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FUTURE CLASSROOMS' LEADERSHIP SCENARIO

WORLD Breakfast

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TOPIC: Sustainable Development

GRADE: 1 - 4 (Primary school level)

APPROACH: Interdisciplinary approach

DURATION: 1 lesson (40 minutes)

Summary: This learning scenario uses “L” approach

Learning Objectives, Skills and Competencies:

What are the main objectives? What skills will the learner develop and demonstrate within the scenario? (e.g. 21st Century Skills).

This activity links to the **2030 Agenda for Sustainable Development** and specifically to **Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture** and **Goal 12. Ensure sustainable consumption and production patterns**

Skill's development: Connecting (relating) and suggesting (speculating)

(e.g. providing comparisons, examples, criteria, alternative explanations or conceptions)

Concept's development: growth, responsibility, dependence, consequence, consideration, familiarity





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Learners' role:

What sort of activities will the learner be involved in?

The type of activity is **Researching and working together.**

Tools and Resources

What resources, particularly technologies, will be required?

Find resource samples in attachments *

Learning space

Where will the learning take place e.g. school classroom, local library, museum, outdoors, or in an online space?

This could be done in a school classroom, local library, or in an online space.

Future Classroom Scenario Narrative

Describe in max 10 sentences the main ideas of the scenario

This activity for students aged 7-11 has been produced for teachers and educators to discuss together how consumption affects farmers and producers. Through the materials, young people will have the opportunity to discover how their choices can impact people around the world, but also the planet that we live on.

The activity helps to build positive relationships between national and/or international groups.





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Learning Activities

Warm-up activity	<p>Children sit in a circle and attempt to complete a teamwork tale. One child begins the tale - you can assist with starting them off or you could start the tale yourself. Once the tale has begun the children add on a sentence each until the tale is complete.</p> <p>This can be done by either going around the circle so each child adds on to what the previous child says or children can volunteer to add on their sentence at any time.</p>
Collaborative work	<p><u>"Before you finish eating breakfast in the morning you've depended on more than half the world..." Martin Luther King</u></p> <p>Display this quote alongside a selection of breakfast foods - these can be photographs or the real thing! To begin with, listen to the children's reactions to the quote and the display of food. From this, start to engage everybody in the discussion.</p> <p>Ask questions such as:</p> <ul style="list-style-type: none"> - What do you think this quote means to what you can see? - How have we depended on more than half the world? - Where do you think some of this food has come from? - What do you think are the ingredients in some of this food that has come from another country? - How do you think it got here? - How many people do you think it took to get that food onto your breakfast table? - Do you think buying that food will affect other people's lives? <p>Children share their thoughts with the people on either side of them.</p>





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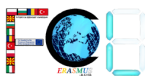


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Discussion	<ul style="list-style-type: none">- Do we always need to depend on other people?- How does our consideration affect others?- Does familiarity always bring us comfort?
Assessment and feedback	Formative rubrics assessment





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coffee

coffee beans

Brazil





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cornflakes

corn

North America





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banana pancakes

bananas

Ecuador





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chocolate coated cereal

cocoa

Ghana





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tea

tea leaves

India





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