



THE GLOBAL GOALS FOOD PROJECT

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



FOOD HEROES!



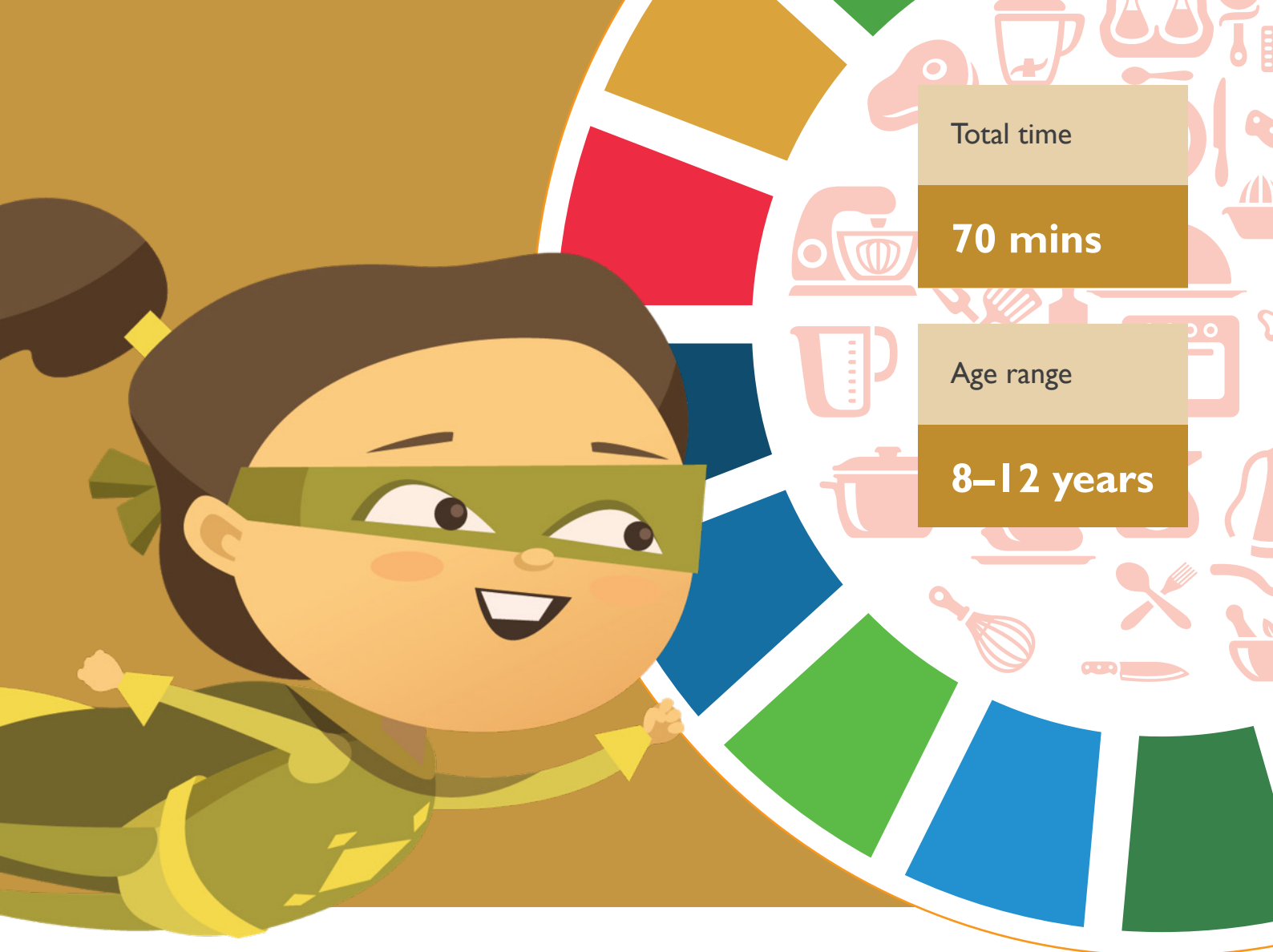
**Electrolux
Food Foundation**



FEED THE PLANET

Founded by **WORLD CHEFS**
Powered by **Electrolux** and **AIESEC**





Subject

Citizenship, Science

Lesson goal

Engage and inspire kids to make sustainable eating the preferred choice.

Learning outcome

Students will:

- Understand what SDG #12 is about and why it matters
- Know about target 12.3 - halve per capita global food waste
- Know practical ways to reduce food waste and to eat sustainably

Key vocabulary

Sustainability, Global Goals, Food waste, Responsible consumption

Lesson preparation

- The classroom environment should be organized to promote discussion and collaborative group work with groupings of chairs in circles or around tables
- Video and audio equipment will be needed for the video presentation
- Printed Food Heroes worksheets (one per student) (Appendix A)
- Writing and drawing materials for Appendix A
- Printed Global Goals grid posters (Appendix B)
- Printed What's on My Plate? posters (Appendix C)
- Printed Self-assessment (Appendix D), (one per student)
- Printed 10 tips to reduce food waste (Appendix E), (one per student)
- Printed Certificate (Appendix F), (one per student)
- Flip charts or A3 papers for group discussion

Food Heroes lesson plan

Essential question

How can I support the Global Goals by minimizing food waste?



Step 1: Introduction

10
mins

Ice-breaker: Introduce yourself and name your favorite food/meal. Ask students to do the same.

Exercise: Distribute Appendix A for each of the students and ask them to draw what they had for dinner last night on it. Tell the students to save their drawing as they will use it later during the lesson.

Step 2: Introducing the Global Goals

10
mins

Ask whether the students have ever heard about Sustainable Development Goals (SDGs) and if they recognize the SDG icons on the poster (Appendix B). Describe the work of the United Nations, and explain how the world came together to set these 17 goals as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by the year 2030.

Show [the video introduced by Malala Yousafzai](#) that explains the Global Goals in a child-friendly way. Debrief the video – did students understand what Global Goals are? Ask one or two students to share.

Step 3: Global Goals and connection to food

10
mins

Present the What's on My Plate? poster (Appendix C) to trigger thoughts on the big impact that daily eating has on the planet. Explain each of the scenes. Provide facts/statistics to support your arguments. Summarize by showing the statistics representing the global impact of food waste.

Remind students that there are many ways each person can work to help achieve the Global Goals by 2030 and there is something everyone around the world does that has an impact on multiple goals. This is the daily act of eating.

Introduce SDG #12 and explain why it matters. Explain that today you are discussing a specific target – “12.3: halve per capita global food waste”.

Show [Global Goals Food Project video](#) Debrief as appropriate.

Step 4: Self-assessment

15
mins

Tell students that now they will be able to assess themselves and their own eating habits to better understand how as individuals they can influence the world's food issues and make an impact on the Global Goals.

Present the Self-assessment questionnaire (Appendix D) and ask them to evaluate the plates they drew in the beginning of the lesson. Explain the questions of to the whole class, and give everyone five minutes to answer the questions. Help participants if they don't understand how to complete the questionnaire or if the individual questions.

After they are done, ask two to three students to share their results with the rest of the class. Ask them about their attitude to food now. Do they think that food matters to the planet? Do they understand now how they can make a change with something as ordinary as food on their plates?

Step 5: Brainstorming

15
mins

Ask children what they think a hero is. Tell students that now that they acknowledge the problem, it is time to find ways to fix it and become a Food Hero! Divide them into groups of four to five people, and ask them to discuss in groups what actions everyone can take in order to waste less food.

Hand out flip charts and markers so that students can write down all the ideas that come to mind. Tell students that the tips they propose can work for any areas: their homes, school canteen or even eating in a restaurant. Once they have their lists of tips, ask each group to share them with the rest of the class. Add more tips from Appendix E to complement missing ideas. Revisit and sum up all the activities they can do in order to reduce food waste.

Step 6: Conclusion

10
mins

Distribute Appendix F and ask students to write down top three things they promise to do from now on to minimize food waste. Tell all students that they are Official Food Heroes and hand out Food Heroes certificates.

Once the lesson is complete, take a group picture and upload it to the World's Largest Lesson Map online. To do this, go to [World's Largest Lesson website](#), click the "Become Part of the Story" button in the top right corner, sign up, and fill out a short form with your picture, location and short description of the lesson. In the field "I am taking part in the World's Largest Lesson thanks to..." choose Feed the Planet (Worldchefs, Electrolux, AIESEC).

Optional activities

Tell students that now it is time to bring the lesson into real life, ensuring continuity and further learning. Discuss the appropriate challenge for the group, should they choose to accept one of the following:

- a) Track the food on the plates in their home for one week, including food consumed versus food wasted as a percentage, creating a picture each day. Then propose a family meeting at which they discuss the possible ways to reduce the waste in the household. Students take the results (data and pictures) to school so they can plot graphs, create presentations and share best practices.
- b) Work as a class to track how much food is wasted for five days. The students calculate how much is wasted over the week and figure out how many people this could have fed. This information is shared with the rest of the school to raise awareness.

Credits and authors

Credits and sources

International Society for Technology in Education (2016). ISTE Standards for Students. Eugene, Oregon: International Society for Technology in Education.

National Council for the Social Studies (2010). National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. Silver Spring, MD: NCSS.

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). Common Core State Standards (CCSS). Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

NGSS Lead States (2013). Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

United Nations General Assembly (2015). Transforming Our World. The 2030 Agenda for Sustainable Development. NY, NY: United Nations.

About the authors

This lesson has been produced as a collaboration between the representatives of AIESEC, Electrolux Food Foundation and Worldchefs in alignment with the World's Largest Lesson, Project Everyone.



Appendix A: Food Heroes worksheet



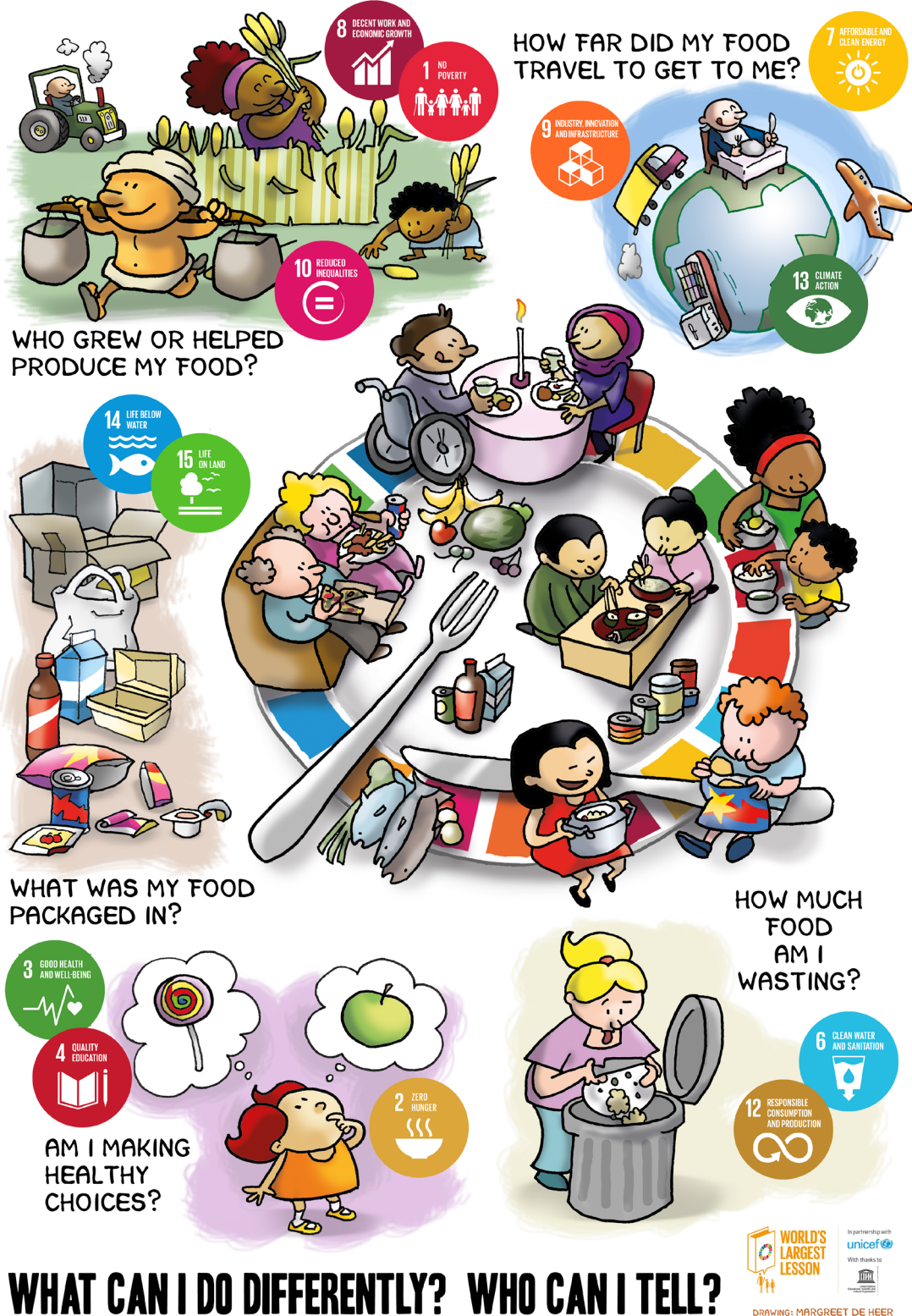
THE GLOBAL GOALS

For Sustainable Development



WHAT'S ON MY PLATE?

STOP AND THINK ABOUT THE GLOBAL GOALS



Appendix D: Self-assessment



1. Do you know what ingredients in your meal were organic?

All items Some items No items



2. How much food was thrown away from your plate?

Nothing thrown away 1–2 spoonfuls 3+ spoonfuls



3. How many items on your plate come from your own country?

All items Some items No items



4. How many items of plastic packaging were the ingredients of your meal wrapped in?

0 1 2+



5. Do you think people who produced your food were treated fairly?

Yes, I'm sure they were
 Yes, but I'm only sure about one stage in the food journey
 I can't be sure



Total score:



8-10 points

You are a Food Hero!

Congratulations! You're doing a great job! Help out even more by inspiring your friends to do the same.



5-8 points

You can do better!

Not bad, but you can contribute more to the future of our planet. Reflect on your answers and see what can do differently the next time.



0-5 points

Time to improve!

Time to reflect on your eating habits and learn more about the food that you eat. Ask your teacher and parents for advice. Also follow the 10 tips to reduce food waste (Appendix E).

Appendix E: 10 tips to reduce food waste



1. Before going to the shop, look at what's in your fridge and make a list of the things you do not already have at home.
2. Don't be afraid to buy "ugly" fruits and vegetables – they taste just as good as the "pretty" ones.
3. Make sure your fridge is at the right temperature. Put a thermometer inside it and check the temperature after one hour – it should be around 4°C.
4. A happy plate is an empty plate – always finish your food.
5. Search your fridge for hidden treasures. Perhaps there is something you forgot about that needs to be eaten before it spoils.
6. Freeze the things you like the most before they go bad. You can even freeze a snowball in the winter and surprise your friends with it in the summer.
7. Not all food should go into the fridge. Bananas, pineapples and tomatoes don't like the cold. Put them in a fruit basket outside the fridge instead.
8. Have you ever tried porridge pancakes or crazy leftover pizza? Make something new from yesterday's leftovers!
9. Pretend that you are in a cooking challenge and you can only use what's in your fridge. What can you whip up?
10. Not even all grownups know about this stuff. Share what you have learned!





My name is

Date

I promise to take these 3 actions to minimize negative impact from food:

1. _____

2. _____

3. _____

