

Total time

**60 mins**

Age range

**9-14 years**

## A Plate PioneerZ Food Project

### Every Plate Tells A Story



### Subject

Science, Geography, Social Studies, Language Arts/  
Literacy, Math

### Learning Outcome

Students will:

- Understand the process by which the Global Goals were created and the plan set out for achievement by the year 2030
- Draw connections between the Global Goals and their lives
- Evaluate a representative meal and identify alternatives that support the Global Goals
- Synthesize information and declare a personal pledge to help meet the Global Goals through food choices and behaviours

### Lesson Preparation

- Print copies of the three documents (one per student)
- 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
- If video and audio equipment is not available, a poster can be shared instead (Appendix B)

### Lesson Preparation

- Sustainable Development Goals posters (Appendix A)
- What's On My Plate Posters (Appendix B) to be used as a replacement to video or in addition to the video
- Every Plate Tells a Story activity sheet (Appendix C)
- "My Plate Pledge" Poster (Appendix D)
- Writing and drawing materials
- Video: <https://vimeo.com/220663067>, video script Appendix E

## 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 drive development 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.

Each Goal, ranging from areas such as eliminating poverty (Goal 1) to reducing inequalities (Goal 10) to climate action (Goal 13), 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:

1. Take a free, one hour online, Microsoft Educator Training Course on the Global Goals and the resources in the World's Largest Lesson <https://education.microsoft.com/courses-and-resources/courses/sdg>
2. The United Nations Resolution adopted on the 25th September 2015: [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)



This lesson plan, "Every Plate Tells a Story," provides a guided activity for teachers and students to work together in efforts to bring the Global Goals to classrooms and learning.

**The lesson begins** by broadly introducing the term "goal" and invites students to make personal connections to people, places, and environments by considering goals in their lives. Learners build knowledge as they integrate understanding of the Global Goals and the processes in which they were designed.

**During the lesson**, students will engage in a process of inquiry through dialogue, collaboration, and research and will establish concrete realizations of the sustainability of the food they eat. Multiple sources of evidence/formative assessments can be used throughout the lesson to document learning, guide conversation, and inform future instruction.

**To close the lesson** we invite teachers and students to join in creating a global crowdsourced map that plots and shares their contributions to education and learning for the Global Goals

<http://worldslargestlesson.globalgoals.org/Map>

Students can also contribute their thoughts on what they have learned via Flipgrid at

<https://flipgrid.com/globalvoice>

If the Global Goals are achieved, they will transform the lives and futures of young people. Not only this, but young people have a crucial contribution to make to the achievement of the Goals themselves. So, we welcome you and your students to join in this movement to create positive change for people and planet through education and to become participants within a "global classroom" in this lesson, Every Plate Tells a Story.

**To deepen understanding** and continue studies of the Global Goals and world food systems, five Investigation Activities are provided as extensions, and teachers are invited to connect their classroom and share experiences with the world in suggested "Global Collaborative Extensions".

## Key Vocabulary

- Sustainability
- Development
- Goal
- Pledge

## Formative Assessments Methods:

- Summaries and reflections of understandings of the process of goal making
- Checklists documenting use of concept-specific language and key vocabulary during partner work and group work
- Documentation of verbal and written answers to open-ended questions and inquiry prompts
- Visual representations/ratings of conceptualizations, beliefs, and perceptions with use of activity sheets
- Recordings of pledges to evidence individual commitments to achieving the Global Goals

## US Standards of Practice

Common Core Standards English Language Arts, (NGAC, 2010)

ISTE Standards for Students (ISTE, 2016)

National Curriculum Standard for Social Studies (NCSS, 2010) Next Generation Science Standards (NGSS, 2013)

## About the authors

This lesson has been produced as a collaboration between the World's Largest Lesson and the [#TeachSDGs](#) Task Force.

With specific thanks to Fran Siracusa, Calliope Global and #TeachSDGs Task Force and Dr. Jennifer Williams Calliope Global and #TeachSDGs Task Force.



# Every Plate Tells A Story

## Essential Question

How can I support the Global Goals with a pledge to change my food choices based on this evaluation of the food on my plate?

### Step 1: Activating Prior Knowledge

5  
mins

Introduce and discuss the process of setting a goal:

1. As the teacher, share an example of a goal you have set, and describe the process you took in order to reach the goal. Describe common steps to setting goals, such as:
  - Identify the goal
  - Document the Goal by writing it down and sharing it with another person
  - Make a step-by-step plan
2. Invite several students to share about a time they set a goal and the processes they took to reach their goals.

### Step 2: Introduce the Global Goals

10  
mins

1. Share with students the objectives of the lesson.
2. Present the Sustainable Development Goals by showing students the printed poster (Appendix A). 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. Share how, similar to the process they as students take to set and reach goals, the UN and the world are working actively to meet this set agenda.

Alternatively or additionally, show the video introduced by Malala Yousafzai (<https://vimeo.com/138852758>) or Serena Williams (<https://vimeo.com/137728737>) that sets the scene and introduces the Global Goals in a child friendly way.

3. Write out the words **sustainable**, **development**, and **goals** and invite students to share their understandings of each word and corresponding definitions. In addition, share the acronym SDGs and explain that both this and the term “Global Goals” are used to refer to the Sustainable Development Goals.

### Step 3: Connecting the Global Goals to Everyday Life

5  
mins

With conceptual understandings of the Sustainable Development Goals established, now emphasize to students that, regardless of age or place on the planet, every person has a part to play in reaching the goals. And, that they too are key and have the power to make a significant difference.

Remind students that there are many ways each person can work to help achieve the Global Goals by 2030, but ask them if there is one daily practice that everyone around the world does that could have an impact on suggest that on multiple goals. Take suggestions, before revealing that this is the daily act of eating, the topic for this lesson –i.e. the area of food sustainability-- from world food systems to the food on our plates.

### Step 4: Learning Activity: Food and the Global Goals

5  
mins

Divide students into three equal groups and assign each group to one of the following areas:

- (1) Sustainability
- (2) Development
- (3) Goals

Introduce Food and the Goals Video Briefing (<https://vimeo.com/220663067>). Instruct groups to note any ideas shared during the video that relate to the group topic. Ideas can be recorded on sticky notes, paper, note cards, or on a digital device. Play the video for the students and highlight relevant points. After the video, invite small groups to first discuss together and then share findings with the whole group. Explore connections that may exist between ideas and highlight the Goals that have been shown in the video.

### Step 4: Learning activity: Food and the Global Goals

If you are unable to share the video, please use the poster (Appendix B) or read out the script (Appendix E) and ask students to follow the same process of identifying how the points raised in the poster link to the words.

- (1) Sustainability
- (2) Development
- (3) Goals

Discuss the way that the Goals highlighted link to the issues they sit beside on the poster.

### Step 5: Introduce “My Plate Tells A Story” Survey

5  
mins

Show the “Every Plate Tells a Story” activity sheet to the students (Appendix C). Explain that, in the activity, students will investigate a chosen dish or meal and discover its story. Indicate that students should illustrate or photograph a representative meal (e.g. favorite meal, recent meal, regular meal) and then use their selected meal to complete the questions. Read each of the five questions out loud, and tell students to read through the notes attached to the activity sheet and make educated judgments for answers if they aren't able to specifically answer.

Additionally, resources, such as maps, websites, and books, may be used to assist students in determining answers. Ask students to leave the PLEDGE section for completion later in the lesson.

## Step 6: Learning Activity: “My Plate Tells A Story”

25  
mins

### Fill Out The Survey

Distribute SDGs posters (Appendix A) and activity sheets (Appendix C). Assist any students with questions or any students that may be in need of additional guidance.

### Evaluate and Reflect

Once all students have completed the activity, distribute the “My Plate Pledge” Poster (Appendix D). Give students the opportunity to work in pairs to together evaluate the meals based on their answers on the activity sheet and the identified global goals. Have them consider the questions “What can I do differently?” and “Who can I tell?” Answers can be shared on a collaborative poster or in a shared digital document (examples of digital platforms include Padlet, Word Online, or OneNote).

### Pledge

Introduce the word pledge and the way pledges are connected to accomplishing goals. Discuss how answers from the activity can be used to guide a formal pledge. Students may share ideas for pledges.

To complete the activity sheet, ask students to determine and record their own formal pledges. Then, they can use the SDGs poster to select the corresponding global goal to which honouring their pledge will contribute.

Students can share their learning and pledges with others using video via <https://flipgrid.com/globalvoice>

And students, either individually or as a class, can mark their lesson and pledge on a global map <https://worldslargestlesson.globalgoals.org/Food>

## Step 7: Conclude

5  
mins

To conclude, revisit the lesson objectives and the discussion on goal setting. With pledges declared, invite students to consider their courses of action and challenge them to share their commitment to the global goals with family and friends.

Agree with your class a point in time at which you will revisit their pledges and review their progress.

Display activity sheets on classroom walls to encourage continued discussion and extensions of ideas.

## Activity




### Global Collaborative Extensions

Teachers can broaden understandings and perspectives by connecting students with classrooms from around the world. Connections can be made by taking part in creating a World's Largest Lesson global map <http://worldslargestlesson.globalgoals.org/Map> and identifying others to connect with via the map.

**Through the following hashtags you can connect on social media :**

[#WorldsLargestLesson](#)  
[#TeachSDGs](#)  
[#GlobalGoals](#)

**Tag The World's Largest Lesson:**

 @TheWorldsLargestLesson  
 @TheWorldsLesson  
 @theworldslesson

Share learning from your lesson by posting:

- Photos of students working and images of activity sheets;
- Videos of students reading their pledges;
- Requests for other classrooms to share their experiences through emails and Skype calls or as pen pals

Students connecting in global collaborations with classrooms of the world can then work together to discover solutions through ongoing projects and learning activities.

### 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.



# THE GLOBAL GOALS

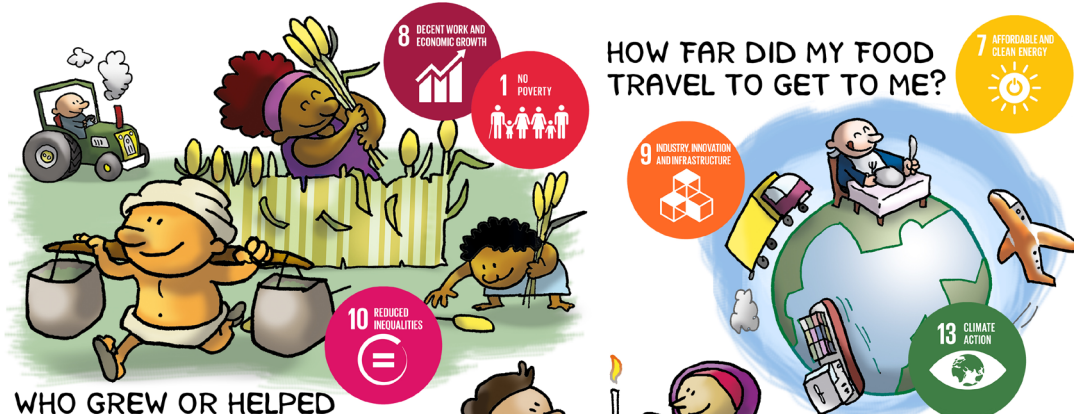
For Sustainable Development



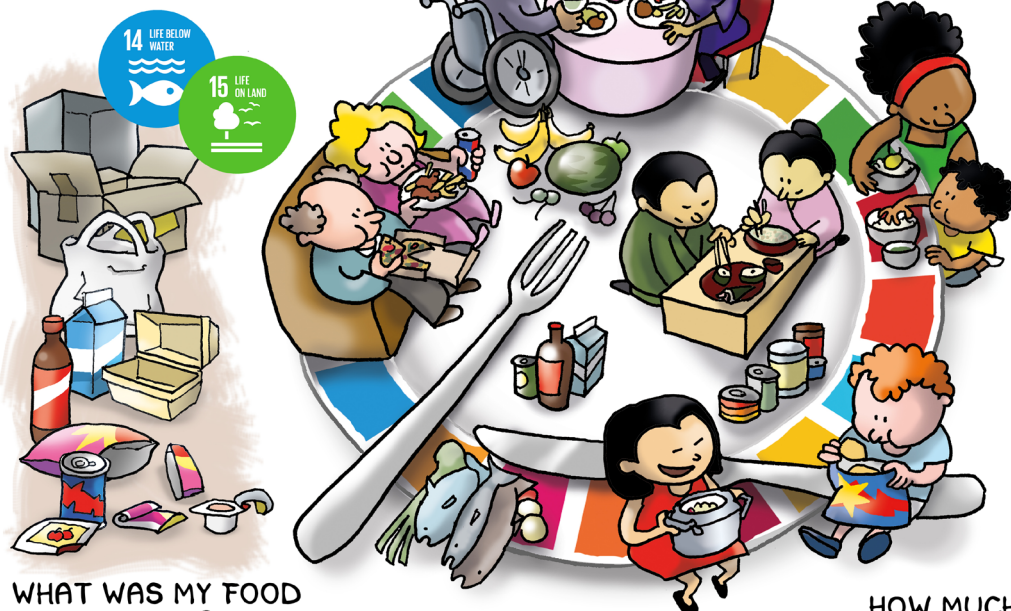


# WHAT'S ON MY PLATE?

## STOP AND THINK ABOUT THE GLOBAL GOALS



WHO GREW OR HELPED  
PRODUCE MY FOOD?



## WHAT WAS MY FOOD PACKAGED IN?



AM I MAKING  
HEALTHY  
CHOICES?



# HOW MUCH FOOD AM I WASTING?

## WHAT CAN I DO DIFFERENTLY? WHO CAN I TELL?

**WORLD'S LARGEST LESSON**

In partnership with **unicef**

With thanks to



**DRAWING: MARGREET DE HEER**

DRAWING: MARGREET DE HEER

# EVERY PLATE TELLS A STORY

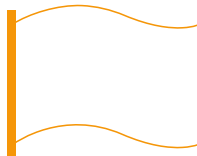


Name

Class

What Country Are You From?

Draw Your Flag...



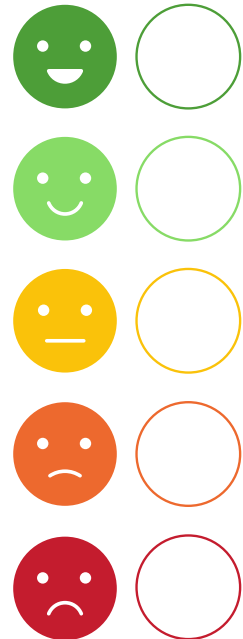
In partnership with  
unicef

With thanks to  
The National Endowment for the Humanities  
National Endowment for the Humanities  
National Endowment for the Humanities



## Total Plate Score

Mark Here



My Global Goals Pledge is....

"

...#WorldsLargestLesson"

To Help Achieve  
Global Goal Number(s)

# INSTRUCTIONS FOR COMPLETING YOUR ACTIVITY SHEET



Choose a meal that you'd like to test. This could be a favourite meal, a meal you will eat today, or one you've recently eaten. Be prepared to draw or photograph it.

When it comes to answering the questions don't worry that you might not have all the information. Make educated guesses if you need to. The point is to think about what you are eating and how it links to the Goals.

In partnership with

With thanks to

## 1. How many items on your plate contain processed sugar?

**Key term:** 'processed sugar', also called 'refined' or 'free' sugar – is sugar that is added to a food product, rather than the 'naturally occurring' sugars found in fruit, vegetables, and other foods. High consumption these sugars has been linked to increasing prevalence of certain health problems in children and young people across the world, including diabetes. Sometimes you can choose a food product that looks on the outside to be quite good for you, but if you look closer you may find that it contains a lot of added sugar.

**How to:**

**Find the Goal:**

Look at your Global Goals poster and think about which Goal this question connects to. There might be more than one. Follow this approach for all questions.

**Score your plate:**

Have a look at the ingredients on the back of the packaging or ask the person who made your food. Even if the meal prepared from scratch, some of the base ingredients may contain sugars. Refined sugars come in different forms and are often labelled as corn sweetener, dextrose, honey, corn syrup, sucrose, fructose, glucose, molasses.

If you think your plate does not contain any processed sugar at all then score yourself a green smiley. If you think it contains a little sugar (no more than one teaspoon or four grams) then score yourself a yellow smiley. If you think it contains more than four grams, then score yourself a red smiley.

1. How many items on your plate contain processed sugar?		
----------------------------------------------------------	--	--

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

Were the ingredients wrapped in any kind of plastic? This could be cling film, Saran wrap or Glad wrap, a carton, a sachet, a pot or a bowl. Did you use a plastic straw for a drink? Count up how many individual pieces of plastic were involved.

## 3. How much food was thrown away from your plate?

Was there too much on your plate for you to eat? Did you store the left overs for later or take them home, or did you throw them away? Estimate the number of spoonfuls that were thrown away.

## Appendix D: Every Plate Tells a Story Worksheet Instructions cont.

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

Think about the ingredients on your plate and check the packaging if you can. Ask the person who bought it if they know the answer. If the fruit and vegetables you ate are not in season where you live, then most likely they have travelled from another country. If you ate meat or fish that isn't regularly reared where you live, then it too will have travelled. Make an educated guess if you need to.

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

Investigate how the people who helped produce your food were treated.

Was your food branded or produced by a large company? Find out if they have human rights, anti-discrimination, or equalities policies by checking their website. Check the website of the supermarket or food market your food was bought from, too. Do you think that means they treat all their workers fairly? What do their policies say about gender, ethnicity, sexuality, disability, and age?

Or, if your food was bought from a market or direct from a farmer think about asking them next time you visit. Make an educated guess in order to score your plate.



Yes, I'm sure that there was no forced labour or discrimination (gender, ethnicity, sexuality, disability, age or other) involved



Yes, but I'm only sure about one stage in the supply chain



No, they were treated unfairly, or I can't be sure

### How to calculate your overall score:

1. Count how many circles you have marked in each column; write the total for each column in the bottom row.

Follow the project briefing instructions to work out your overall score...



2. Which of the faces do you have most of?

Follow this key to calculate your overall score and colour in the circle clearly alongside your score.

Mostly	
Equally high	and
Equal number of	and  or mostly
Equally high	and
Mostly	

3	→	
2  2	→	
3  or  2   2	→	
2  2	→	
3	→	

Total Plate Score	
Mark Here	

# EVERY PLATE TELLS A STORY

Answer the questions below and give each question a score.  
Please refer to the project briefing for guidance.



In partnership with



With thanks to



This Links To  
Goal Number(s)...



1. How many items on your plate contain processed sugar?



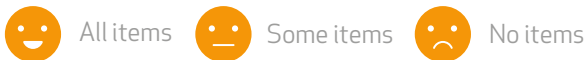
2. How many items of plastic packaging were the ingredients of your meal wrapped in?



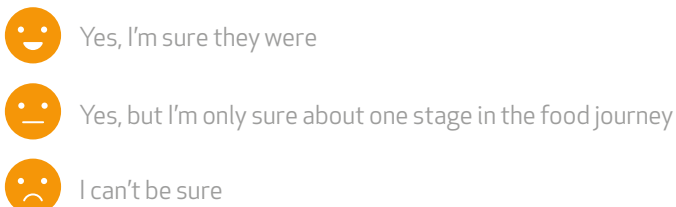
3. How much food was thrown away from your plate?



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



5. Were the people who brought my food from farm to plate treated fairly?



Follow the project briefing instructions to work out your overall score...



## Appendix F: Every Plate Tells a Story Animation Script

Hey! Remember those Global Goals whose mission is to end extreme poverty, reduce inequality, and tackle climate change by 2030? If we achieve them we'll improve the everyone's lives - including yours!

If you think about it - the place you live, your school, your clothes, and even what you eat are all connected to the Global Goals.

In fact, the food on your plate has quite a story to tell about the Goals and how you can help achieve them. [weird thought - but your lunch might even be able to teach you more than your teachers can!]

I mean - have you ever thought about who makes the food you eat? No, not you, your dad or mum or your school chef. Before that bit. Who has a hand in actually growing, processing, and packaging it? What do you know about them and their rights?

How about the journey your food goes on to get to you? It seems quite strange, but the distance your plate of food travels is likely to be more than you will travel in a whole year! And, to think – in some countries some of it even ends up in the bin!

And, once your food has made it onto your plate, is there the right amount for you and does it give you the right energy to learn at school? Everyone needs that!

So, you see, if we just think outside the lunch box a little, everything we eat has a Global Goals story to tell. And, that's why I want you to take part in a fun project. It's simple. Become an investigator for The Global Goals and decide on a meal you want to interrogate; do some analysis and give your meal a score.

You can share it with us and look at others from around the world, too.

The best bit though is to think about what you can do to improve your score and help work towards a Global Goal.