

# Global Agriculture: Feeding the World

**Media Type:** iCEV Segment

**Duration:** 6 minutes

**Goal:** To illustrate the challenges of feeding the world's population and explain the changes which need to be addressed.

**Description:**

This presentation details how several companies are trying to plan for the expanding needs of a growing population as well as what food producers will need to do to be prepared. Experts from various organizations provide insight and personal opinions on the issue of feeding the world and the growing population.

**Objectives:**

1. To define the problem with feeding the growing population.
2. To analyze the role of distribution.
3. To investigate outcomes and challenges of the growing population.
4. To learn the importance of understanding the roles in feeding the world.



College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

College & Career Readiness Anchor Standards for Writing

Speaking & Listening Standards	
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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## Agriculture, Food & Natural Resources Career Cluster (AG)

Cluster	Standard
	Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.
	Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
	Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.
<b>Agribusiness Systems Career Pathway (AG-BIZ)</b>	Apply management planning principles in AFNR businesses.
	Develop a business plan for an AFNR business.
<b>Natural Resources Systems Career Pathway (AG-NR)</b>	Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

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## Lesson Plan

**Class 1:** Begin the class by distributing the *Global Agriculture: Feeding the World Vocabulary Handout* and the *Worksheet* for students to use as a reference. Show the *Global Agriculture: Feeding the World* segment. Complete the *Distribution: Imports & Exports Activity*. Instruct students to begin the *Distribute Your Product Project*. Students will present the project in Class 2.



Video  
8 min.

**Class 2:** Distribute the *Global Agriculture: Feeding the World Assessment*. Have students complete the *Assessment* and then discuss the answers as a class. Students should then present the *Distribute Your Product Project* to the class.



## Lab Activity

### Distribution: Imports & Exports

#### Directions:

Divide students into groups of three or four. Students will research the imports and exports of each country provided. Students will compare answers with other groups. Lead a short class discussion and answer any questions.



## Project

### Distribute Your Product

#### Directions:

Students will conduct research on various distribution methods for products within the United States which will be transported to another continent. Students will then select one type of food product and decide which of the distribution types would be the best option available. Students will then write short report to describe why they chose the method for their product and create either a Microsoft® PowerPoint® presentation, brochure or poster detailing the research. Students will present their findings to the class.



## Lesson Links

### Global Harvest Initiative

- <http://www.globalharvestinitiative.org>

### Population Reference Bureau

- <http://http://www.prb.org/Educators/TeachersGuides/HumanPopulation/PopulationGrowth.aspx>



## Career & Technical Student Organizations

### National FFA

- Agriculture Issues Forum
- Agricultural Communications

### Business Professionals of America

- Economic Research Project

### DECA

- International Business Plan Event

### Future Business Leaders of America

- Global Business



## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50088, Laura Barringer, Senior Associate, Global Harvest Initiative, John Deere
- iCEV50148, Corey Rosenbush, Vice President, Global Cold Chain Alliance
- iCEV50181, Charlee Doom, Commodity Analyst, Bunge Limited
- iCEV50182, Charles Arbuthnot, Research Analyst, Bunge Limited