



Total time

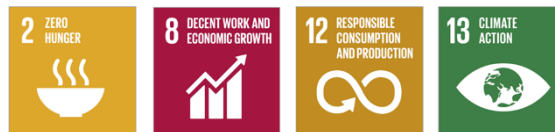
60 mins

Age range

9-14 years

## Food Tales

Investigating Climate Change through Literacy / English Language Arts



### Subject

Geography, Citizenship, Social Studies, English, Literature

### Materials

- 17 Global Goals Poster (Appendix A)
- Global Goals Glasses (Appendix B)
- Scissors
- Glue / Tape

### Learning Outcome

- To understand the framework of the Global Goals for Sustainable Development
- To create awareness about the impact your student's daily choices have on climate and the Global Goals in general
- Students discover how everyday food choices can change our carbon footprint and affect the environment and global warming.

### Lesson Preparation

- Print off copies of the Global Goals Glasses (Appendix B)

**Note:** This lesson is preferably part of an extension to the "Every Plate Tells A Story" lesson plan, which includes taking part in the Food Project and identifying a pledge for change.

## Teacher Notes

### Key Vocabulary

- Sustainability
- Development
- Goal
- Pledge
- Climate
- Disruption
- Consumption
- Carbon Footprint
- Perspective

### Step 1: Review Prior Knowledge About The Global Goals

5  
mins

To introduce the investigation, review the 17 Sustainable Development Goals, commonly known as the Global Goals (Appendix A) and ask students to recall their pledges that were made based on the examinations of representative meals within the Food Project

### Step 2: Let Students Focus On One Goal

5  
mins

Invite students to reflect on their learning and share any new ideas they may have had to help meet the Goal they have set themselves. Explain to students that within design thinking frameworks, they often may need to work through a process of trial and error, constantly re-evaluating and improving on ideas/conceptualizations until they get it right.

### Step 3: Introduce The Concept Of “Perspective”

5  
mins

Introduce the idea of **perspective** and allow for time to explore this concept as it relates to the lives of the students. Explain that it can be a helpful way of understanding a problem more deeply. Try it - with activities that could include role playing, viewing a photo with people in it and discussing different points of view based on people featured in the photo, or observation of groups of people in the school/community or on a video.

## Step 4: Global Goals Glasses – Learning Activity

5  
mins

Following from the idea of perspective, pass out copies of the Global Goals Glasses (Appendix D) and provide time for students to cut out and assemble glasses. Remind students to write their names on the back of the glasses.

### Differentiations and Alternatives

If unable to offer printed copies of glasses, students can be invited to use their imaginations and use their hands to make “glasses” for seeing through.

## Step 4 Continued : Global Goals Glasses – Learning Activity

5  
mins

After assembly of the glasses, explain to students that for the next part of the activity, they will be assuming a new perspective to complete the assignment. Allow students to think about and predict what different kinds of perspectives might be relevant to them while wearing their Global Goals Glasses. For example: Looking at the world from the perspective of different kinds of people or job roles (all who are in different ways impacted by the themes of the Global Goals). After predictions are shared, tell students that you will be saving their great ideas for future activities, however for this investigation they will each be assuming the perspective of one of the foods shared on their plates in the *Every Plate Tells a Story* activity. And, now the food will actually get to tell its story!

## Step 5: Writing Assignment

30  
mins

Through the perspective of the selected food, each student will complete a writing assignment telling the story of the journey the item of food has taken. Within the story, students should consider the impact that this food has on our **climate** adding evidence and supporting details to validate positive or negative effects.

Points to consider may include:

- Food miles and the mode of transport
- Impact of meat consumption on emissions and land utilization vs other food products.
- Clearing of forests
- Landfill waste
- Carbon footprint

Refer students to the supporting resources below if they want to find out more about these points.

Students should progress through the writing process with pre-writing, drafting, editing, revising and completion of final draft. Students can complete a sketch or drawing to accompany the written piece. Sketches can detail the journey of the food-- creativity encouraged!

## Differentiations and Alternatives

If working with limited resources, students can work as groups to make a short play to communicate their story.

### Step 6: Conclude

5  
mins

To conclude, invite student “investigators” to analyze the impact of agriculture and food systems on our climate, and consider possible choices to lessen our carbon footprint. Ask them to put on their Global Goals glasses again and imagine what they would like to see in 2030, when the Global Goals are due to be achieved.

Ask them to revisit the pledges they have previously made and remind themselves of the connections these pledges have to the Global Goals.

### Activities

Display completed writings along with sketches and see below for sharing them with the world.

### Sharing


What do you see through your **Global Goals Glasses** ?


Share your vision with the world on social media using the hashtags:

#WorldsLargestLesson

#TeachSDGs

Tag the World’s Largest Lesson

 @TheWorldsLargestLesson

 @TheWorldsLesson

 @TheWorldsLesson



Invite students to share their writings and ideas on Flipgrid via video: <https://flipgrid.com/globalvoice>

Add your activity and writing to a global map of learning about the Global Goals: <http://worldslargestlesson.globalgoals.org/map>

## Supporting Resources

Hippoworks Climate Videos for younger children (World's Largest Lesson & UNICEF) <https://vimeo.com/album/4040236>

Eat Green: Our Everyday Food Choices Affect Global Warming & the Environment (NRDC) [https://www.nrdc.org/sites/default/files/eatgreenfs\\_feb2010.pdf](https://www.nrdc.org/sites/default/files/eatgreenfs_feb2010.pdf)

Climate Protection Partnership  
<https://www.myclimate.org/education/>

Understanding Climate: Smart Agriculture (FAO)  
<https://www.youtube.com/watch?v=IUdNMsVDIZ0&feature=youtu.be>

Food Systems Tools (Nourish, Worldlink) <http://www.nourishlife.org/teach/food-system-tools/>

## US Standards of Practice

Common Core Standards English Language Arts, (NGAC, 2010)

ISTE Standards for Students (ISTE, 2016)

National Curriculum Standard for Social Studies (NCSS, 2010) Next Generation Science Standards (NGSS, 2013)

## About the authors

This lesson has been produced as a collaboration between the World's Largest Lesson and the [#TeachSDGs](#) Task Force.

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# THE GLOBAL GOALS

For Sustainable Development





