

<b>Challenge Title: Why Study Geography – an insight into food inequality</b>	<b>Duration:</b> 20 -30 minute depending on group size
<p><b>Short Description:</b></p> <p>This workshop is designed to illustrate the way geographers think about global issues. By studying geography, students have the opportunity to think about issues which affect the world in different ways depending on geographical location, level of development, economic and political ability and so on. The exercise for this workshop will introduce students to the immense inequality related to food distribution and some of the reasons why food is not evenly distributed across the globe.</p> <p>An exercise to stimulate students to think about the inequalities in the world's food distribution. Students are prompted to discuss issues of food security and why the distribution of food is unequal. Students introduced to the idea that there is enough food on the planet to feed every person, yet thousands die of starvation every day. By using a cake as a tool for exploring the percentage of food that different continents have, they can begin to think about this distribution. By introducing scenarios that change this distribution (natural disasters, war, famine, disease) students can start to think about conditions which exacerbate food inequality.</p>	
<p><b>Venue:</b></p> <p>No specific requirement for a room. As long as there are a couple of tables for groups to sit around.</p>	
<p><b>Number of Participants:</b> Preferably at least 13</p>	<p><b>Year Group: 8</b></p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Cake (remember to check allergies of students, or make them aware of issue) (cake can be replaced with biscuits if you felt cake was going to be too messy)</li> <li>• Continent names.</li> <li>• Continent sheets for tables</li> <li>• Flip chart paper, pens</li> </ul> <p>Paper plates, plastic knives</p>	<p><b>Health and Safety guidance:</b> <i>(e.g. gloves, allergy information)</i></p> <p>Make sure you are aware of any food allergies. Cake may contain ingredients that cause allergies.</p>
<p><b>Challenge context:</b> <i>(What background knowledge do participants need?)</i></p> <p>Starter:</p> <ul style="list-style-type: none"> <li>• Do we have enough food to feed the world's population?</li> <li>• We have more than enough grain to feed everyone in the world. Why do the poorest sometimes not get enough?</li> <li>• In groups, write down reasons for why food is not equally distributed. Why do MEDCs have more food than LEDCs.</li> </ul> <p><i>The world produces enough wheat, rice and grains to provide every human with 3,500 calories per day. Enough food is produced to provide at least 2.5kg of food per person per day (that includes nearly 1kg of meat).</i></p>	

**Instructions:**

Divide class into groups to represent continental populations. (Draw numbers out of a hat).  
Students to guess which continent they are based on population distribution. Reveal continents.

Continent	% of population	Number of pupils 30	% of cake
1. Australasia	2	1	3
2. Europe	19	5	35
3. North America	9	3	22
4. Africa	9	3	5
5. Middle East	4	2	4
6. Asia	49	14	25
7. South America	8	2	6

- Distribute cake to groups.
  - Then use chance cards to simulate world situations that demand for food to be relocated around the world.
  - What is your reaction to the initial distribution of the cake. Write on flip chart paper.
  - Ask for a volunteer to acts as a person to move the cake around. Situations will include, natural disasters, political problems such as war, food aid, MEDCs dumping food surpluses.
  - What do you think is the greatest problem of for ensuring equal distribution of food around the world.

**Plenary**

Students should have developed an awareness of the inequalities of global food distribution as well as how different situations can affect food security (war, food aid, surpluses in developed countries).

Why is it important to study issues like global inequality?

Geography students contribute to highlighting global inequalities in a range of areas: health, food, development, trade etc. By studying geography students generate a greater awareness of different situations in today's world, as well as potentially trying to generate solutions for them in the future.

**Further Reading**

- Food and Agriculture Organizations of the United Nations: <http://www.fao.org/>
- United Nations World Food Programme: <http://www.wfp.org/>
- 11 myths about global hunger: <http://www.wfp.org/stories/11-myths-about-global-hunger>
- Global Hunger Index: <http://www.ifpri.org/pressrelease/new-global-hunger-index>