WORLD'S LARGEST LESSON

I SUPPORT GOAL 2 ZERO HUNGER

Turning Assets into Action in the Fight Against Hunger

Subject
Geography, Citizenship, Social Studies, Science, Language Arts/Literacy

Learning Outcome
- To understand the framework of the Global Goals for Sustainable Development
- Increase awareness of Global Hunger and its related problems
- Practise perspective-taking and empathy …..
- Employ unique assets and skills to create campaigns that raise awareness to the issue of hunger, both global and localised

Materials Required
- Construction paper, markers/crayons
- Video and audio equipment

- *Hunger is Real* video: https://vimeo.com/230944003
- ***What Food Means: Fighting Hunger in Ethiopia*** video: https://vimeo.com/232005678
- *Waste No Food TEDTalk* https://www.ted.com/watch/ted-institute/ted-unilever/waste-no-food
- *Sustainable Development Goals* poster (Appendix A)
- *Using Assets for Action* worksheet (Appendix B)

Lesson Preparation
- Print copies of the two documents per student (Appendix A and B).
- Organize the classroom to promote discussion and collaborative group work with groupings of chairs in circles or around tables.
- Set up video and audio equipment.

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

This lesson plan, *Turning Assets Into Action in the Fight Against Hunger*, provides a guided activity for teachers and students to work together in efforts to better understand the Sustainable Development Goals (SDGs) and to find ways to connect specifically to Goal 2: Zero Hunger through an examination of advocacy campaigns.

The lesson begins by engaging students in an interactive group activity to build community, trust and spaces for open sharing. The lesson introduces the term *campaign,* and students are invited to make personal connections to people, places, and environments by considering campaigns aimed at fighting hunger both at global and local levels. Learners build knowledge and skills of empathy as they integrate understandings of the Global Goals and the impact global hunger has on them as citizens of the world.

During the lesson, students will engage in a process of inquiry through dialogue, collaboration, and research and will establish concrete realizations of how they might use assets in their own lives to make a difference and to help achieve the Goals. Multiple sources of evidence/formative assessments can be used throughout the lesson to document learning, guide conversation, and inform future instruction.

To close and extend the lesson we invite students to create their own campaign, using their learning and to share that campaign both within their own communities to raise awareness for the issue of hunger but also with the students and educators that make up the World's Largest Lesson community. They can mark their campaign and learning on a global crowd sourced map at http://worldslargestlesson.globalgoals.org/Map
Students can also introduce their campaign and its background before linking to it at
https://flipgrid.com/globalvoice.

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, *Turning Assets Into Action in the Fight Against Hunger.*

This lesson works well following a World's Largest Lesson introducing the Goals (http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/) or the 2017 food project to set the context of the Goal 2 - Zero Hunger within the Global Goals framework. Alternatively, you can show a five minute video introduced by Malala Yousafzai (https://vimeo.com/138852758) or one by Serena Williams (https://vimeo.com/137728737) that sets the scene and introduces the Global Goals in a child friendly way.

Teacher Preparation

Teachers can best prepare themselves by reviewing the following supporting resources:

- Teaching the SDGs Microsoft Course https://education.microsoft.com/courses-and-resources/courses/SDG (WLL & Microsoft, 2017)
- Numbers in Action Cut Down https://www.youtube.com/watch?v=fZznP2mvIhc (Project Everyone , 2017)
- Hunger 101: Teaching Humanitarians in the Classroom https://wfpusa.org/articles/hunger-101-creating-humanitarians-classroom/ (WFP, 2014)
- More than 20 Million People are A Risk of Starving to Death. Will the World Step Up? https://www.washingtonpost.com/opinions/global-opinions/more-than-20-million-people-are-at-risk-of-starving-to-death-will-the-world-step-up/2017/07/17/c7d7703c-6b14-11e7-b9e2-2056e768a7e5_story.html?utm_term=.0bd20bc34df3 (Washington Post, 2017)
- Crash Course: What Really Causes Famine? https://wfpusa.org/articles/crash-course-drought-and-famine/(WFP, 2015)
- Five Lessons about School Meals https://wfpusa.org/articles/5-lessons-about-school-meals/ (WFP, 2014)

Key Vocabulary

- Global Goals
- Campaign
- Compelling Story
- Parody
- Asset
- Capacity
- Digital Asset

Lesson Plan: Turn Assets into Action in the Fight Against Hunger

Essential Question

How can the work of one individual create positive progress toward a collective Global Goal?

Step 1: Warm Up Activity

10 mins

Prior to beginning the lesson, ask students to think about their classmates and to consider ways each individual student contributes to the culture of the class community. For a warm up activity:

1. Distribute a piece of colored construction paper to each student.
2. Ask students to number 1-5 down the side of the paper.
3. Students should then get help from friends to tape their individual pieces of paper onto their own backs.
4. Ask them to silently move around the room and write specific positive characteristics on classmates' papers (characteristics should reflect the individual's strengths and key qualities; for the class to have reached success, remind students that every line on every paper will need to be filled).
5. Calming music can be played to complement the activity.
6. When students see others have the five lines filled, they can indicate completion to the individual with an agreed upon silent signal or motion (e.g. a slight bow, gentle shoulder tap, or friendly thumbs up).
7. Once all lines of all student papers are completed, invite students to return to a circle on the floor or to their seats, to remove the papers, and then to quietly read the ideas shared by their classmates to themselves.
8. Papers need not be collected, but instead students can place them in folders or backpacks.

Step 2: Activating Prior Knowledge

5 mins

Introduce and discuss the purpose of a **campaign**.

1. Together as a class, create a collective list of campaigns they are aware of (e.g. marketing campaigns, political campaigns, advocacy campaigns, social media campaigns).
2. Invite students to consider the types of media used for campaigns in contemporary culture (answers may include media such as photographs, videos, blog posts, speeches, TEDTalks, power of hashtags, etc.).
3. Spotlight any student-led campaigns that may be shared.
4. Discuss the power of a **compelling story** and how campaigns are organized to promote positive change or specific courses of action either through *Top Down* approaches (e.g. messages intended for policy makers/ government agencies to take action) or *Bottom Up* approaches (e.g. grassroots efforts that empower members of communities or small groups to take action).
5. Note the importance of clearly defined objectives, audience, and desired outcomes in campaigns.

Step 3: Introducing (or Reminding of) the Global Goals

5 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 explain briefly 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.

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. Explain that it is this generation of students--their generation--that will be working to realize these goals from now until 2030. And, that even as students today, they can create positive change through advocacy and action.

Note: If students are already aware of the Global Goals, use this time as a short reminder. Ask students if they can remember any specific goals and what they can remember about them. Stop if anyone mentions Goal 2 Zero Hunger and begin the lesson at this point.

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Step 4: Focus on Goal 2: Zero Hunger

15 mins

1. Discover what Zero Hunger means by reviewing the background, targets and indicators for Global Goal 2:
   http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/2_Why-it-Matters_ZeroHunger_2p.pdf

   For older students keen to understand the detail of the targets and recent progress also use:
   https://sustainabledevelopment.un.org/sdg2

   For younger students, you can additionally use:
   http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_03_Image_0001.jpg

2. Explore the work of the World Food Programme (WFP) http://www1.wfp.org/ & the Five Steps to Zero Hunger https://insight.wfp.org/five-steps-to-zero-hunger-e7975823a87c

   Before starting, ask students to describe what they believe the role and work of the World Food Programme is. Then explore their work.

   Discuss
   whether there is anything unexpected in the work of the WFP or in their ideas for achieving Zero Hunger. Invite students to highlight and describe how ideas in the five steps link to their previous knowledge of sustainable development and the Global Goals.

3. Set up the video by having students locate Ethiopia on a map or globe. Play the World Food Programme's campaign video *What Food Means: Fighting Hunger in Ethiopia* (https://vimeo.com/232005678).

4. Engage students in an open conversation discussing the challenges faced by Tsion, the protagonist of the film, and how those problems are representative of challenges our entire world is facing today in the areas of hunger and food scarcity.

5. Through a lens of empathy and shared perspective, encourage students to consider ways to frame the dialogue to connect and *feel with* as opposed to *feeling for* (empathy vs. sympathy). How can they relate? What parallels can they identify?

Step 5: Using Assets For Action

20 mins

1. Distribute the *Using Assets for Action* (Appendix B) activity sheet to students.

2. Discuss the term **asset**: a noun defined by the Cambridge Dictionary as *a useful or valuable quality, skill, or person* (www.dictionary.cambridge.org).

3. Have students work individually, in pairs, or in small groups to identify the assets or skills Tsion had that aided her in finding solutions. Invite students to share ideas with the class. Fill in the activity sheet to aid discussion and summary.

4. Next, share with students that they will be reviewing two different action campaigns working to help end hunger— one at global levels and one at local levels. Organise this to suit numbers, groupings and time. Have students fill in their activity sheet as they review.

   i. Invite students to learn about the World Hunger Coalition (WHC)—a club for students at the University of Notre Dame that aims to eradicate global hunger through advocacy and action: WHC Home Page (http://whc3354.wixsite.com/worldhungercoalition), WHC About Us Page(http://whc3354.wixsite.com/worldhungercoalition/about-us), WFP article(http://www.wfp.org/stories/university-notre-dame-students-fighting-hunger). Upon review, students can determine the different types of assets that the students at WHC make use of to reach their goals. Highlight their use of social media, blogging, and partnerships as pathways to reaching goals in their campaign.

   ii. Share that in addition to extreme hunger, there are also hidden forms of hunger, often locally, and campaigns at local levels work to help these. Taking the U.S. state of California as an example, review the food facts as shared by WasteNoFood.org (http://wastenofood.org/food-facts). Based on this urgent need, play the story of 16 year old Kiran Sridhar as told in his TEDTalk Waste No Food: A Teenager's Bold Idea to End Hunger(https://www.ted.com/watch/ted-institute/ted-unilever/waste-no-food). Following a viewing of the video, students can explore Kiran's organization (http://wastenofood.org/index)and his app (available for apple (https://itunes.apple.com/us/app/wastenofood/id866786935?mt=8)and android (https://play.google.com/store/apps/details?id=com.wastenofood.app) devices) . Talk about ways Kiran used his personal assets to accomplish his goal and ways he uses technology, community members, social media, and volunteers to help to frame his campaign.
   Note:
   You may wish to identify and study another campaign against hunger as created by a young person from your own country or region.

Step 6: Conclude: What Can YOU Do?

5 mins

To conclude, revisit the warm up activity and talk about assets (useful or valuable qualities, skills, or people) students each have that could support positive change to ending local or global hunger. Student could take notes and record ideas on the back of the worksheet. How might they use assets available to them to design and develop a campaign to work for Goal 2: Zero Hunger? How might they use skills of empathy (*with* instead of *for*) to help others to build **capacity** to eradicate hunger at local and global levels?

Initial ideas can be recorded on sticky note or notecard Exit Tickets and added to a cooperative idea board

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Extension Option 1 : Take Action, Create and Share A Campaign

1. As an extension lesson, invite students to create their own campaigns to creatively represent their vision to help end hunger in any of the forms that they have identified through their lesson.

2. Share a video based idea to stimulate creativity. Set up the video by defining the term **parody** and way parodies can be effective when used in campaigns. Play the trailer video Hunger is Real [https://vimeo.com/230944003]

3. Invite students to imagine that this trailer video is a "preview" of their creation. Each student can then work to make a parody video, music video, interactive poem, or any other creative campaign to demonstrate their understandings of "Hunger is Real."

4. Remind students to apply their new knowledge and understandings of the importance of: a strong protagonist, a compelling story, themes of empathy and shared perspective, and use of available assets.

5. Refer to the curriculum of Rock Your World (http://www.rock-your-world.org/category/creating-campaigns/) for guidance in Creating Campaigns through their free lessons on: *Creating Campaigns, Writing Persuasively, Making Films,* and *Writing Songs.*

6. Following completion, schedule a screening/showing of campaigns and invite school/local community members to join. Consider using Skype or Periscope to televise the event and tag with #WorldsLargestLesson, #TeachSDGs, and #GlobalGoals.

7. Share your campaign with other students on Flipgrid at Voices for the Global Goals (https://flipgrid.com/globalvoice). Students can introduce the campaign and the background to their idea, and then post a link to it so that others can view their work.

Extension Option 2 : Use your Assets to Take Action On Hunger

Explain to students that there are lots of different ways to take action. Not everyone wants to use the same assets all of the time and some people work more comfortably with one rather than another. If everyone uses a mix of skills and empathy then together we can create enormous action on Hunger.

There are a number of ideas to consider at http://worldslargestlesson.globalgoals.org/take-action/

Here are three to get started:
1. Use your general knowledge assets right now to provide food for those that need it http://freerice.com/

2. Get yourself moving and provide food for children who need it urgently with UNICEF and Kid Power (https://schools.unicefkidpower.org/kid-power-ups) (USA only)

3. Use your tech skills to create digital assets for an advocacy campaign using various different tools:

   - Create a digital poster using Canva.com (https://www.canva.com/)to visually represent a famous quote on hunger awareness(http://bitsofpositivity.com/best-hunger-awareness-quotes/).
   - Create a presentation and share with digital penpals working on the Global Goals through BunceeBuddies(https://www.buncee.com/blog/buncee-buddies-be-the-change/). Create a digital story about your advocacy plans using Sway.com(https://sway.com).
   - Create your own hashtag and start a social media campaign to end hunger.

Follow up: Connect and Collaborate

Teachers can broaden understandings and perspectives by connecting students with classrooms from around the world. Add your experience to the global interactive map at: http://worldslargestlesson.globalgoals.org/Map/

Connect on social media by posting photos of students working and images of activity sheets;
- Student examples of digital assets/campaigns;
- 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.

Share your learnings and ideas on social media and let your students formulate a pledge using the following Hashtags:

#WorldsLargestLesson

#TeachSDGs

Tag the World's Largest Lesson

@TheWorldsLargestLesson

@TheWorldsLesson

@theworldslesson

Credits and Sources

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About the author

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THE GLOBAL GOALS
For Sustainable Development

6 CLEAN WATER AND SANITATION

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

THE GLOBAL GOALS For Sustainable Development

5 GENDER EQUALITY

11 SUSTAINABLE CITIES AND COMMUNITIES

17 PARTNERSHIPS FOR THE GOALS

4 QUALITY EDUCATION

10 REDUCED INEQUALITIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

3 GOOD HEALTH AND WELL-BEING

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

15 LIFE ON LAND

2 ZERO HUNGER

8 DECENT WORK AND ECONOMIC GROWTH

14 LIFE BELOW WATER

1 NO POVERTY

7 AFFORDABLE AND CLEAN ENERGY

13 CLIMATE ACTION

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Name:
Class:

Using Assets for Action Against Hunger

Asset Type	Tsion	UHC Students	
Qualities			
Skills			
People/Resources			