

**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, Emotive Freeze Frames, 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, cut up before the lesson), the **Emotive Freeze Frame activity sheets** (one each in A3 if possible) 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
- Emotive Freeze Frames Activity Sheet 2
- Act! Campaign Toolkit

Additional resources required:

- Paper and coloured pens or pencils

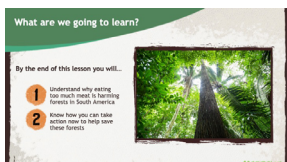
STARTER

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



SLIDE 1: THERE'S A MONSTER IN MY KITCHEN

Display the title of the film. Pupils imagine what kind of a monster might be in their kitchen. What would it look like and why would it be there? Share ideas.



SLIDE 2: WHAT ARE WE GOING TO LEARN?

Introduce the learning objectives.



SLIDE 3: THE MONSTER FILM

Introduce pupils to the film still. What do they think the film is about now? Share predictions.

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.

ENGAGE: FILM COMPREHENSION

Resources: PowerPoint, *Story Cards*



SLIDES 4 TO 5: STORY CARDS

Pupils put the **Story Cards** into the right order to tell the story. Watch the film again if you need to. Pupils rearrange the cards if necessary.

Click to review answers using the PowerPoint. Pupils describe what is happening in each image.

ENGAGE: EMOTIONAL LITERACY

Resources: PowerPoint, *Emotive Freeze Frames*



SLIDE 6: EMOTIVE FREEZE FRAMES

Give pupils the **Emotive Freeze Frames Activity Sheet**. Pupils add thought or speech bubbles to express the characters' emotions. Model the first one as a class before pupils continue. Share and compare ideas.

OPTIONAL EXTENSION:

Pupils recreate their **Emotive Freeze Frame** as a tableau (dramatic freeze frame). Their classmates guess which moment they are depicting. This can be done individually, at pupils' desks, to minimise movement around the classroom.

EXPLORE: DEVELOPING EMPATHY

Resources: PowerPoint



SLIDE 14: FOREST GUARDIANS

Introduce the young members of the Huni Kuin tribe in the image, and pause to consider the people who are directly affected by deforestation. Pupils create a mind map for the child with words that describe how they might be feeling about the loss of their home.

OPTIONAL EXTENSION:

Pupils write a diary entry or vlog for their character. They could read this aloud if they wish.

EXPLORE: WHO ARE GREENPEACE?

Resources: PowerPoint



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.



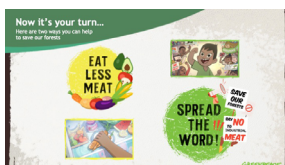
SLIDE 16: WHO ARE GREENPEACE?

Inform pupils how and why Greenpeace is protecting our forests. Play the video and ask pupils to reflect on the actions they could take.

This is how pupils can get involved...

EMPOWER

Resources: PowerPoint, Act! Campaign Toolkit



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! Campaign Toolkit for support.



EAT LESS MEAT

Resources: PowerPoint, Act! Campaign Toolkit, internet access (optional)



SLIDE 18: TAKE ACTION! 1. EAT LESS MEAT.

Introduce pupils to a plant-based diet. Pupils identify the different foods. Which do they recognise?



SLIDE 19: WHAT'S ON THE PLATE?

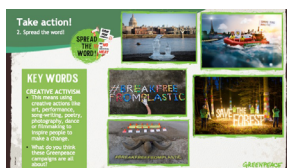
Pupils guess the names of the meals on the slide which resemble popular meat dishes. Click to reveal that they are all meat free. Could pupils eat less meat? Which meat-based meals might they swap for plant-based alternatives?

USING THE ACT! CAMPAIGN TOOLKIT

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

SPREAD THE WORD

Resources: PowerPoint, Act! Campaign Toolkit



SLIDE 20: TAKE ACTION! 2. SPREAD THE WORD.

Introduce pupils to creative activism. Identify the creative actions using the images. Ask pupils to think of one way they could use creativity to inspire others. They can use the **Creative Campaign Challenges** on page 4 of the Act! Campaign Toolkit to get their message out there.

ACT

Resources: PowerPoint, Act! Campaign Toolkit



SLIDE 21: MAKE YOUR PLEDGE.

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

Help pupils make sure their pledge becomes an action by using the activities in the Act! Campaign Toolkit.

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



CURRICULUM LINKS

ENGLAND

Citizenship (KS2)

Preparing to play an active role as citizens

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events;
- to resolve differences by looking at alternatives, making decisions and explaining choices;
- to recognise the role of voluntary, community and pressure groups;
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Geography (KS2)

Human and physical geography

Describe and understand key aspects of:

- human geography, including the distribution of natural resources including energy, food, minerals and water.

English (KS2)

Reading

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Art and design (KS2)

- Produce creative work, exploring their ideas and recording their experiences.

NORTHERN IRELAND

The World Around Us (KS2)

- How living things rely on each other within the natural world
- The effect of people on the natural and built environment over time
- Positive and negative effects of natural and human events upon place over time
- The effects of positive and negative changes globally and how we contribute to some of these changes

Language and Literacy (KS2)

- Represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital
- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention
- Justify their responses logically, by inference, deduction and/or reference to evidence within the text

The Arts (KS2)

- Engage with observing, investigating, and responding to first-hand experiences, memory and imagination
- Collect, examine and select resource material to use in the development of ideas

PDMU (KS2)

- Playing an active and meaningful part in the life of the community and being concerned about the wider environment.



CURRICULUM LINKS

SCOTLAND

Social Studies (Second Level)

- 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*
- 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*

Literacy and English (Second Level)

- As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. *LIT 2-04a*
- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. *LIT 2-07a*

Health and Wellbeing (Second Level)

- When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. *HWB 1-35a / HWB 2-35a*

Expressive Arts (Second Level)

- I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. *EXA 2-06a*

WALES

Art and Design (KS2)

- Design and make two-dimensional images

English (KS2)

- Infer meaning which is not explicitly stated.
- Texts that extend learners' intellectual, moral and emotional understanding.

Geography (KS2)

- Describe the causes and consequences of how places and environments change, e.g. by season; from past to present; the need for sustainability.
- Living in my world: caring for places and environments and the importance of being a global citizen.

