



Total time
60–90 mins
Age range
8–14

Introducing the Plate PioneerZ



Purpose and Pedagogy

In September 2015, all 193 members of the United Nations adopted the Sustainable Development Goals (SDGs) or 'Global Goals' as they are commonly known. This "Agenda for 2030" is comprised of 17 Goals to transform the world over the next 15 years by collectively ending extreme poverty, tackling climate change, and fighting inequalities. This was a historic agreement, paving the way for a better and more sustainable future for all by 2030. This big picture is broken down into the 17 interconnected Goals, ranging from eliminating poverty (Goal 1) to protecting life below water (Goal 14) to Peace, Justice and Strong Institutions (Goal 17). Each Goal offers clear and measurable targets for countries and citizens to respond to the call to action to meet the Goals by the year 2030.

For further details about the Goals see following: Take a free, one hour online, [Microsoft Educator Training Course](#) on the Global Goals!

Key vocabulary

- Sustainable
- Pioneer
- Healthy
- Unprocessed or minimally processed foods
- Processed foods
- Ultra-processed foods

Suggested Assessment Methods

- Summaries and reflections of understandings of the term "Pioneer" and what it means to be a "Plate Pioneer" for the Global Goals
- Checklists documenting use of concept-specific language and key vocabulary during partner work and group work
- Verbal and/or written responses to the guided reading questions of the Plate PioneerZ comic
- Visual representations/ratings of conceptualizations, beliefs, and perceptions with use of activity sheets

Teacher Notes : Note on food language terms

Note: Below definitions taken from [The UN Decade of Nutrition](#)

Ultra-processed -foods are defined as “industrial formulations typically with five or more and usually many ingredients, often including those also used in processed foods, such as sugar, oils, fats, salt, anti-oxidants, stabilisers, and preservatives.”

Examples include: carbonated drinks; sweet or savoury packaged snacks; ice cream, chocolate, candies (confectionery); mass-produced packaged breads, buns, cookies (biscuits), pastries, cakes and cake mixes; breakfast ‘cereals’, ‘cereal’ and ‘energy’ bars; margarines and spreads; processed cheese; ‘energy’ drinks; sugared milk drinks, sugared ‘fruit’ yoghurts and ‘fruit’ drinks; sugared cocoa drinks; meat and chicken extracts and ‘instant’ sauces; infant formulas, follow-on milks and other baby products (which may include expensive ingredients); ‘health’ and ‘slimming’ products such as powdered or ‘fortified’ meal and dish substitutes; and many ready-to-heat products including pre-prepared pies and pasta and pizza dishes; poultry and fish ‘nuggets’ and ‘sticks’; sausages, burgers, hot dogs and other reconstituted meat products; and powdered and packaged ‘instant’ soups, noodles and desserts.

Note: Below food definitions from [Jamie Oliver’s Food Revolution](#)

Free sugars – sugar added to food and drink, either by ourselves, manufacturers or cooks, as well as sugar found naturally in honey, syrups, fruit juices and fruit juice concentrates. It is free sugars in particular that many of us need to consume less of. Keep an eye out for the following in ingredients lists, which are all sugars: *agave nectar, corn sweetener, dextrose, honey, corn syrup, sucrose, fructose, glucose and molasses.*

Empty calories: Come from foods that give us energy but not much else – such as sweets, chocolate, crisps and fizzy drinks. These foods cause us to put on weight because it’s easy to eat a lot of them without feeling full or satisfied. They should be limited or eaten sometimes as a treat, rather than everyday.

Note: below advice from [NHS UK](#)

Saturated fats: Eating a lot of saturated fat can increase the levels of cholesterol in your blood. Having high cholesterol can increase your risk of non-communicable diseases such as heart disease. It is not that “saturated fats” are “bad” or “unhealthy” but it is the amount of saturated fats that are consumed that can be a problem. Foods that are high in saturated fat include most full fat dairy products such as milk, cheese, butter and cream; and most meat and meat products. It’s also present in many processed foods, particularly baked goods like cakes and biscuits.

Essential Question for the Plate PioneerZ

Why does eating healthily affect the outcome of the Global Goals?

Step 1: Activating Prior Knowledge

5
mins

(If this is students' first time learning about the Global Goals, watch the [WLL Part 1 animation](#)).

What do students know about the Global Goals so far? Have students taken any action for the Goals already? What did this action look like? Facilitate a classroom discussion on what "taking action" for the Global Goals might mean.

Step 2: Introduce the Term Plate PioneerZ

5
mins

Introduce and discuss the concept of being a Pioneer. *What do students think it might mean? Have they heard this word before? Can they think of any other "Pioneers"?* Look at **Appendix 1** for examples of "pioneers" to discuss with students.

Explain to students that a "Pioneer" is someone who sees potential, or an innovator who wants to try new things. To venture or prepare the way for something new. The term Plate PioneerZ refer to how the students are going to be the **first generation of young people** to use their food choices as a way of achieving the Global Goals. Explain that the "Z" letter at the end references to how students belong to Generation Z.

Note: Cambridge Online Dictionary definition of **pioneer**: a person who is one of the first people to do something.

Step 3: Connecting the Global Goals to Everyday Life

15
mins

Divide students into small groups to draw out and design an Impact Chain (Appendix 2 for example layout) on the importance of Goal 2 Zero Hunger and Goal 3 Good Health and Well-Being and how they are integral to achieving all the other Global Goals. Provide students with a copy of the Global Goals grid (Appendix 3) to help with this activity.

Suggested prompt questions for students:

- *What impact does your own and everyone's eating habits have on the Goals?*
- *What are the risks of people not eating healthily? What impact might that have on the Global Goals?*
- *If we achieve Goals 2 and 3 how will this help us to achieve all the Goals?*
- *What other Goals do you think will be most directly affected if Goal 2 and 3 are not achieved?*
- *How does eating healthily ensure a country's healthcare costs are kept to a minimum?*
- *How does eating healthily affect your ability to learn at school?*

Step 4: Learning Activity: Food and the Global Goals

15
mins

Option 1: Guided Reading activity

As a class read the [The Rise of the Plate PioneerZ](#) comic book, using the prompt guided reading questions (Appendix 4). Students can read either independently or in groups. If individual students finish reading the comic book early, ask them to complete the activity sections at the back of the comic. After reading facilitate a classroom discussion on a definition of a Plate Pioneer to check understanding.

Or

Option 2 - Drama activity

Show the images of the script from the comic book Plate PioneerZ (Appendix 5). Ask students to get into groups and act out and imagine the dialogue happening between the characters in the comic (or choose a specific page). *What might they be saying to each other? What can you see happening when certain food hits the aliens?*

Invite some students to perform to the rest of the class acting out the dialogue between characters. After the performances facilitate a classroom discussion on a definition of a Plate Pioneer to check understanding.

Step 5: Introduce the Learning Activity

5
mins

Designing the ultimate “Plate PioneerZ” meal!

Explain to students that they will be designing and creating the ultimate “Plate PioneerZ meal”. A meal that when eaten, would leave a person feeling full, healthy and satisfied. Ask students to think about their favourite meals - *would they need to make any adjustments to these?*

Invite students to refer back to the Plate PioneerZ comic, *what foods were suggested as healthy and nutritious? Which foods should be avoided in this meal?*

Step 6: Complete the Learning Activity

20
mins

Using coloured pencils or felt tips, students draw their chosen meal for the Plate PioneerZ (Appendix 6). Students should discuss their ideas with one another, asking them the prompt questions on the activity sheet. Students must be able to justify their Plate PioneerZ meal and explain their reasons for choosing certain ingredients.

Step 7: Conclude

5
mins

Ask students to share their Plate PioneerZ pledge with one another and invite some students to come to the front to share with the class.

Add your Plate PioneerZ lesson to our [interactive map](#) and see what others around the globe are doing for Global Goal 2 Zero Hunger and Goal 3 Good Health & Well-Being!

Extension Activity

- Ask students to try out their new knowledge by taking the [Healthy Eating Goals 2 & 3 Free Rice quiz](#). Explain to students that for every correct answer they will be helping to donate 10 grains of rice to the World Food Programme.
- Or use this lesson to kick start a process of thinking about how food affects the Goals in other ways too. Click here to discover more [Plate PioneerZ lesson plans](#) for all subject areas.
- Look at the last line of the Healthy Eating comic - "SOPHIA: There's WEIRDER things than trying something new, I guess." - invite students to discuss this. Why has Sophia said this. What "new" thing did she try? Are there any foods that students have not eaten before? What other healthy types of food could they try? Set as a research homework activity for the students.
- Draft a letter to your school principal/head of canteen to see if it would be possible for your class Plate PioneerZ meal to be an option at the school lunch hall one day.
- Use the ingredients in your Plate PioneerZ meal to become a piece of artwork! Look at [Samantha Lee's instagram page](#) for inspiration and be sure to send us a photo of your edible artwork afterwards!
- Take part in a [Design For Change](#) project focusing your efforts on Goal 2 Zero Hunger and/or Goal 3 Good Health and Well-Being.
- If possible invite students to try and make their Plate PioneerZ meal at home and ask them how it makes them feel after they have eaten it.
- Create a class meal and ask if it is one that could be cooked in the school canteen or cafeteria.

Share with us:

- Send photos of your Plate PioneerZ meal designs to lesson@project-everyone.org or Tweet us @TheWorldsLesson, Facebook @TheWorldsLargestLesson or Instagram @theworldslesson! And don't forget to add yourselves to our [interactive global map](#)!

Appendix 1: Examples of “Pioneers”



Cecil Taylor:

Jazz pioneer - a key figure in the free jazz revolution creating a new style of music.



Elon Musk:

Space pioneer - launched his first commercial spacecraft in 2012.



Kathryn Bigelow:

Film pioneer - The first female director to win an Oscar.



Edmund Hillary and Tenzig Norgay:

Climbing pioneers - The first people to summit Mount Everest.



Chloe Kim:

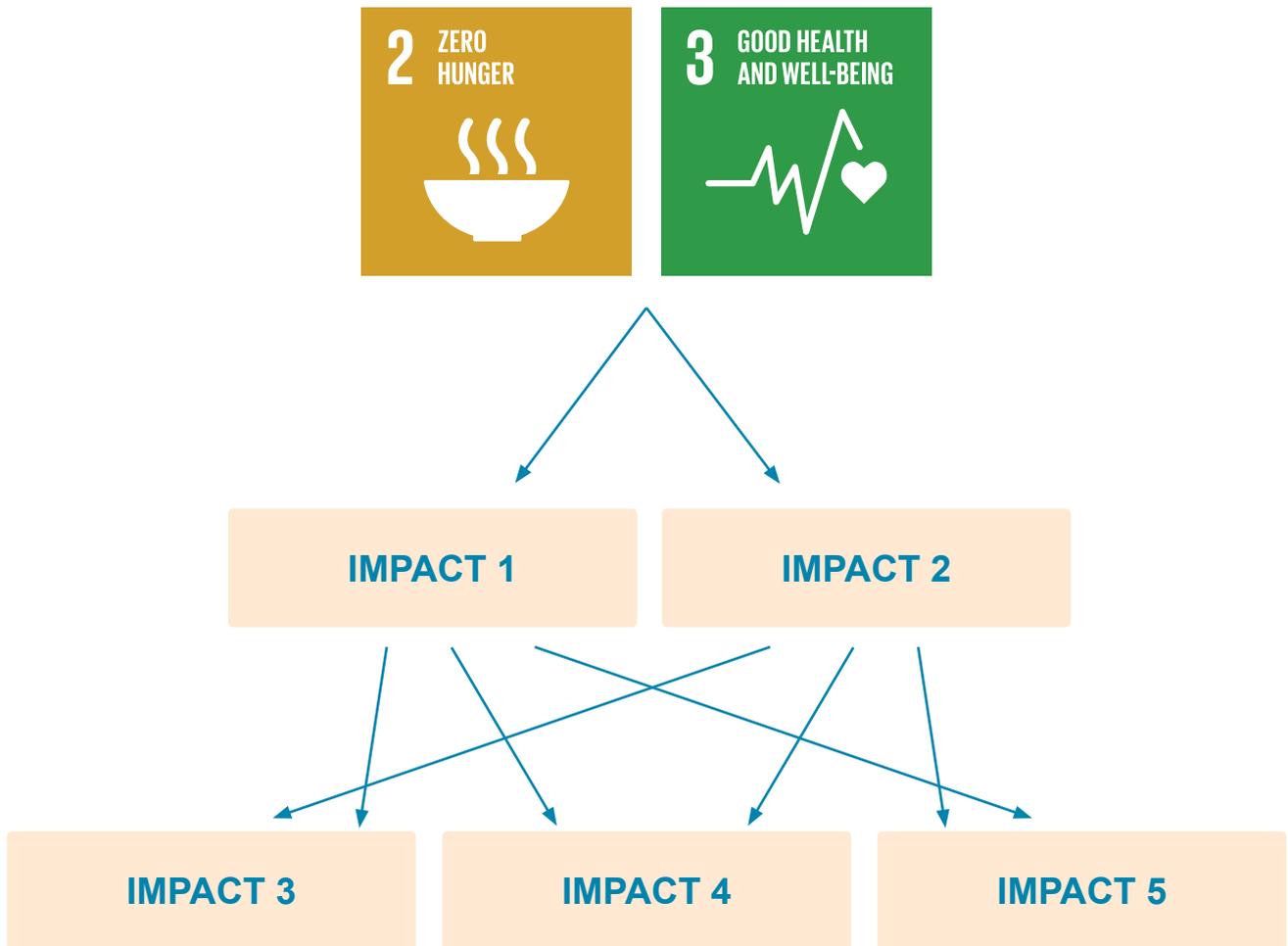
Sports pioneer - at 17 years old, Chloe is one of the youngest people to ever win a gold medal at the Winter Olympics.



Melati and Isabel Wisjen:

Ocean pioneers - Through organising the biggest beach clean up Bali had ever seen and organising a national petition, they managed to convince their government to ban plastic bags from the country to conserve the natural environment and marine wildlife.

Appendix 2: Example of Impact Chain Layout



THE GLOBAL GOALS

For Sustainable Development



Appendix 4: Guided Reading Questions

Title page

What do you think this comic might be about? What clues are there from the front cover?
Does it look like the two girls are going to defeat the creature?

Page 2

Why do you think Sophia has her hood up?
Do you think Sophia and Manon are going to be friends by the end of the story? What are your reasons for this?

Page 3

How do you think Manon is feeling when she arrives at Sophia's house? What do you think she notices?
How can you tell that these are the types of food that Sophia's family eats often?

Page 4

Do you think Manon meant to offend Sophia? How can you tell?
What are the main differences between the way Sophia's family eats and the way Manon says she eats with her family?

Page 5

How do you think Sophia is feeling?
What can you see happening?
Do you recognise any of these characters?

Page 6

What can you see the humans doing in these pages?
What types of food do you think they will be eating?

Page 7

Why do you think Sophia runs to Manon's house after she escapes from the aliens?
What types of food can you see on Manon's table?
What food groups can you see represented there?

Page 8

How do Sophia's and Manon's emotions change from the beginning to the end of this page?

Page 9

What can you see happening in this page?
Why are the aliens being defeated?

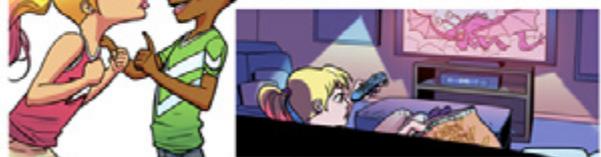
Page 10

Why has the comic decided to show a close up of Sophia's eyes on this page?
What can you see that Sophia has been eating before she fell asleep

Page 11

Why does Manon seem sad in the first picture?
What do you think has made Sophia change and make her start eating the salad?
Do you think both Manon and Sophia become Plate PioneerZ by the end of the comic?
Do you think Sophia's family will change their diet? Why do you think this?

Appendix 5: Plate PioneerZ comic



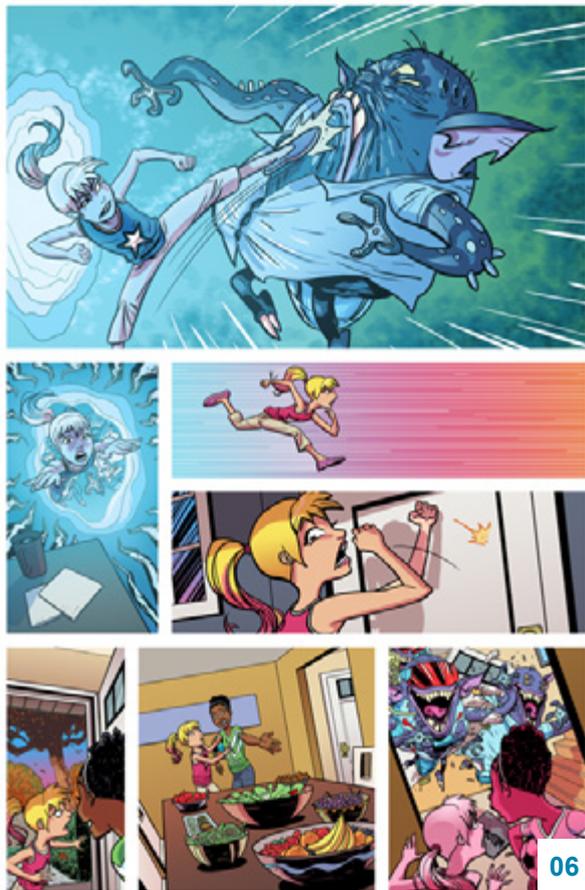
Appendix 5: Plate PioneerZ comic



04



05

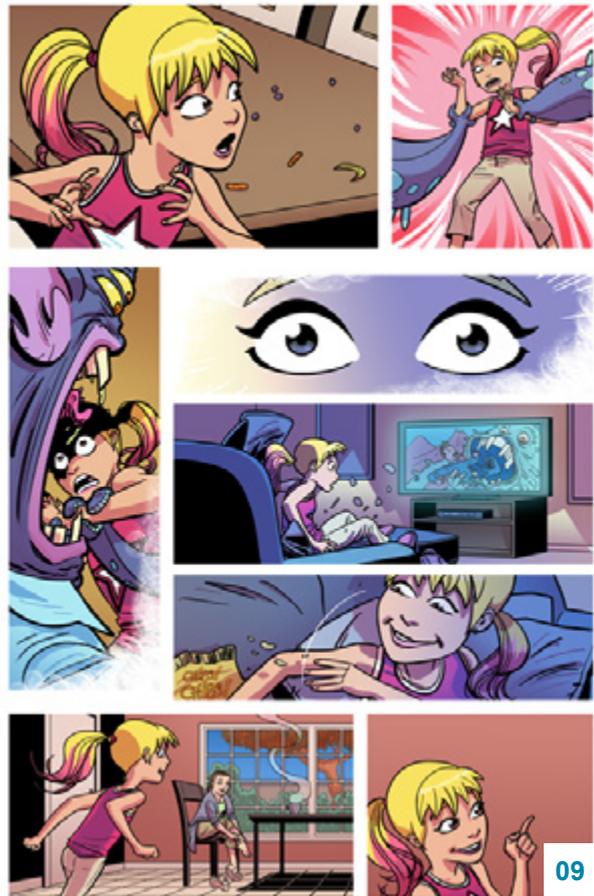


06



07

Appendix 5: Plate PioneerZ comic



Appendix 5: Plate PioneerZ activity sheet

Name



Ingredients in my meal...

My Plate PioneerZ Pledge is...

#PlatePioneerZ