

SDG 2: ZERO HUNGER



LENGTH OF ACTIVITY

60 minutes (if necessary this class could be delivered over two 45-minute sessions)

LEVEL

First cycle ESO

OBJECTIVES

Focus on SDG Goal #2: Zero Hunger, in order that:

- The students understand that our current eating habits are unsustainable (**cognitive domain**)
- The students can reflect critically on alternative food sources (**socio-emotional domain**)
- The students can propose solutions to address the problem of hunger (**behavioural domain**)

MATERIAL REQUIRED

- Internet access, flashcards and nutritional information cards (provided) and sticky tape to stick them around the classroom, worksheets 1.1 and 1.2 (one of each per student), recording devices (mobile phones or tablets).

METHODOLOGY

WARMER

- Show the students the flashcards and elicit the names of the animals (1. *beetle worm*, 2. *grasshopper*, 3. *beetle*, 4. *ant*, 5. *caterpillar*, 6. *cow/beef*, 7. *cod/fish*, 8. *weevil*). As the students name the animals, stick the flashcards on the board or around the walls of the classroom so that they are visible.
- Ask the students to work with a partner to decide together which is the 'odd one out' (which is different from the others) and justify their ideas. This should create quite a lot of discussion as there is no clear correct answer, and any answer could be correct if the pupils are able to justify their decision.

- Elicit their answers and spend some time discussing them together. It is possible the students will suggest that some of the animals are edible and others not at this stage, in which case, spend time exploring the idea further and challenging their opinions. If not, ask: Would you eat (an ant / a beetle / beef)? and elicit their reactions this way.

INTRODUCTION

- Stick the nutritional information cards around the classroom and distribute worksheet 1.1. Check any unknown vocabulary, such as 'pupae' with the students, or ask them to look up any unknown vocabulary in a dictionary before they begin.
- Ask the students to walk around the classroom and complete the nutritional information table with the relevant information. Explain that where the information is missing, this means we don't have this information and they should leave this section of the table blank.
- Once they have completed the table, ask the students to sit back down and quickly go through their answers. Then ask the students to work in pairs to answer the questions on worksheet 1.2, referring to the information in the table. Spend a few minutes checking their answers and discussing them. Ask them what conclusions they can make about using insects as an alternative source of protein to help solve the problem of world hunger.



TASK

- Ask the students if they are familiar with the Sustainable Development Goals and encourage them to tell the class what they know about them. If they are not familiar with the goals, briefly explain their purpose: 17 interlinked goals created by the UN in 2015 in order to achieve a better and more sustainable future for everyone. Show the students the Sustainable Development Goals (<https://sdgs.un.org/goals>) and ask them to identify the goal related to world hunger (Sustainable Development Goal #2: Zero hunger).
- Tell the students that humans need protein in their diets but that the production of traditional sources of protein, such as beef and chicken, is unsustainable. Explain that plant-based diets offer all the necessary protein that humans need for optimal health.
- Show the students this paragraph, which can be found on p. 201 of the following UN report: <http://www.fao.org/3/i3253e/i3253e.pdf>
“Edible insects have always been a part of human diets, but in some societies there remains a degree of disdain and disgust for their consumption. Although the majority of consumed insects are gathered in forest habitats, mass-rearing systems are being developed in many countries. Insects offer a significant opportunity to merge traditional knowledge and modern science to improve human food security worldwide.”
- Tell the students that the UN suggests that one possible solution to the problems that exist with traditional sources of protein would be to use insects as a source of protein, and elicit their reaction to the idea of eating insects instead of, for example, beef or chicken.

- Explain to the students that they are going to work in groups of two or three to design a recipe where they replace the protein source with an insect alternative, for example red ant lasagna, spicy fried grasshopper stir-fry, or worm ice-cream. Allow them to be as creative and silly as they like at this point. The students should write a list of ingredients and instructions for their recipe. If they need extra linguistic support for this, allow them to find the traditional alternative to their recipe online. This will give them a linguistic framework to work with and they will only have to replace the names of the protein sources with the alternative protein source they have chosen instead (an insect). Time permitting, they could also illustrate their recipe.
- Collect the recipes and create a class cookery book.

REVIEW

- Ask the students to create a short (30 second to one minute) advertisement for their recipe to encourage people to make and eat the meal. Encourage them to refer back to the completed nutritional information table on worksheet 1.1 for nutritional information that will help them explain why their recipe is better than the traditional one.
- Record their advertisements either as videos or audio recordings and publish them on the class blog or school social media page.

REFERENCES

The nutritional value of the insects on worksheet 1.1 can be found [here](#).



HAZ CLICK EN LAS IMÁGENES PARA DESCUBRIR MÁS RECURSOS