

# The Sustainable Development Goals

## Goal 2: Zero Hunger

- End hunger for all and make sure everyone can get enough healthy food to eat all year round.
- Stop people getting seriously ill from eating the wrong kind or not enough food.
- Double how much food small scale food producers make, especially women, family farmers, and people who earn money by looking after herds of animals and fishermen and women.
- Make sure we keep a wide variety of plants and animals on the earth by making use of scientific and traditional knowledge of plants and animals.
- Increase the amount of money spent on farming technology.



### Possible Learning Activities

- Contact local supermarkets. Many of the large supermarkets have teaching resources on sustainable, local and seasonal food and offer visits to schools to share resources and cook with pupils.
- Explore healthy living with pupils looking at food journeys and examining what we eat in Scotland and where our food comes from
- Invite in local food producers.
- Research the causes and effects of malnutrition.
- Supermarket Scavenge: contact local supermarkets and ask to visit so pupils can explore products for sale locally. How many products are produced in the local area? Why do food miles matter?
- Source, taste and cook with seasonal Scottish products exploring the benefits for consumers, farmers and the environment.
- Alternative food sources- Invite pupils to think about how they would react if food was in short supply would they try things they would not normally try? Maybe even some bugs for protein?
- Host a One Planet Picnic.
- Explore food marketing. Pupils create marketing campaigns to promote the eating of local products, sustainable food choices and maybe even the eating of bugs!
- Explore advances in technology surrounding food production and the impact this has had on not only what we eat but the cost and quality of the food we eat.
- Watch the film FOOD, INC. In the film how 'You can change the world with every bite' is explored. After watching the film discuss how food in our modern world is produced and how this production is affecting our health, farmers' and workers' rights, animal welfare and the environment as a whole.

## **Curricular Links**

### **Sciences**

- I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02a**
- By investigating the life cycles of plants and animals, I can recognise the different stages of their development. **SCN 2-14a**

### **Social Studies**

- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08**
- I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**
- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

### **Religious and Moral Education**

- I can show my understanding of values such as caring, sharing, fairness, equality and love. **RME 1-09b**
- I can share my developing views about values such as fairness and equality and loving, caring, sharing and human rights. **RME 2-05b**
- I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. **RME 2-09c**
- I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**

### **Health and Wellbeing**

- When preparing and cooking a variety of foods, I am aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 1-35a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**
- Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a**
- Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a**
- Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's' health. **B 3-34a/HWB 4-34a**
- When preparing and cooking a variety of foods, I am aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 2-35a**

## **Resources**

[World's Largest Lesson - Goal 2 Teaching Resources](#)

[Keep Scotland Beautiful - One Planet Picnic](#)

[Climate Challenge Fund - Case studies on Food](#)

[Keep Scotland Beautiful - Food and the Environment](#)

[Food: A Fact of Life](#)

[Grow Your Own Working Group - Resources](#)

[Scottish Government - Good Food Nation](#)



T: 01786 471333 E: [info@keepscotlandbeautiful.org](mailto:info@keepscotlandbeautiful.org)

[facebook.com/KSBScotland](https://www.facebook.com/KSBScotland) @KSBScotland

[www.keepscotlandbeautiful.org](http://www.keepscotlandbeautiful.org)



ISO 14001:2015 Certification No.208826