

# Project Planning Template

## Security for Imported Food – Legal Issues

<b>COURSE:</b> Food Security	<b>DURATION:</b> 2 weeks	<b>TEACHER:</b>	<b>Security for Imported Food – Legal Issues</b>
<b>GLOBAL ISSUE OVERVIEW</b>			
<p>Every country has an issue with food security in one form or another. One of the biggest concerns now is that of a biological terror attack where chemicals can be put into a food source. This can lead to major problems if it were to occur anywhere in the world. Each country has to take these threats seriously. It is important as some countries have a shortage of food as it is.</p> <p><b>Global Competencies Addressed:</b></p> <ul style="list-style-type: none"> <li>• Investigate the World: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.</li> <li>• Communicate Ideas: Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.</li> <li>• Take Action: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.</li> </ul>			

STANDARDS ADDRESSED		
Career/Technical Knowledge and Skills	Academic Knowledge and Skills	21 <sup>st</sup> Century Skills
<ol style="list-style-type: none"> <li>1. Identify the agencies responsible for inspecting food in a country.</li> <li>2. Determine the best methods of transporting food into a country to maintain its security.</li> </ol>	<p><b>Writing:</b> Communicate information and ideas in narrative, informative, and persuasive writing with clarity and effectiveness.</p> <p><b>Speaking:</b> Deliver planned and impromptu oral presentations.</p>	<p><b>Learning and Innovative Skills:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul> <p><b>Life and Career Skills:</b></p> <ul style="list-style-type: none"> <li>• Initiative and Self-Direction</li> <li>• Leadership and Responsibility</li> </ul>

**PROJECT DEFINITION & GOALS/OBJECTIVES**

Students will acquire the skills needed to research the regulations and laws in other countries regarding food being transported into a country. Students will learn about the different types of agencies that regulate the food in a country as well as the potential for terror threats using chemicals in food. They will also have to work on developing a security plan to assure the food makes it to the destination without being tampered with.

Project Goals/Objectives:

- Identify government agencies responsible for food regulations.
- Develop a security plan to keep food from being tampered with before it makes it to the destination.
- Identify any potential terror threats using chemicals in food.

**SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?**

A non-governmental organization has been asked to supply food to a third world country. This area is heavy with turmoil and has the potential for a civil war based on religious beliefs. Before the NGO can bring food into the country, they have to find out the regulations and what methods can be used to transport it efficiently. They also have to figure out how to get it to the areas that need the food the most without it being tampered with or stolen.

You have been hired as the security expert to develop the plan to maintain the security of the food. How will you complete this task after you have researched the new country? Consider the following questions: What are the different regulations on how food can be transported into a country? What are the government agencies responsible for inspecting the food brought into a country? What potential terror threats exist with food sources?

Essential Questions	Grade Level Adaptations
<p>What is an acceptable level of risk in supplying food to regions or countries in need of such support?</p> <p>How should the regulations of another country/region be allowed to impact the delivery/transportation of life-sustaining supplies?</p>	<p>Lower grade levels:</p> <ul style="list-style-type: none"> <li>• Focus on only one part of the project objective at a time and work all the students through the same process.</li> <li>• Provide additional research or resources prior to starting the project.</li> </ul> <p>More advanced students:</p> <ul style="list-style-type: none"> <li>• Add research on the region of the world in which the country is found. What regional issues are impacting food security?</li> </ul>

**ASSESSMENT: How will you determine what students have learned? (Check all that apply.)**

FORMATIVE		SUMMATIVE	
Quizzes/Tests		Multiple Choice/Short Answer Test	
Notes/Graphic Representations	X	Essay Test	
Rough Draft		Written Product with Rubric	X
Practice Presentation	X	Oral Presentation with Rubric	X
Preliminary Plans/Goals/Checklists of Progress		Other Product or Performance with Rubric	
Journal/Learning Log Adapted from Tammy Worcester Tang		Self-Evaluation or Reflection	X
Other:		Evaluation by Authentic Audience	
		Other:	

**MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?**

**Materials:**

- Computer Access
- Internet Access

**Internet Resources:**

- NGO Monitor: <http://www.ngo-monitor.org/>
- USDA: <http://www.usda.gov/wps/portal/usda/usdahome>
- FBI, Agroterrorism Threats to America’s Economy and Food Supply: <https://leb.fbi.gov/2012/february/agroterrorism-threats-to-americas-economy-and-food-supply>

**SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?**

Additional time can be arranged if needed by the resource teacher.

**CALENDAR OF MAJOR LEARNING ACTIVITIES—What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?**

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Introduce project and assign groups.	Have students research and define what is meant by “food security.” Which direction would they take “food security”? What do they think of when they hear that statement?	Have a member of the USDA come in and talk to the students on what potential threats exist in food.	Students will select a country and research the different agencies that regulate food being transported into the country.	Students will research different methods of food terrorism. They will also make a map of the areas in the country that have terror threats.
Week 2				
Have a member of a local NGO come in and discuss their objectives and roles in the world.	Students will research the country they have selected and see if any NGOs are working in that country. They will use this information to help develop a plan to get food into the country.	Students will continue to research and finalize their presentations.	Students will present their plans to the panel of NGO and USDA employees.	Students will complete a peer evaluation and write a self-reflection paper about the project.

**STUDENT REFLECTION ACTIVITIES—How will students reflect on their work? Add reflection questions and/or activities here.**

Write a self-reflection paper about the project. How can understanding food security in other countries impact understanding of food security closer to home? What lessons can we take from the other country’s experiences?

Adapted from: Southern Regional Education Board, Unit Planning Template, 592 10th St. N.W., Atlanta, GA 30318-5776