

LESSON PLAN

Learn how food waste and loss contribute to global hunger while exploring the meaningful food rituals in local and global communities.

Youth investigate their community's relationship to global hunger by exploring how it produces, consumes, and wastes food. This course brings to life everyday food items, engages youth in exploring local food rituals, applies root cause analysis to this global issue, and inspires youth to make small changes in their local communities to reduce food waste. Learn the interconnected nature of the meals and the responsibility to help eliminate food waste and food loss.



We understand that every classroom is unique, and we want to provide you with the flexibility to adapt our lessons to meet your students' specific needs and goals. The activities suggested in this lesson plan are designed to spark engagement, critical thinking, and collaboration among your students when implementing our Student to World courses.

Our goal is to support you in creating an enriching and meaningful learning experience that resonates with your students and serves as a helpful guide as you embark on this educational journey with Global Nomads Group.

About Global Nomads Group

For over 25 years, Global Nomads Group has leveraged technology to host digital safe spaces for young people around the world to share their stories, challenge assumptions, engage with and learn from each other, and, by doing so, foster a more just world.

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Objectives

By the end of this module, students will:

1. Explore the interconnected nature of food.
2. Consider the food that they eat and the origins of their own breakfasts.

Introduction

Ask students: When you hear the term Global Hunger, what images come to your mind?

Discuss their answers and ask follow-up questions such as:

- Do you think of people you know or people you have never met?
- Do you think of yourself, your family, and your community, or do you think of photos or videos you have seen?

Dr. King's Sermon

- Play the audio clip of Dr. King's sermon and ask students to listen carefully.
- After the clip, ask students: What did Dr. King say about our dependence on one another through food?
- Discuss their answers and ask follow-up questions such as: Do you know who contributes to all that is poured in your cup? Do you know at whose hands your breakfast is given to you? Do you know how your breakfast connects you to people across the globe?

Our Breakfasts

- Show images of different breakfast foods from around the world and ask students:
 - What was the last breakfast you ate?
 - What were all the ingredients?
 - What countries did they come from?

- Use the example of a Jordanian breakfast provided in the platform and show the world map to demonstrate the countries from where the breakfast ingredients came.
- Ask students: What does your breakfast have to do with global hunger?
- Discuss their answers and ask follow-up questions such as: How is the production and consumption of food related to global hunger?

Root Causes of Hunger

- Ask students: When you think about the root causes of hunger, what do you think about?
- Discuss their answers and ask follow-up questions such as: How do these factors contribute to hunger in different parts of the world?
- Introduce the term “root cause” and explain its meaning in the context of global hunger.

Conclusion

- Summarize the key points discussed in the class.
- Ask students: What did you learn today about the connection between food and global hunger?
- Encourage students to think about how they can take action to end global hunger in their own community and around the world.

Explore

Show students the map, and explore the stories, articles and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. Think about your favorite breakfast and make a list of everything that is a part of that meal.
2. Find out the name of each company that grew, produced, or distributed the food items you eat. (You can look at the labels, boxes, cans, or containers that the food came in. If a food item was purchased at a local market or farmstand without any containers or labels, name the local market or farm that it came from.)
3. Use an internet search engine to look up the companies you identified to see where they operate. Note that some companies may have multiple sites of operation (e.g., produce may be grown in one place and processed and packed into cans at another).
4. List all possible countries that may have had a role in producing your food. Identify the continents of each of the countries. You can use a table like the one below.

SAMPLE TABLE

Food Item	Company	Country/ Countries	Continent
Feta cheese	Panda, Arab Dairy Products Co	Egypt	Africa
Toast	Golden Slided, Maxims Co.	Lebanon	Asia
Fava Beans	California Garden Co.	USA	North America
Olive Oil	Al-Barakat	Jordan	Asia
Fresh Thyme		Palestine	Asia
Bananas	Chiquita	Mexico, Panama, Costa Rica, Guatemala, Nicaragua	North America, South America

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Explore the food rituals that they participate in and the aspects that make them meaningful.
2. Explore the food rituals of others and consider how a food ritual might look different in circumstances impacted by climate change.

Introduction

- Begin the lesson by asking students if they have ever thought about how food connects us with people from all over the world.
- Ask students if they have ever experienced or observed food traditions that are different from their own.
- Encourage students to share their experiences.

Eating Together is Global

- Divide students into pairs or small groups and have them discuss the following prompt: Think about the last meal you ate with other people. Let students reflect about it and then ask follow-up questions like:
 - Where did you sit?
 - Did you have a conversation? If so, what was it about?
 - Were people looking at their phones or watching any type of screen while eating?
 - Did everyone eat the same food items at the same time?
 - Did you serve yourself or was your food served by someone else?
 - Did you recite any specific words or prayers before or after eating?
 - Did you use utensils to eat? If so, what were they?

- Have each group share their answers with the class. Encourage discussion about the similarities and differences among the groups.

Food Tradition in Haiti

- Show Evens Pierre's music video "Mwen Pap Kite" and ask students to pay attention to the images of the Haitian countryside and the children dancing, playing, and eating.
- Have students discuss what they saw in the video in terms of food traditions. What were the children eating and how were they served?
- Ask students to reflect on how their own food traditions compare to what they saw in the video.
- Lead a class discussion about the similarities and differences among the food traditions from different countries.

Conclusion

- Have students reflect on what they have learned about food traditions around the world.
- Ask students to think about how food availability can impact a society.
- Facilitate a conversation around students' reflections and brainstorm this lesson's key learnings.

Explore

Show students the map, and explore the stories, articles and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompt:

1. Write a story or make a video that describes or shows your food tradition, the meaning it holds for you, and the ways it would be different if the typical foods of your tradition were not available.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Consider how climate change and other environmental factors impact food waste and food loss on a global scale.
2. Reflect on food waste and food loss that they have seen in their own lives.

Introduction

- Start by asking students if they have ever thrown away food that was still good to eat. Ask them why they did it and how they felt about it. Facilitate a whole-class discussion using the following questions:
 - How is food wasted?
 - How is food lost?
 - How do food waste and loss affect our climate?
 - How does our climate affect food waste and loss?
- Show the infographic on food waste and loss, and ask students to read it and discuss what they see.

Analyzing Food Waste and Loss

- Divide students into small groups and give each group a set of questions to answer about food waste and loss. For example:
 - What is food waste and how does it occur?
 - What is food loss and how does it occur?
 - How do food waste and loss affect our climate?
 - How does our climate affect food waste and loss?
- Distribute copies of the following article: [“Food Waste vs. Food Loss: Know the Difference and Help #StopTheWaste Today”](#) or provide access to an online version.

Have each group read the and take notes on their findings.

<https://www.wfpusa.org/articles/food-loss-vs-food-waste-primer/>

- Bring the groups back together and have them share their findings with the class. Lead a discussion on the causes and effects of food waste and loss, and how they relate to global hunger and climate change.

Human Labor and Food Waste

- Show the video on human labor and food waste that is on the platform, and ask students to pay attention to the message of the video.
- Lead a discussion on the video and its message, and ask students to reflect on their own food waste habits.
- Have students write a reflection on the video and their own food waste habits.

Food Waste and the Environment

- Show the video on food waste and the environment, and ask students to pay attention to the connection between our climate and food availability around the world.
- Lead a discussion on the video and its message, and ask students to reflect on how their food waste habits contribute to climate change and global hunger.

Conclusion

- Have students share their reflections with the class.
- Brainstorm solutions to reduce food waste and loss, and how students can take action in their own communities.
- Summarize the main points of the lesson and emphasize the importance of reducing food waste and loss for the well-being of the planet and all its inhabitants.

Explore

Show students the map, and explore the stories, articles and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompt:

1. Create a story, poem or video that describes the “current state” of food waste or food loss in your community and show steps you took to find the root cause of the action you saw.

At the end of their stories, students should mention 2-4 stories and resources they’ve explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Learn about the efforts of youth around the world making small changes to their local communities.
2. Create action plans to change their everyday behaviors to positively impact their local community.

Introduction

- Begin the class by asking students if they have heard of the term “climate change” and what it means to them.
- Ask students if they know how climate change affects access to food around the world.
- Introduce the topic by sharing the article and images provided in the platform and explain the importance of youth involvement in addressing global hunger and food insecurity.

UN’s Sustainable Development Goals

- Present the “[UN’s Sustainable Development Goals \(SDG\)](https://www.undp.org/sustainable-development-goals)” to students. You can provide a printed copy or share the link with students.
<https://www.undp.org/sustainable-development-goals>
- Ask students to read the handout and facilitate a conversation around the first Sustainable Development Goal “No Poverty” and how it is a leading factor in world hunger and the second Sustainable Development Goal is “Zero Hunger.”

Hunger Relief

- Play the video “The World Needs Hunger Relief”.

- After the video, ask students to share their thoughts on how our food choices impact the environment and access to food.
- Divide students into small groups and ask them to brainstorm ideas for a community project to reduce food waste and promote sustainable food practices.
- Each group will present their ideas to the class and discuss the feasibility and potential impact of their project.

Conclusion

- Summarize the key points discussed in the class and remind students that large-scale change often starts with small actions taken by individuals and communities.
- Encourage students to take action and make a difference in their own lives and communities.

Explore

Show students the map, and explore the stories, articles and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompt:

1. Write your Desired State story and a SMART Goal based on an action you'd like to take in the next 30 days.

A “Desired State” is a term frequently used to describe the way we would like things to be, after an intervention or action to bring positive change.

For your goals to be SMART, they must be:

S - Specific: Start with a specific goal that you'd like to achieve. Example: Reduce the number of bananas my family throws away.

M - Measurable: Now think about how you'll measure your goal. Example: Reduce my family's banana waste by at least 50%.

A - Achievable: Create a list of the steps you will need to take in order to reach your goals within one month. Example: freeze bananas before they go bad to use in smoothies, eat more bananas, buy fewer bananas.

R - Relevant: Now, let's make sure that this goal is making a difference in the situation you described. Example: By decreasing my family's waste of bananas, I am decreasing the carbon dioxide in our environment and therefore contributing to our climate health and sustainable food production.

T- Time-based: Last, be clear on the time frame for your actions. Example: My family's waste of bananas will be reduced by at least 50% in one month's time

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Extension Activity

Encourage students to research and learn more about the United Nations Sustainable Development Goals and how they can contribute to achieving these goals in their own lives and communities.