

## LESSON PLAN

# SUSTAINABLE FOOD SYSTEM

### SUBJECT

Ecology

### TOPIC

What can I do to protect nature?

## MAIN OBJECTIVE OF THE LESSON

Performing various activities in the lesson, get to know and be aware of their possibilities in nature conservation.

## ASSUMED PRIOR KNOWLEDGE THE STUDENT

- Ability to engage in discussion
- Know what pollutes nature

## OTHER RESOURCES

### TEACHING RESOURCES AND PRACTICAL HINTS

- Tablets or laptops
- Interactive board

## INTEGRATION

Environmental science, Biology, Chemistry

## ASSESSMENT

Actively participates in the discussion, fulfills the assigned tasks, and works in pairs.

## NOTES

Educational methods/techniques:

- discussion
- visualization
- digital tasks

Forms of work organization:

- individual
- pair work

## TOPIC OF SCAN-CARD USED

The scan-card will focus on the variety and meaning of what food we consume, and what it does to the planet. How animal products "eat" the globe. What needs to be done for something to change for the better?

## LEARNING OUTCOMES

Creates a mind map about the possibilities of conserving nature from the point of view of using or buying food.

Student finds out what activities can and should not be done to protect nature.

## CONTENT AND TEACHER ACTIVITY

### INTRODUCTORY PHASE:

1. After watching the scan-card video, the teacher talks with the students and introduces the topic of the lesson and sets a goal.

### IMPLEMENTATION PHASE:

1. Creating a mind map about the possibilities of conserving nature from the point of view of using/buying food - creating a mind map with students' ideas about each individual's possibilities.

### FOR EXAMPLE:

Mind map  
How can I protect nature?

### STUDENTS EXAMPLES:

- = do not contaminate with waste;
- = save water resources;
- = eat all food.

2. To be aware of the potential for nature conservation, it is necessary to find out how food consumption/production pollutes nature. A question game "Baamboozle" is played, in which questions are asked about the types of pollution and what causes this type of pollution. Link to game:

## GAME



3. A self-assessment by taking an online exercise - Liveworksheets - a student finds out what activities can and should not be done to protect nature. Link to the sheet:

## SHEET



4. Together with the teacher discuss the results.  
5. Test "What is your ecological footprint of food consumption" and the ecological footprint of the class. Students take an individual test to find out their ecological footprint.

## TEST



6. The average ecological footprint of the class is calculated and visually displayed by colouring the foot on the board. For example:

## COLORING



### CONCLUDING PHASE:

1. The teacher discusses with the students what was done and what new knowledge they have gained about the sustainable food system.

## STUDENT ACTIVITY

### INTRODUCTORY PHASE:

1. After watching the video, students listen carefully to the teacher and answer questions. They note down the topic and the aim of the lesson in their notebooks.

### IMPLEMENTATION PHASE:

1. Students write down their ideas in a notebook.
2. Students take part in the questions game "Baamboozle".
3. Students take part in the online exercise.
4. Together discuss the results.
5. With the help of the test, students find out their ecological footprint.
6. Find out the average ecological footprint of the class. Students in pairs share their impressions and attitudes towards an environmentally friendly lifestyle.

### CONCLUDING PHASE:

1. Students engage in a discussion about what they have done in class.



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