

LESSON PLAN (Elisabetta Del Pero)
THE IMPORTANCE OF EATING FAIR AND GREEN FOOD

Target age group

16-year-old students

Duration

7 lessons (360 minutes)

Subjects

Science / Social Studies / Citizenship education / English (in EFL classes)

Subject areas

- The UN Agenda 2030 for Sustainable Development, signed on 25 September 2015.
- Environmental education, eco-sustainable development and protection of environmental heritage, identities, productions and territorial and agri-food excellences.

Skills

The skills pursued and exercised in the various phases of the planned activities are inherent to the three learning areas of Citizenship Education:

- cognitive: students get to know and understand the proposed theme/problem and develop critical thinking and analysis skills, reading the context and analyzing sources.
- socio-emotional: students experience a sense of belonging to a community, the human one, and develop attitudes of solidarity and respect for differences.
- behavioural: students develop motivation and the will to act effectively at local, national and global levels for a more sustainable world.

Learning Objects

By the end of the lesson, students will be able to:

1. Define "fair food," "green food," and "agroecology."
2. Explain the environmental and social impacts of conventional vs. sustainable agriculture.
3. Identify actions they can take to support fair and green food systems.
4. Critically assess food choices using agroecological and ethical lenses.

Methodology

- frontal lessons (introduction of topics and working methods)
- videos
- group work
- discussions and debates

How the lesson plan connects to the GrACE themes

- Food and Climate: The Role of Schools in Food System Transformation, Colin Sage
- Teaching Sustainability through Debate, Letizia Cinganotto

LESSON 1	PLAN	
ACTIVITY	DESCRIPTION	TIME
Warm-Up	Agenda 2030: 'Have you ever heard of Agenda 2030?' 'Do you know which Sustainable Development Goals are?'	5 min
Lesson Part 1	Reading of the 17 Sustainable Development Goals, with focus on goal 1, 2, 6, 12, 13, 14, 15 https://sdgs.un.org/2030agenda	20 min
Lesson Part 2	Presentation of a list of Key Terms (i.e. Climate Change, Global warming, Sustainable Development, Recycling, Waste, Circular Economy). (appendix 1)	10 min
Lesson Part 3	<p>Presentation of the global food system, highlighting its significant environmental impacts, particularly its contribution to climate change, and the ways in which climate shifts threaten food production. It underscores the urgent need for a transformation toward sustainable food systems that can provide nutritional security for a growing population without compromising future generations.</p> <p>How does the current food system significantly impact both planetary health and human well-being?</p>	25 min

LESSON 2	PLAN	
ACTIVITY	DESCRIPTION	TIME
Warm-Up	Discussion: 'Name a food item'. 'Where do you think it comes from?'	10 min
Lesson	<p>Discussion: 'What is green food?' 'What is fair food?' 'What is agroecology?'</p> <ul style="list-style-type: none"> - Introduce concepts using examples (photos). - Ask students to find a definition. - Give students a glossary of key terms. (appendix 2) 	20 min
Group activity	<ul style="list-style-type: none"> - In small groups (3/4) students choose one food item, map its journey from farm to plate and identify the different stages (origin, transport, selling). - Groups exchange information. 	10 min
Group activity	Groups discuss environmental, social and economic implications of food production and journey.	10 min
Considerations	Ask students to write at least one thing that struck them about the food system.	10 min

LESSON 3	PLAN	
ACTIVITY	DESCRIPTION	TIME
Warm-Up	Quiz (Kahoot or paper-based) on food systems and agroecology. (appendix 3)	10/15 min
Lesson	<ul style="list-style-type: none"> - Inform students about how the current food system significantly impact both planetary health and human well-being and tell them about environmental, social and economic implications. - Show them the following video on Agroecology: https://www.youtube.com/watch?v=OgJlnRNyEDY 	30 min
Considerations	Ask students to think about what they have learnt	10/15 min

LESSON 4	PLAN	
ACTIVITY	DESCRIPTION	TIME
Lesson	<p>Debate:</p> <ul style="list-style-type: none"> - provide students with information about what a debate is and how it works: <i>Debate in the Classroom</i>, Letizia Cinganotto (information and evaluation) - show students the following videos: https://www.youtube.com/watch?v=1TSkx8on0 https://www.youtube.com/watch?v=Z9TvCjDnAk - give students a list of useful expressions they should use in a Debate (introducing the argument, stating an opinion, agreeing and disagreeing politely, giving evidence and providing examples, clarifying, concluding the argument) 	45 min
	Motion: 'Should We Only Eat Local and Organic?'	5 min
Group activity	Preparation: split the class in two groups. One group supports only eating local and organic food, the other argues for flexibility (e.g. availability, affordability).	10 min

LESSONS 5 - 6	PLAN	
ACTIVITY	DESCRIPTION	TIME
Lesson 5	Debate: groups find information in support/against 'Eating only local and organic food' (using notes and provided materials, searching the net).	60 min
Lesson 6	Debate: groups find information in support/against 'Eating only local and organic food' (using notes and provided materials, searching the net).	60 min

LESSON 7	PLAN	
ACTIVITY	DESCRIPTION	TIME
Lesson	Debate: 'Should We Only Eat Local and Organic?' - team 1 - team 2 (Teachers are free to decide timing)	40/50 min
Feedback	Give students a feedback about Debate engagement. (<u>Oracy Skills Framework</u> , <i>The Handy Little Guide to Debate - How to foster debating skills in the EFL class</i> , Letizia Cinganotto, pag 20)	10/20 min

Assessment & Evaluation

- Participation in discussion and group work
- Completion of worksheets: Food Journey Map, quiz (Kahoot/paper based)
- Debate engagement (Oracy Skills Framework - University of Cambridge in cooperation with "School 21")

Materials

<https://sdgs.un.org/2030agenda> Sustainable Development Goals

Appendix 1: glossary of key terms

Appendix 2: glossary of key terms

Appendix 3: questions for quiz

<https://www.youtube.com/watch?v=OgJInRNyEDY>

Video on Agroecology

<https://www.youtube.com/watch?v=1TSkkxu8on0>

Debate (introduction)

[https://www.youtube.com/watch?v= Z9TvCjDnAk](https://www.youtube.com/watch?v=Z9TvCjDnAk)

Debate (explanation and examples)

Resources

UN agenda 2030

The Role of Schools in Food System Transformation, Colin Sage

Debate in the Classroom, Letizia Cinganotto

The Handy Little Guide to Debate - How to foster debating skills in the EFL class, Letizia Cinganotto