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| **Lesson:** | 1. The Global Issues Geographers Face
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| **Focus of the lesson:** | To identify the Sustainable Development Goals and explain how they link to current global issues. |
| **Prior knowledge:** | Students will be able to make links to prior topics they have studied, including:* Global biomes (from Meteorology)
* Climate change (from Meteorology)
* Overpopulation (from Population and Migration)
* Poverty (from Development and Superpowers)
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| **Learning Objective:** | To explain the purpose of the Sustainable Development Goals and link them to current global issues. |

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| **Lesson Outline** | **Description** |
| **Starter** | Task:Think - Pair - ShareWhat problems do you think the world currently faces? Make a list.Challenge: Can you categorise these problems? | Students will enter the classroom to a Think - Pair - Share activity on the board. This introduces the topic of global issues and encourages them to make links to any prior knowledge.The challenge task will guide students to consider the geographical lenses (STEEP).A potential extension could be to choose a problem they think is the most significant and explain why. |
| **Main** | * Define sustainability
* Introduce the Sustainable Development Goals
* Example of how Global Goal 2 (Zero Hunger) is being addressed
 | * Sustainability is a key term that will be referred back to throughout the unit. Students will consider the relevance and necessity of understanding sustainability.
* Students will be introduced to the 17 Sustainable Development Goals, and will draw a mind map of the problems they think the world faces based on the goals, categorising them using STEEP. They will be challenged to explain why each problem exists in order to encourage them to make links to prior knowledge and consider the depth and breadth of each issue.
* Students will research how Goal 2 has been broken down into smaller targets. This will provide them with examples of smaller-scale goals that may be easier for them to address in their final projects.
* Following this, they will research some more examples of food security projects, focusing on their aims and how they have been implemented. Again, this will provide a foundation of knowledge for them to draw upon when considering their own projects.
* Considering Goal 2 links well to the third lesson in the scheme of work (How Food Secure is the World) and may help them with their decision-making activity in this lesson.
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| **Plenary** | 3, 2, 13 - Sustainable Development Goals2 - ways in which we can **categorise** issues the world faces1 - definition of sustainability | This will provide a quick assessment of students’ understanding from the lesson and will provide an opportunity to address any misconceptions before the next lesson where they will be required to draw upon this knowledge. |
| **Homework** | Consider the world as 100 people.1. Using the infographic, choose **one** statistic that surprised you and explain why.
2. Choose another statistic, explain what the problem is and briefly propose a solution.
 | This activity will give students a broader understanding of global issues and introduces them to the concept of considering their own solutions. They will be able to draw upon their learning from this lesson when they look at examples of food security projects to help them create their own solution.  |