# Grade 5 IPC Unit Globalization - Global Trade and Food Shortage

(Submitted by Anne Marie Roy, 2017, while serving as Secondary Principal at International School of Havana, Cuba)

| Tool(s) used: | • Sustainability Compass  
• Clock Partners |
| Purpose of using tool: | • Generating Questions  
• Synthesizing Thinking  
• Guiding Discussion |
| **Overview:** | This made students realize that a food shortage for a particular group of people greatly impacts a much larger group. Each group of students had a different challenge to face which was completely out of their control, demonstrating the unfairness of life and of trade. It serves as a great visual representation of the unfairness in the world. |
| **Context of lesson/case study:** | IPC unit Going Global (Trade), Grade 5. Part of this unit involves learning about the challenges faced by farmers in developing countries (reasons & consequences) |
| Participants (# and description): | All Grade 5 students + 3 teachers as it was part of our IPC unit on Globalization |
| Topic, Theme, or Key Understanding of unit/project: | Global Trade, Food Shortages (mainly the unfairness of it and the consequences of this) |
| Length of unit/project: | 5 to 6 weeks |
For Sustainability Compass: chart paper, post it notes, markers  
For connections web: string, post its for Sustainability Compass |

**Lesson Plan/Description of the Project:**

- Class watches the video “A Snapshot of the Broken Food System in India” [https://www.youtube.com/watch?v=1_8oEWx1gzs](https://www.youtube.com/watch?v=1_8oEWx1gzs)  
- Students complete activity simulating life as corn farmers “Can You Beat the System” [http://www.oxfam.org.uk/education/resources/can-you-beat-the-system](http://www.oxfam.org.uk/education/resources/can-you-beat-the-system)  
- Using the Sustainability Compass, discuss, analyse and write about the impacts of a food shortage. This should also lead into a discussion about sweatshops and child labour which are major topics we will study in our Globalization unit.  
- In groups of approx. 8 students, create the connections web.

**Teaching Tips/Ideas:**
There’s a longer version of the video available on YouTube as well. Teacher should watch longer version.

- Watch the video with students more than once.
- Discuss how students felt when presented with their particular scenario
- Enforce that this is not only a game, it’s what really happens in real life.
- Enforce that the quality of the corn they grow is as important as the quantity. Many students rush to get as many done as possible, ending up with a poor quality product.

Reflection

Plusses (Things that went well):

- Students enjoy small group discussions and this initiated a lot of it. A teacher oversaw each group of 8 and only prompted students when they were stuck.
- Creating the web of connections is also physical which is always a plus with students.
- The entire activity is very visual.

Challenges (Things I would change):

- Allow more time.
- Discuss the Sustainability Compass more thoroughly.

Suggestions for other practitioners and educators:

This took a lot more time than I thought it would. It was our first experience using the Sustainability Compass and making connections using the compass and the web was very challenging for students.

Evidence and Resources:

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Evidence of Activities
Level 1 Certification Submission
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EAL students working on T-chart with Mr. Michael Lees (School Director) on T-chart highlighting what would make a perfect community as opposed to an imperfect community. Students then must reflect and write ideas/conclusions on bottom part of chart. Details of the poster created.

Students acting out a system: They chose a Cuckoo clock to demonstrate how each component had a distinct role, but also depended on the other components’ well-functioning. Images show the girl moving hands as pendulum, while others at the back perform the second, minute and hour hands, the one underneath is the cuckoo.
Analyzing how SDGs related to the compass tool (Nature, Economy, Society and/or Wellbeing). Students spread SDGs icons on Compass poster, and discuss how systems thinking has guided the development of goals to propose solutions to global issues. SDGs icons and symbols are matched with their corresponding explanations taken from the UNO website (“Verb harvest” activity to highlight usage of formal register of language.)

Understanding iceberg levels better: students distributed slips of papers across the icebergs, in order to distinguish between Events, Patterns of behaviour (which evidence trends and development over time), System structures (which emphasize the implications derived from other realities). Final proposals shared by students on the icebergs. Mental Modes added on post-it notes by students.

Other instances when icebergs have been used as thinking tools to analyze problems and their causes.