

# Sustainable diet for a healthy planet!



**Brainstorming activity** (asynchronous, before the beginning of the 1st teaching period): students are provided with an interactive informational [presentation](#) to activate their prior knowledge on the sustainable development goals and find more information about them (what each goal is, what the progress is so far in their country and other European countries and what action can be taken). They could be asked to study all goals or be divided in small groups and be assigned different goals to study and then share the information with their peers.



## **1<sup>st</sup> teaching period**

### **1<sup>st</sup> Activity:**

**Time:** 10'

**Type of activity:** discussion on the sustainable development goals

**Class organisation:** discussion in class

**Actions/Tasks:** the students share the information they have studied and the teacher comments on them.

## 2<sup>nd</sup> Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 1) with the definition of sustainability and sustainable diet as well as information about the goals of sustainable food systems and why we should adopt a sustainable diet. The teacher gives explanations if needed. The presentation is available in the e-class for reference throughout the lessons.



## 3<sup>rd</sup> Activity:

Time: 20'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students in pairs (or in two groups) are asked to watch some videos and /or study images and answer the questions on Worksheet I, [Group 1](#) and [Group 2](#) (give examples of sustainability in our everyday lives, the main pillars of sustainability, why sustainable development is important, examples to achieve the goals. They, then, share their answers in pairs and/or in class.

Students are also provided (in the e-class) with an online [glossary](#).

Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

After watching the videos below, answer the questions that follow.

1. Explain the concept of sustainability.

Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

After watching the videos and studying the graph below, answer the questions that follow.

SUSTAINABLE DEVELOPMENT GOALS

1. No Poverty	2. Zero Hunger	3. Good Health and Well-being	4. Quality Education	5. Gender Equality	6. Clean Water and Sanitation
7. Affordable and Clean Energy	8. Decent Work and Economic Growth	9. Industry, Innovation and Infrastructure	10. Reduced Inequalities	11. Sustainable Cities and Communities	12. Responsible Consumption and Production

**Homework:** students are asked to watch some videos and study an image and provide answers to three questions on a [digital wall](#) so that they can see and comment on their peers' answers. The teacher also comments on students' answers.



## 2<sup>nd</sup> Teaching period

### 1<sup>st</sup> Activity:

Time: 10'

Type of activity: visualization and discussion on the padlet

Class organisation: whole class

Actions/Tasks: The teacher presents the padlet and expands on specific issues on the topic. The teacher encourages the students to comment on the posts.

### 2<sup>nd</sup> Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 2) with the Mediterranean diet as a model of sustainable diet, the principles of a sustainable healthy diet and a guide to a sustainable diet. The teacher gives explanations if needed. The presentation is available in the e-class for reference throughout the lessons.



### 3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

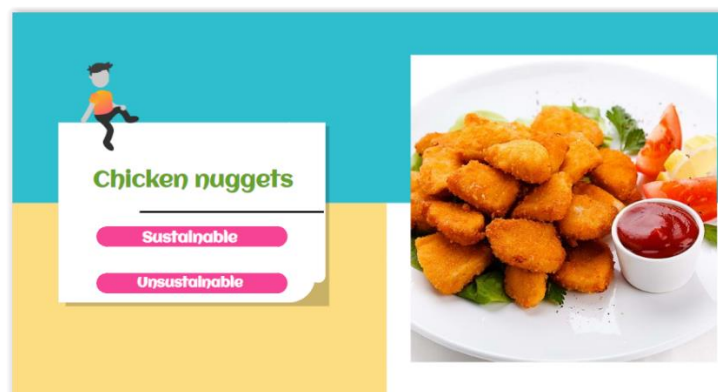
Class organisation: whole class/group work

Actions/Tasks: students are divided in groups and they are provided with [Worksheet II](#) (describe the principles of a sustainable diet, why the Mediterranean diet is a model of sustainable diet. They are also asked to follow a link to a [google document](#) where they see what an adult consumes during a day and suggest sustainable options for unsustainable foods). Then, each group present their answers and whole class discussion follows on their answers on the google document.



Meals	Foods	Sustainable healthy food choices
Breakfast	→ 1 glass of chocolate milk → 1 puff pastry minced meat pie	
Morning Snack	→ 1 chocolate croissant	
Lunch	→ Pasta with bacon, sour cream and egg → Salad with chicken, vegetables, parmesan, egg and mayonnaise	
Afternoon snack	→ a toast with turkey and cheese	

Homework: Students are provided with a [quiz](#) in which they need to decide if certain fast foods are sustainable or unsustainable.



### Assessment

Content assessment:

Students do a revision [quiz](#), and a word completion [activity](#).

A graphic illustration of a blue globe with various icons representing sustainability: a hot air balloon, a tree, a tractor, a person, a solar panel, and a bird. The globe is set against a dark blue background with white clouds.

**Sustainable diet for a healthy planet**

Complete the quiz and when you submit your answers, you will receive a certificate (if your score is over 80%). Try your best!

**Language assessment/practice:**

Students learn and practice content-related vocabulary through flashcards and games:

<https://quizlet.com/708463133/match>

<https://wordwall.net/resource/33711447>

<https://wordart.com/v1323yz9wo8m/sustainable-diet>