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WRITTEN LESSON PLAN

SUSTAINABLE SOLUTIONS: IMPROVING OUR FOOD SYSTEM

Grade: Grade 6
Module: Intensive Agriculture vs Ecological Agriculture
Suggested duration: 45 minutes

Lesson focus

- The final group project makes students use the module's comparison of farming methods to propose practical, evidence-based improvements.

Learning objectives

- Compare one environmental challenge in intensive and ecological agriculture.
- Propose a realistic action to make food production or consumption more sustainable.
- Present a reasoned solution that considers both benefits and limitations.

Materials and preparation

- Comparison and action-planning worksheet
- Paper, markers or presentation software
- Access to class notes or teacher-selected sources on farming practices
- Optional internet access for supervised research

LESSON PROCEDURE

Engage | One food system, many choices (6 min)

- Recall differences between intensive and ecological agriculture, including inputs, biodiversity and production methods.
- Ask: ‘How can we produce food while protecting natural resources?’

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Investigate | Select a problem (9 min)

- Groups choose one topic: reducing pesticide use, supporting local food systems, or minimising food waste.
- Use class notes or provided sources to identify a cause and one possible solution.

Plan | Propose a sustainable action (17 min)

- Complete the action plan: problem, proposed solution, who acts, expected benefit and possible limitation.
- Prepare a short visual or oral presentation.
- Encourage claims that can be supported by evidence rather than simple 'good/bad' labels.

Present | Share and question (9 min)

- Groups present their proposals in one minute each, as time allows.
- Peers ask one constructive question: 'What could make this solution difficult?'

Reflect | Personal commitment (4 min)

- Students write one change they could make at school or home and explain its likely benefit.

STUDENT ACTIVITY SHEET

Copy or print this page section for each group or student. The prompts can also be completed in a notebook.

Problem

- What needs to change? _____

Evidence

- What fact or observation supports your concern? _____

Proposed action

- What will be done, and by whom? _____

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Impact

- How might this help people or the environment? _____

Trade-off

- What could be difficult or less effective than expected? _____

Assessment / success criteria

- Proposal addresses a specific sustainability challenge.
- Group explains an expected benefit and a plausible limitation.
- Presentation draws on at least one observation or classroom source.

Differentiation

- Support: Provide three topic cards with a simple problem statement and example evidence; allow oral explanations.
- Additional challenge: Ask students to compare two solutions and justify which would work best in their local context.

Extension activity

- Develop a class sustainability action plan and revisit it after several weeks.

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