion points and, at times, providing ‘leading/open’ questions.

Reflection

Plusses:

I found using Compass model like this was a brilliant way to introduce a new topic - during the workshop, when doing a similar activity, I was inspired by the depth of discussion such a simple activity provided. In my Thematic lesson, it gave students a chance to think broadly about Hunger - that there were many factors involved. When I told the students that every 3.6 seconds someone dies of starvation - one student said to me: "Yeah, and to stop this we have to do more than just give food to the people who are starving".

Challenges:

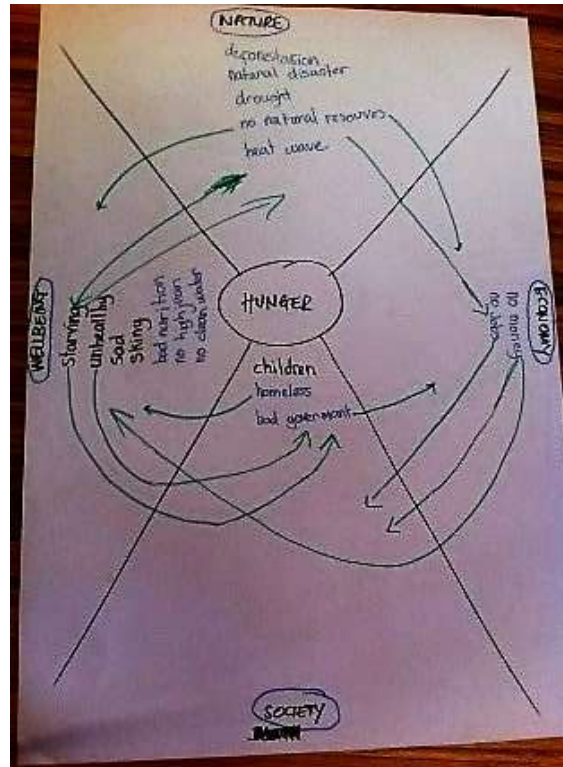
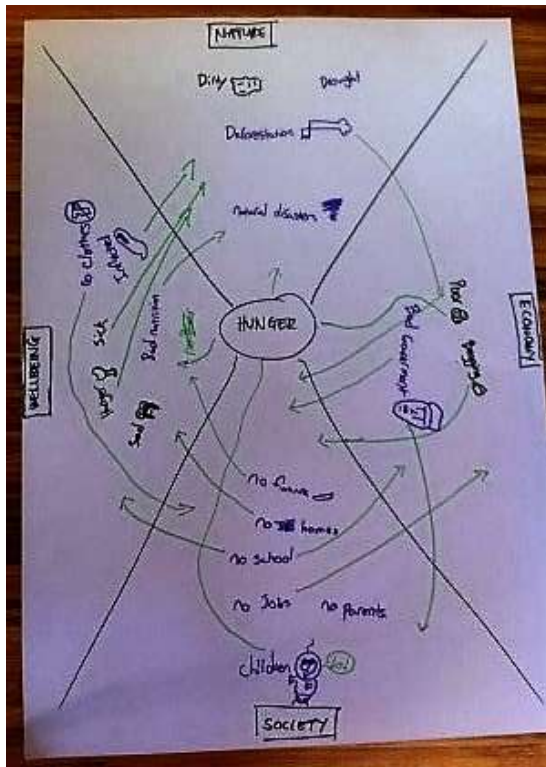
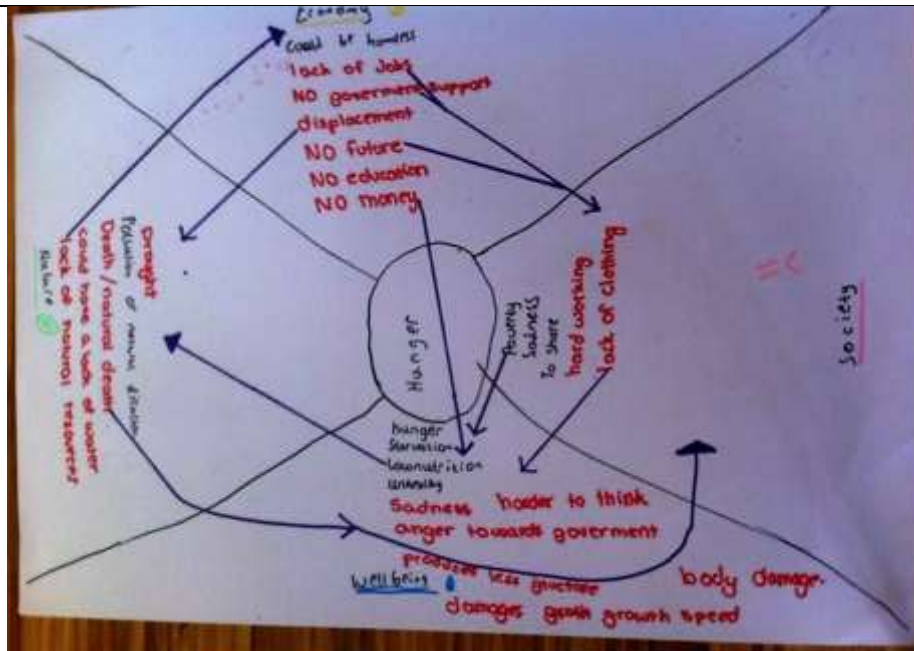
I liked the way it went – it was simple, effective, meaningful, and achieved my learning expectations for the students

Suggestions for other practitioners and educators:

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Evidence and Resources





Lesson created by: Sal Gordon, 2016, Middle School Coordinator/Middle School Mathematics and Science Teacher, Green School, Bali, Indonesia