



### *Teachers Notes:*

*The following set of three lessons can be adapted for Citizenship KS 1 & 2 Living in a diverse world. Ks 1& 2 Geography weather around the world and Citizenship KS 3 Debating a global issue.*

*The following lesson plans have been designed to educate students about school lunch farms.*

*The first lesson will look at climate change and the effects of the tsunami in Thailand.*

*The second lesson introduces the concept of school lunch farms that have been with set up to help those affected by the tsunami.*

*The third lesson will look at how lunch farms can contribute to minimising the effects of climate change through sustainability. A PowerPoint presentation and film clip accompany this lesson.*

*The lesson plans have been designed to develop critical thinking as well as literacy skills.*

### Lunch farms:

*Pupil's school attendance in Thailand may simply depend on the midday meal.*

*As schools receive no funding for food, therefor many children go hungry or do not attend.*

*The Thai Children's Trust, with the help of partner organisations, has helped schools to set up their own lunch farms, particularly in areas affected by the tsunami.*

*School lunch farms are run by teachers and pupils to provide fresh healthy lunches / balanced meal for each child.*

*The result is that more children attend school. Surplus food can be sold to generate money.*

*For more information about school lunch farms please see:*

<http://www.thaichildrenstrust.org.uk/projects/Lunch>

### Objectives

- To explore the idea of sustainable development in relation to school lunch farms
- To explore the idea of sustainable development and recognise its implications for Thai children.
- To recognise issues of global citizenship.

## Lesson 1 Climate Change, The tsunami and a lunch farm

Introduction: explain about climate change; (show slides 1-3)

Weather is what's happening outside your window right now. Climate on the other hand is the overall Weather of an area, including temperatures for months and years, average rainfall, speeds of winds and severe weather.

We use the term 'climate change' to talk about the effect people have had on the earth's climate over the last 100 years and what we predict will happen between now and 100 years into the future.

The main cause of climate change is the burning of fossil fuels. This includes oil, coal and gas.

### **Brainstorm with students: What causes climate change?**

Make sure they know the following facts: When you burn oil, coal and gas, carbon dioxide is created. Carbon Dioxide is a gas that traps the heat from the sun. Because humans use a lot of gas, oil and coal they are increasing the amount of carbon dioxide going into the atmosphere. This means that the world is getting hotter.

### **What does this mean for us?**

As the world gets hotter weather systems will be affected. Extreme weather events may happen more and more frequently.

The tsunami of 2004 may be an example of this.

### Main Activity:

- Look at the film clip, <http://www.thaichildrenstrust.org.uk/projects/Lunch> the beginning shows effects of the tsunami. Explain that an earthquake under the sea caused the Tsunami. This then resulted in causing a huge wave to hit the land.
- Whilst looking at the slides have students write down what they can see and how they think people's lives may have been affected by the tsunami. (Homes have gone, family friends died, crops and livestock gone so little food). Record their own personal response to what they have seen in the clip.
- Students to expand these notes by writing an account of what it may have been like to witness the tsunami.

### Plenary

Bring the group back together and discuss:

What may have happened to these children if they had not received any help?

Tell your students that to help the people that had been affected by the Tsunami The Thai Children's Trust helps schools build lunch farms, Which they will learn about next week.



### Lesson 2. A response: Lunch Farms

#### Introduction (Show slides 4, 5, 6)

Remind students what they had looked at learnt last lesson about climate change and the tsunami re-capping over main activity from previous lesson.

Tell students they are going to learn about school lunch farms. Explain that School lunch farms were set up to help children in areas affected by the tsunami. Because many crops had been destroyed so there was little food and children were hungry. So to help the Thai Children's Trust have helped to support schools in building their own farms.

Explain that Thai children grow food at school to eat. Each child can go to school and receive 1 healthy meal a day. Teachers and students work on the farm.

Show film clip again if necessary.

- Spend 5 minutes asking children to discuss in pairs how they would feel if they came to school and were hungry. Feedback
- Main activity
- Explain that Children in Thailand stopped going to school. They felt too tired and could not concentrate. Because they were too hungry.
- Show slide 7 showing 'NONG' discuss whether he looks hungry.
- Have children draw a face of one child who went to school and was hungry and 1 child who had a good meal at school. Include words they thought of as part of the introduction around their picture.

#### Extension activity/ Homework

Draw a poster that promote school lunch farms.

#### Plenary (show slide 8)

Discuss:

How do lunch farms help children learn? (Children can concentrate and learn)

How else may the lunch farm help a young person? (Because they have had a healthy meal the child can become healthier and stronger)

Remind students that they can play the lunch farm game on our Young Fundraisers Club website:

<http://www.helpthaikids.org.uk/flash/fun-and-games.htm>

(scroll down page for link to game)



### Lunch farms and sustainability

#### *Teacher's notes:*

*Lunch farms are self sustaining, require little energy to maintain, produce small amounts of waste and create very little carbon dioxide.*

*Students will need to bring in some food packaging to research which country the product has come from.*

### Introduction

Re cap over previous lessons. Tell students that the tsunami in 2004 may have happened as a result of climate change and that school lunch farms were set up to help those affected by the tsunami. The story gets better! School lunch farms can actually help fight the battle against climate change.

#### Explain sustainability:

To help fight the battle against climate change we must find ways of making sure we do not use too much energy that produces carbon dioxide. The energy we use must be sustainable. Sustainable means finding sources of energy that will not run out and that are better for the environment.

### Main activity:

- Look at slide 9. Ask students about where they think their food they eat at lunch time comes from?
- Explain that food we eat may have come from many different countries. For the food to get on to your plate it may have travelled many 'food miles' The transport that has carried this food will have used a lot of energy that has produced carbon dioxide.
- Take a look at food packaging students have bought in. Which country does that product come from?
- This food may also come in lots of different types of packaging that will become waste and therefore harmful to the environment.
- Students to write a list of all the benefits they can think of having a farm at school (Show slide 10) - food is grown locally, so does not travel food miles. No waste

### Plenary (show slide 11)

How can your school help fight against climate change and help Thai children get their education?

Talk with your students about arranging a fundraising event.

Your school could buy a mushroom shed for a school in Thailand and receive a gift pack!

Please contact The Thai Children's trust to find out more: [schools@thaichildrenstrust.org.uk](mailto:schools@thaichildrenstrust.org.uk)