

Food - Sustainability - Lesson Plan

Objective:

Students will:

- Understand the concept of sustainability and the impacts of human activities on Earth
- Use evidence to describe how a given everyday activity affects the environment
- Identify solutions (actions) that can reduce the environmental impact of an individual or community

Essential Questions:

- *What do you think sustainability means?*
- *What is a natural resource?*
- *Which everyday actions related to your topic have a negative effect on the environment?*

Anticipatory Set/ Direct Instruction

Students will watch these videos:

Introduction Video- [National Geographic Kids Cookbook: Sustainability](#)
[What is sustainability?](#)

Discuss what sustainability means - come up with a class definition

Learning Activity:

1. Students will go into break - out rooms and explore the My Plan, My Planet tool
2. [Food - Your Plan, Your Planet](#)
3. Click on the **FOOD** section and explore - **take notes**.
4. *Food that you have thrown away
5. *Impact of tossed food
6. *Proper placement of food
7. ***What changes can be made to help the environment?**
8. Watch: [Sustainability by kids](#)

Reflection: Once all groups have finished presenting, discuss their

findings as a class.

- *What did you learn from your materials and using Your Plan, Your Planet?*
- *Were you surprised by any findings, such as specific activities or tips mentioned by the tool?*
- *What behavior changes did the tool mention that you have not thought of before?*

Whole group:

Review the food process -

[Food production, Processing \(Packaging\), Distribution \(transportation\), Preparation, \(Cooking\).](#)

Individual Assignment: [Favorite meal](#)

Students will write out the ingredients needed for their favorite meal then research all the steps it takes to make it.

Closure:

[Quiz: Sustainability: How Our Actions Affect the Environment](#)

Standards

Social Studies

- **Economics, Innovation and Technology: Exchange and Markets** Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of 5th grade:

- **The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.**

- The exchange of goods and services can have negative and positive effects.

Science

- **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.