

Teaching Youth Social Action Through History

Young people can explore natural disasters. They can explore the environmental impact, investigate how environments, local, global, natural and built, have been affected by past decisions and actions, and consider how they might be affected in the future—human diet evolution.

Students can study the human diet evolution, the diets of our ancient ancestors and the evolution of the tools for hunting, collecting and processing foods. They will also learn about rationing in World War 2. It was introduced in Britain in January 1940.

The young people should “ask perceptive questions, think critically, weigh evidence, sift arguments ... develop perspective and judgement ... understand historical concepts such as continuity and change, cause and consequence... analyse trends within periods and over long arcs of time” and in KS4 where young peoples should “develop the ability to ask questions of the past [and] investigate issues critically”

Human diet evolution: Young people will study the diets of our ancient ancestors and the evolution of the tools for hunting, collecting and processing foods

Rationing in World War 2: Young people should learn why rationing was introduced in Britain in January 1940. Certain foods, such as butter, bacon, and sugar, were restricted - people could only buy a limited amount to ensure there was enough to go around

7	Students find how much food a person was entitled to in a week during WW2: Rationing during WW2
8	Students learn about rationing and the role and history of the Ministry of Food. What did prehistoric humans eat? Human diet Evolution: meat, fire and tapeworms
9	Students learn about rationing during WW2, the use of ration books, the role of the Ministry of Food and the foods that changed the way we eat today. BBC article

Teaching Youth Social Action through Music

Is there a link between music and food consumption? Restaurants and supermarkets use ambient music strategically to influence consumer buying behaviour. The research found that 20% more customers ordered high-calorie foods when exposed to higher-volume music, regardless of which song was played.

Explore the techniques used by restaurants to make their dishes taste better! [Article: How music affects how you eat.](#)

Teaching Youth Social Action through Geography

Geography enables students to become globally aware, environmentally informed, and thoughtful, enquiring citizens. They can learn about the geography of food and different countries produce different types of food, often depending on their climate. They can learn where vegetables come from and the benefits of consuming foods produced locally.

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Key Stage 3	Key Stage 4
<p>Geography has close links to environmental education. The KS3 Programme of the study refers to “weather and climate, including the change in climate from the Ice Age to the present.” Key Stage 3 allows young people to inspire young people curiosity and fascination about the world and its people and equips them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key human and physical processes</p>	<p>The evidence for different causes of climate change, including human activity”. Key Stage 4 allows young people to Understand more about the world, its challenges, and their place within it.</p> <p>Geography enables young people to become globally aware and environmentally informed, and thoughtful, enquiring citizens.</p>
<p>Natural disasters: Students can explore the environmental impacts (and, in some cases, human causes) of natural disasters such as earthquakes, floods, tsunamis, tropical storms, and forest fires, including those in the UK (most notably flooding due to changes to rivers and catchments). Students might examine the claims of those who say that ‘re-wilding’ is needed if we are to reduce such problems. They can also look at the consequences for people and their property. This can be linked to food poverty, financial habits, healthy habits and diet.</p>	
7	Is there a special meal that your family cooks? Let your young people think of one recipe and share it with the class
8	Compare different recipes from different countries and find where the ingredients are grown
9	<p>Food transportation and sustainability: why are some foods more sustainable than others? Students explore the reasons why selecting local foods for health and sustainability (Link to Environment YSA)</p> <p><u>Why is a healthy diet important for athletes?</u></p>