

FEEDING THE REGION

As demand for food grows, how should this region manage food production sustainably?



Introduction

This collaborative exercise is for KS4 Geography students to consider the difficulties of resource management (specifically food) for a growing population. This is designed to be a task within an existing lesson, allowing you to judge where it would best fit in your planning. Small groups act as an advisory panel for a fictional region planning how to feed a growing population sustainably up to 2050. They read four stakeholder evidence cards (environmental scientist, farmer, nutritionist, economist) and three pathway option cards (intensify livestock, shift to plant-based, technological intensification), then weigh the pathways against four decision lenses and end by writing a justified recommendation. The region is deliberately fictional so the task stays evidence-led.

The panel's decision criteria (Health, Economy & Just Work, Climate & Ecosystems, Social & Cultural Values) are lifted directly from The Vegan Society's own policy report, *Planting Value in the Food System*, rather than an invented rubric. The evidence lets students find that plant-based eating performs strongly across the four lenses if their panel reasons it through.

Relevant Links

Planting Value in the Food System – [The Vegan Society](#)

[Part 1: Our Vision – The Vegan Society](#)

[Part 2: The Research – The Vegan Society](#)

Grow Green Campaign – [The Vegan Society](#)

Vegetarian 'beef' farmer – [BBC Stories](#) and [The Vegan Society](#)

TASK OVERVIEW

Timing

25–40
minutes

(flexible according
to your needs)

Setting

classroom
or even
outside

Curriculum links

AQA (8035): 3.2.3.1 Resource management core – food, water and energy are fundamental to human development... overview of global inequalities in the supply and consumption of resources.

Pearson Edexcel A (1GA0): 8.1 – Changes in the UK's population in the next 50 years and implications on resource consumption... Pressures of growing populations on the UK's ecosystems.

Pearson Edexcel B (1GB0): 7.2c – Global and regional trends increasing demand for food, energy

and water resources... theories on the relationships between population and resources (Malthus and Boserup).

OCR B (J384): 8.2 – Can we feed nine billion people by 2050?

What you'll need

The Evidence Pack and the Panel Recommendation Sheet.

Additional resources

Pens.

Prior knowledge needed

The concept of resource management (that resources like food, water and energy must be managed to meet demand) and an awareness that a growing population increases pressure on those resources.



Before the lesson

- Print one Evidence Pack per group (4 students per group).
- Print one Panel Recommendation sheet per group.
- Ensure tables allow for discussion and collaborative learning.

Learning Objectives

1. To evaluate evidence from multiple perspectives to justify a sustainable food strategy for a growing population. .

Note on framing

The livestock pathway and farmer card are presented as important perspectives, not to lay blame. The Jay Wilde example is used as a real, voluntary transition – see vegetarian ‘beef’ farmer in the relevant links box. The panel’s job is to weigh the evidence and reach its own justified view.

The Task

Timings are a guide – adjust them to suit your class.

Introduction – [5 minutes]

- Introduce the fictional region and its growing population. Groups are an advisory panel who must recommend a food strategy.
- Split students into groups – ideally 4 students per group.
- Make links to areas in the course that resource management

Suggested script

- The region is growing fast, and it needs to decide how to feed everyone sustainably by 2050. Today you’re not students, you’re an advisory panel, and a government has asked you to weigh the evidence and recommend a food strategy. Get into your groups of four, because this decision needs more than one perspective to get right.

Task – Part 1 [8–10 minutes]

- Give groups 10 minutes to read through the evidence pack – each member takes on a different stakeholder to read aloud to the group.
- Once the stakeholder evidence has been read, the group will read through the three pathway options.

Suggested script

- In your group, each person will read one stakeholder – environmental scientist, farmer, nutritionist, or economist – and read it aloud. Don’t just skim it: these

are the voices your panel has to weigh against each other in a minute, so listen for the evidence, not just the opinion. Once everyone’s heard all four, read through the three pathway options together.

Task – Part 2 [10–15 minutes]

- Now give out one Panel Recommendation Sheet per group.
- The groups will use the four–lens grid to help them choose their pathway and then justify their decision.
- They should refer to the stakeholder evidence to help them justify their reasoning.

Suggested script

- Now you’ve heard the evidence, use the four–lens grid to score each pathway. A quick note is enough, you don’t need numbers. Then agree on your recommendation and justify it, using at least two lenses and two pieces of evidence from the stakeholders.

Probing questions while circulating

- Which lens is hardest to score for this pathway, and why?
- Has every stakeholder’s evidence been used somewhere, or has one voice been ignored?
- Is your panel choosing this pathway because of the evidence, or because it’s the easiest to agree on?

Consolidation – [5 minutes]

- Bring the class back together for a whole class discussion.



- Ask which pathway options each group went with and why. Encourage active listening and for student responses rather than it solely being a teacher-led discussion.

Suggested script

- Let's hear from a few panels – which pathway, and why? [Take 2–3 responses].
- Notice we don't all agree, and that's fine – this is a genuinely difficult decision with real trade-offs. Did any panel disagree internally? What was the sticking point?

Differentiation

Support – you could drop the economist perspective from the evidence pack, strategically plan the groups to ensure a supportive class member is placed in the group.

Stretch – Step 4 of the Panel Recommendation Sheet offers the chance to consider a dissenting view, ask individuals which piece of evidence most changed their thinking and why.

Sources for the Stakeholder Evidence

Environmental scientist

1. [Grow Green Campaign](#)
2. [Part 2: The Research](#) – Page 15
3. [Part 2: The Research](#) – Page 16
4. Meat, dairy and climate change

Farmer

1. [Part 2: The Research](#) – Page 15
2. [Part 2: The Research](#) – Page 15
3. [Vegetarian 'beef' farmer](#)

Nutritionist

2. [Grow Green Campaign](#)
3. [Part 2: The Research](#) – Page 14

Economist

1. [Part 2: The Research](#) – Page 15
3. [Part 2: The Research](#) – Page 14

