

**OUR FORESTS
ARE IN DANGER.
TAKE ACTION
TO HELP
PROTECT THEM!**



INTRODUCTION

Greenpeace is a movement of people who are passionate about defending the natural world from destruction. Our vision is a greener, healthier and more peaceful planet, one that can sustain life for generations to come.

This resource aims to educate young people on the issue of industrial meat production and deforestation. It'll also empower them to take action by eating less meat and spreading the word.

Agriculture is a driving force of harmful emissions that contribute to climate change. Meat and dairy products have been a source of food for millennia but since the 1960s, meat consumption across Europe has risen by 60%. This is estimated to continue rising. As a result, modern industrial farming practices and the sheer number of animals involved is causing huge environmental damage, squeezing out wild animals and accelerating climate change.

But we don't need to eat so much meat to be healthy. If we replaced most of the meat we eat with plant-based food, less land would be needed to feed more people with all the calories and nutrition needed for a healthy diet. It's been estimated that if everyone ate a plant-based diet, we'd need 75% less farmland than we use today. A dramatic reduction in how much meat and dairy we consume would go a long way to saving our forests and the climate.

You can find out more about our campaign here:
[greenpeace.org.uk/challenges/meat-and-dairy/](https://www.greenpeace.org.uk/challenges/meat-and-dairy/)

Greenpeace have lots of resources to support anybody who is interested in reducing their meat intake.

Greenpeace Veggie Atlas:
<https://www.greenpeace.org.uk/veggie-atlas>

Greenpeace Cookbook:
medium.com/greenpeacecookbook.

GREENPEACE



TIMINGS AND SETTING

This lesson could be completed over a double lesson but there is plenty of scope to spend even longer, exploring the topic in more detail through the many creative extension activities. There are also additional activities in the **Act! Campaign Toolkit**, which can be completed after the lesson, either at home or in class.

The lesson activities have all been designed to comply with Covid 19 restrictions. However, all activities foster active learning and could easily be adapted to involve more collaborative working and movement around the classroom.

CURRICULUM LINKS

This cross-curricular lesson has links to English, Citizenship, Geography and Art & design. See pages 7 to 8 for detailed curriculum links.

TAKING IT FURTHER

Greenpeace would love to hear from you about the actions young people take after using this resource. Get in touch and tell us what you've been doing by emailing getactive.uk@greenpeace.org

You could also book a Greenpeace Speaker to visit your school (virtually or in person) and tell your pupils more about this issue. Find out more here: www.act.gp/speakers

LESSON DELIVERY

BEFORE THE LESSON

Resources: Greenpeace Lesson Guide, PowerPoint, There's A Monster In My Kitchen Poem, Story Cards Activity Sheet, Role on the Wall Activity Sheet, Act! Campaign Toolkit

Familiarise yourself with this **Lesson Guide** and the **PowerPoint**.

Print out the **There's A Monster In My Kitchen Poem**, **Story Cards** (one each or one per pair), the **Role on the Wall** activity sheets (one each) and the **Act! Campaign Toolkits** (one each). If you prefer not to print, pupils could be given the activity sheets to complete on tablets or laptops.



WHAT YOU'LL NEED

This resource contains:

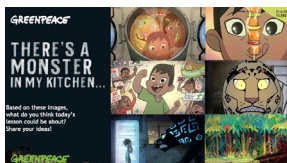
- This Lesson Guide
- There's A Monster In My Kitchen PowerPoint Presentation
- There's A Monster In My Kitchen Poem
- Story Cards Activity Sheet 1
- Role on the Wall Activity Sheet 2
- Act! Campaign Toolkit

Additional resources required:

- Paper and coloured pens or pencils

STARTER: MAKING PREDICTIONS

Resources: PowerPoint



SLIDE 1: THERE'S A MONSTER IN MY KITCHEN

Display the title of the film and the film stills. Pupils infer what the lesson might be about today. Share ideas.

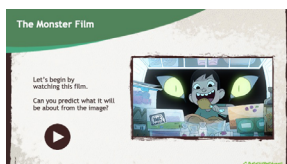


SLIDE 2: WHAT ARE WE GOING TO LEARN?

Introduce the learning objectives. Were pupils correct?

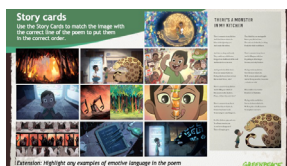
ENGAGE: COMPREHENSION

Resources: PowerPoint, Story Cards, There's A Monster In My Kitchen Poem



SLIDE 3: THE MONSTER FILM

Watch the film. Were any predictions correct? Pupils explain what happened in the film. Check understanding. You could watch again with pupils using the **There's A Monster In My Kitchen Poem** to read along.



SLIDES 4 TO 6: STORY CARDS

Pupils use the **Story Cards** to match the image with the correct lines from the poem and put them in the correct order. Reveal the correct order with **Slides 5 to 6**.

OPTIONAL EXTENSION:

Pupils identify where and how emotive language and techniques are used in the **There's A Monster In My Kitchen Poem**. How do they make us, the audience, feel about the issue of industrial meat farming and deforestation?

EXPLORE: EMOTIONAL LITERACY

Resources: PowerPoint, Role on the Wall Activity Sheet



SLIDE 7: THIS FILM ISN'T JUST A STORY

Define the key words and explain the link between industrial meat production, deforestation and habitat loss.



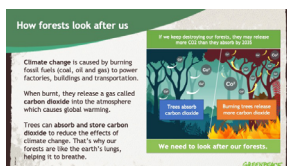
SLIDES 8 TO 9: FOREST FACTS

Display the statements. Pupils stand if true, stay seated if false. Ask pupils to explain their thoughts and discuss the answers. Are they surprised or shocked?



SLIDE 10: FARMING IS BIG BUSINESS

Use these facts to emphasise the scale of industrial meat production.



SLIDE 11: HOW FORESTS LOOK AFTER US

Use the slide to show how forests protect us from climate change and why we should protect them.



SLIDE 12: FOREST GUARDIANS

Explain that pupils will now meet some of the people who protect the forest they live in. Watch the Greenpeace video from 4.01 to 5.57 and complete the **Role on the Wall Activity Sheet** as modelled on the slide.

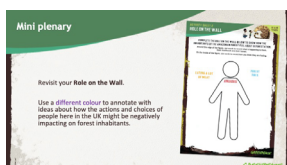
(NB You could watch more of this film, however, you may wish to check suitability for your pupils first due to mentions of drugs and violence.)

OPTIONAL EXTENSION: SLIDE 13: EMOTIVE POEM

Using their empathetic insights and emotive language, pupils write a poem from the perspective of someone affected by the deforestation caused by industrial meat and dairy farming.

EXPLORE: MINI PLENARY

Resources: PowerPoint, completed **Role on the Wall Activity Sheet**, different colour pen



SLIDE 14: MINI PLENARY

Using a different coloured pen as modelled on the slide, pupils revisit their **Role on the Wall Activity Sheet** and annotate to show how the actions of people in this country could impact negatively on the people that live in these forests. Discuss.

EXPLORE: WHO ARE GREENPEACE?

Resources: PowerPoint, **Act! Campaign Toolkit**



SLIDE 15: WHICH FUTURE WOULD YOU CHOOSE?

Display two futures.

Image one - if companies, governments, schools and people don't make change happen.

Image two - we all work together, with Greenpeace, to help to save the forests.

Which do pupils want to see? Emphasise that we can make change happen. This is how pupils can get involved...





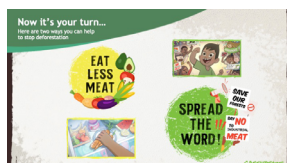
SLIDE 16: WHO ARE GREENPEACE?

Greenpeace is holding corporations responsible (especially supermarkets and fast-food chains) because they are a big driver of deforestation. But pupils have an important role to play too.

Watch the video then discuss the actions they see young people taking.

EMPOWER: EAT LESS MEAT

Resources: PowerPoint, Act! Campaign Toolkit, internet access



SLIDE 17: NOW IT'S YOUR TURN

Inspire pupils to save our forests by completing the activities in the next slides. Pupils can use the Act! Toolkit for support.



SLIDE 18: WHAT ARE PLANT-BASED FOODS?

Introduce pupils to a plant-based diet. Pupils identify the different foods and discuss the benefits of including lots of plant-based foods in their diet.



SLIDE 19: WHAT'S ON THE PLATE?

Pupils guess the names of the meals on the slide which resemble popular meat dishes. Click to reveal that they are all meat free. Could pupils eat less meat? Which meat-based meals might they swap?



SLIDE 20: LESS MEAT, MORE FLAVOUR!

Pupils use the tips and their own internet research to reduce meat in their favourite family meal. Share ideas as a class.



SLIDE 21: ENTERPRISE CHALLENGE

Pupils can complete the enterprise challenge. They can work individually or in pairs to design a plant-based dish for their favourite fast-food brand.

USING THE ACT! TOOLKIT:

Encourage pupils to use the activities Canteen Takeover and Audience Engagement in the Act! Campaign Toolkit to support their pledge to eat less meat.



EMPOWER: SPREAD THE WORD

Resources: PowerPoint, Act! Campaign Toolkit



SLIDE 22: CREATIVE ACTIVISM

Introduce pupils to creative activism. Identify the creative actions using the images. Ask pupils to think of ways they could use creativity to inspire others. Introduce pupils to the **Act! Campaign Toolkit**. Encourage further action after the lesson.

USING THE ACT! CAMPAIGN TOOLKIT:

There are two **Spread the Word** extension activities in the **Act! Campaign Toolkit** (Challenge 1: Audience engagement and Challenge 2: Assemble your meat-free team! Page 4)

ACT

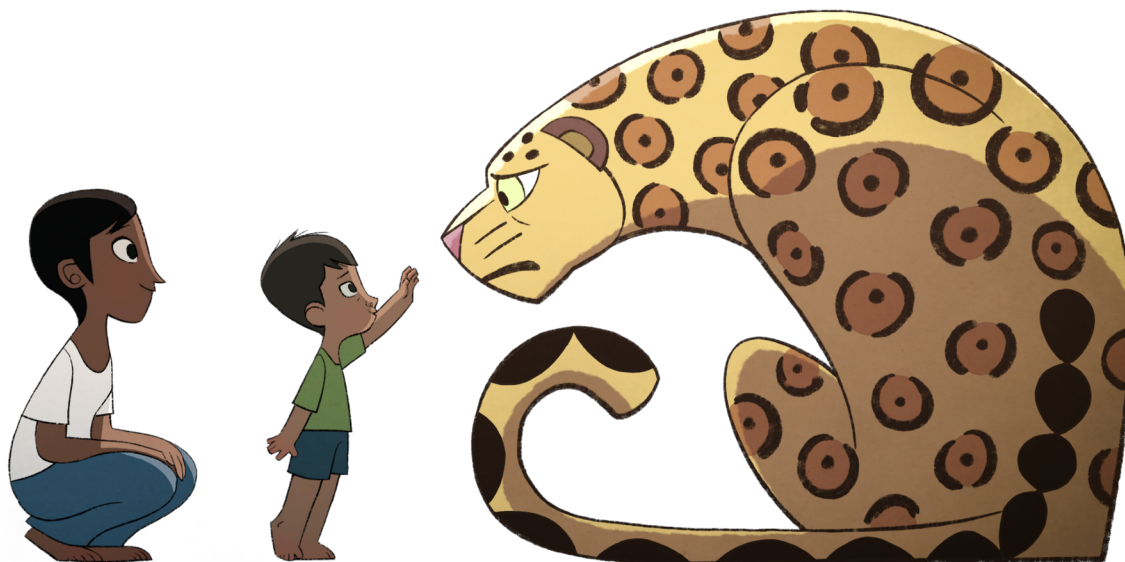
Resources: PowerPoint, Act! Campaign Toolkit



SLIDE 23: MAKE YOUR PLEDGE.

Give pupils the **Act! Toolkit**. Ask them to pick at least one action they will take to help raise awareness of the issue. Share pledges.

Share your actions with us. You can send us your work, ideas and feedback to getactive.uk@greenpeace.org. We love hearing about how people are getting involved and taking action.



CURRICULUM LINKS



ENGLAND

Citizenship (KS3)

- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

Geography (KS3)

Human and physical geography

Describe and understand key aspects of:

- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

English (KS3)

Reading

- Making inferences and referring to evidence in the text.

Design and technology (KS3)

Cooking and nutrition

Understand the source, seasonality and characteristics of a broad range of ingredients.



NORTHERN IRELAND

Language and Literacy:

English with Media Education (KS3)

- Reading and viewing for key ideas, enjoyment, engagement and empathy.
- Use literature, drama, poetry or the moving image to explore others' needs and rights. (Key Element: **Citizenship**)
- Plan and create an effective communication campaign. (Key Element: **Education for Sustainable Development**)
- Explore the use of language and imagery in conveying and evoking a variety of powerful feelings. (Key Element: **Spiritual Awareness**)

Geography (KS3)

- Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global (Key Element: **Personal Understanding**)
- Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally (Key Element: **Education for Sustainable Development**)

Science and Technology:

Technology and Design (KS3)

- Respond to a personal design challenge in relation to their own lifestyle. (Key Element: **Personal Understanding**)



CURRICULUM LINKS



SCOTLAND

Literacy and English (Third/Fourth level)

- Identify and consider the purpose, main concerns or concepts and use supporting detail and make inferences from key statements. *LIT 3-16a*
- I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. *SOC 2-08b*

Social Studies (Third/Fourth level)

- I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. *SOC 3-08a*
- I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. *SOC 4-10a*

Expressive Arts (Third/Fourth level)

- Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment.



WALES

Education for Sustainable Development and Global Citizenship (KS3)

Natural environment

- Show informed concern for the quality of the natural environment near and far.
- Act to protect biodiversity and local and global environments.
- How human activity changes local and global environments.
- The urgency and importance of protecting biodiversity at a local and global level.

Consumption and waste

- Develop a sense of responsibility for sustainable development.
- Appreciate the actions required to reduce their own ecological footprint.

Climate Change

- Make personal decisions and changes to combat global warming.
- The “greenhouse effect” and how human activity affects the global environment.
- Causes of concern over, and implications of, climate change.
- The links between lifestyle and CO2 emissions.

English (KS3)

Comprehension

- Select the main points from texts and identify how information and evidence are used to support them.
- Read between the lines using inference and deduction.

Geography (KS3)

- People as consumers: the impacts on and changes in economic activity.
- Threatened environments: characteristics of, and possibilities for, their sustainable development.
- How can my actions and those of other people make a difference locally, nationally and globally?

Design and technology (KS3)

Designing

- Use given design briefs.

Food

- Consider issues of sustainability in order to make informed choices when planning, preparing and cooking meals or products.