**PSHE Session 4 - 1 hour Climate Change Lesson 4 Title: Title: How do my eating habits and consumer choices impact on habitats around the world?**



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| Directed Teaching Tasks: including group and whole class activity | Teacher support notes |
| **First Thoughts 20 Minutes**  **Teacher explains:** **Lesson Objectives / Key terms**  1. Let’s get thinking- logo image [slide 7] – pupils have a paired discussion on what this means. What messages would an organisation be trying to communicate with this logo?  2. Class discussion [slide 8] - Activity 2 What does responsible eating mean?  Key ideas to discuss – ***Do the choices I make around food have an impact on the climate? Does this matter?***  The teacher can use this as an opportunity to get pupils to think about healthy eating, why we eat and the need to consider where our food comes from. Many pupils may have limited understanding of the impact of the food industry on climate change. Often food which pupils think is really important is a luxury and can also lead to obesity.  **Students receive / T explains:**  **Teacher now develops this further by getting [pupils to consider their food choices**  **Extend discussion:**  **3. Activity 3** What is our best meal?  In groups of 4 complete the following task: Make a list of your favourite foods/What is your best treat? /What is your best chocolate bar? Crisp brand/ flavour / What is your group’s best meal?  Feedback and class vote  Teacher leads discussion: feedback- questions to consider:  When we eat do we think about where our food has come from?  Do we consider how it has got to us? | **Resources: 4.1 Power point**  **Logo to print 4.1**  In this lesson learners are able to think about responsibility [building on the carbon footprint survey completed in lesson 2 ] and their role in climate change .  It is an opportunity to discuss eating and how our consumer choices affect our own health as well as the planet through climate change.  Here the focus is on examining deforestation as a result of the demand for Palm Oil. Pupils get to think about their eating habits and the wider issue of ‘responsibility’.  The teacher may refer to the important ‘big ideas’ connected to this lesson:  Big Ideas 3: Human Consumption relies on burning energy that contributes to greenhouse gases  Big Idea 5: Climate change is impacting on animal habitats  Big Idea 6: Humans need to discuss and start to consider the future, humans need to begin to come up with solutions to address the underlying causes of climate change  Big Idea 11: People begin to consider the impact of their carbon footprint and understand that these are bigger in wealthy Minority world countries. |
| **Opening up Ideas 20 Minutes**    What is the link? - Images of palm oil / orang-utans- pupils share knowledge of palm oil.  Get pupils to examine what they usually eat/ buy by doing a survey.  This will get them to engage in both considering what palm oil is in and then why they are eating these foods- how much nutritional value have they got?  **Teacher shares information on palm oil**: Peel Back the Label Interactive website Watch clip of Rainforest destruction ‘Rang-tan: the story of dirty palm oil’ | **Resources:**  **4.2 Food/ product survey sheet [with palm oil as an ingredient ]**  **4.3 Use of an Interactive website- peel back the label**  [**https://www.worldwildlife.org/pages/which-everyday-products-contain-palm-oil**](https://www.worldwildlife.org/pages/which-everyday-products-contain-palm-oil) |
| **Exploration and Consolidation 20 minutes**  **Change the Way you think about Food- 2** short clips.  Pupils now work in pairs to devise an action plan for changing how you eat.  Questions used as prompts – ideas put onto a template of a palm leave ‘Write in ideas and key words for things you will do differently in the future’  ***In pairs devise an action plan for changing how you eat.***   * ***What food will you have to leave out ?*** * ***What could you replace this with?*** * ***What favourite foods will you have to eat less of.***   ***Teacher: Discussion points:***  ***How will this make you feel?***  ***Will there be any personal benefits to you if you make these changes?***  ***How will this help reduce climate change?*** Conclusion and Reflection What is the most important idea that you have learnt today? **Reflection** Has this lesson changed the way you think about Food?  **Teacher could display the templates- revisit them at the end of the SOL**  . | Pupils then develop an action plan to ‘Change the Way They Eat’; this will encourage them to consider their personal impact and their responsibility to self and planet through their consumer choices**.**  **Teacher supports this by showing them the following clips:**  **Resources**  **4.4** Greenpeace Resource  **Rang-tan: the story of dirty palm oil**  [**https://www.youtube.com/watch?v=TQQXstNh45g**](https://www.youtube.com/watch?v=TQQXstNh45g)  **4.5 WWF Resource**  [**https://www.worldwildlife.org/industries/sustainable-agriculture**](https://www.worldwildlife.org/industries/sustainable-agriculture)  **4.6 Palm Oil Leaf Template for Action Plan photocopied** |