

**PSHE Session 5 - 1 hour Climate Change**

**Lesson Title: Food Miles and the consequences of our Eating Habits**

**Unit for students 11-18 years old**

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| Directed Teaching Tasks: including group and whole class activity | Teacher support notes |
| **First Thoughts / Let’s get engaged 20 Minutes**  **Teacher explains:** Lesson Objectives / **Key terms**  Teacher introduces lesson- links the SDGs with climate change and the challenge for this lesson  What are the Global Goals aiming to achieve? Why are they important?  How the food we eat is connected to these goals? Why does it matter how far our food travels?  Teacher helps pupils see connections with our choices and people in other countries living in hunger.  **Let’s get engaged Activity One: Slide 7 - What is this image about? Think Pair Share**  **Activity Two: How does the food we eat link to climate change?**  **Pupils working in groups write down questions about this focus**    **Key ideas to discuss**  Teacher develops discussion using:  Encourages pupils to think about what they eat? Is it natural / processed? Grown locally or imported?  Is it nutritious or a luxury? Is it helping our bodies or is it full of unnecessary sugar/ calories? | Resources: session 5 power point  **5.1 Image**  This lesson encouraged pupils to reflect on what they eat and where this food comes from. It enables them to understand the link between food and the impact on climate change and how our choices as consumers have consequences. They are able to use evidence to help them develop personal opinions and discuss important choices that people need to make about the food they eat.  There is an emphasis on group work and listening to a range of ideas and opinions.  Big Idea 3: Human consumption relies on a lot on energy from burning fossil fuels for energy; the food industry contributes to this as does the production of methane gases from cows.  **Big Idea 7: Addressing Climate Change**. Because of the potentially catastrophic consequences of climate change there is a need for humans to change their behaviour Pupils can explain the importance of the role that individuals can play, they understand that there is frequently a disjuncture between people’s awareness of the problem and people actually changing their behaviour.  Big Idea 11 Action Many individuals are looking at their Carbon Footprint and reducing their consumption – using and buying less e.g. reducing their food waste |
| **Opening up and developing Our Ideas 15 Minutes**    **Activity Three: Pupil Survey Feedback, Pupils do a food survey- what have they eaten in the last 24 hours and what are the food miles for these**  Teacher introduces some facts and figures about our food habits, idea of food miles, look at clip on the journey of The Big Mac. They encourage pupils to understand that their patterns of consumption are part of the issue. | **Resources:**  **5.2** [**www.youtube.com/watch?v=c0mUV4zz9E4**](https://www.youtube.com/watch?v=c0mUV4zz9E4)  **5.3 Food Miles Information** |
| **Exploration and Consolidation Lets Make A Difference 20 minutes**  **Activity Four: Group research activity- pupils are given some information and have a discussion based on the questions/ information on slides Evidence - 1- 6**  Pupils Discuss the following questions:   1. Does it matter where our food comes from? Should we worry about the distance it has travelled? 2. Does it matter who produces our food and how this is done? 3. Should we care about the living conditions for the people who produce our food? 4. Should we know how many resources have been used to produce and transport our food?   **Teacher could lead this part of the discussion: Now consider the following challenges**  1. Should we only eat locally grown food?  2. How much of the British diet needs to change in the next 30 years as a response to global climate change?  3. Is it up to individuals to make climate change choices or do we leave this to the government?  A. What might happen if? We no longer got food from abroad?  B. What will happen if we do not respond to climate change?  C. What could happen instead? Can you describe the future? How will it look? What part will our food be playing? Conclusion and Reflection 5 minutes **Summary of activities Plenary: My Menu for world change Changing our eating habits**  **Pupils: You have been asked to make recommendations to the government on what eating habit changes need to be made in Britain to respond to the challenge of global warming. What must we do? 3 ideas.** | **Resources:**  **5.4 Evidence Sheets**  **5.5 Menu for change Template [ for all pupils]**  The lesson ends with pupils understanding that they need to be responsible for changing the way they consume food.  If they can see that they are also in a position to take action to influence others in their community and that they can campaign to impact decisions on a local, community and national level. |