

Unterrichtskonzept in vier Phasen

Titel: Thema: SDG #1, 2, 6, 13, 15: The hidden sad truth behind animal agriculture & how you can make a difference

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Zeit In Minuten	Titel	Methode & Material	Lernziel
Sensibilisierungsphase			
15	Presentation and agreements for the session + Intro to 17 Nachhaltigkeitsziele	Methode: Mindmapping Material: Blackboard, chalk or pens, or Screen and beamer + Internet I'll ask the students to add key terms that comes to mind related to the topic „17 SDGs“ on a Menti https://www.menti.com/c9ppvc4g3n (or it could be in the middle of the board). I can write down a few first terms as examples. Participants can say what they have written down and why, and why they think it is important. If key facts have not been written down, I can add them with an explanation. This is an initial exchange and also a good way to assess the participants' level of knowledge.	Pupils learn collectively about the 17 sustainability goals, as an overview. Everyone must have the opportunity to write something down.
10	Earth as „Der Apfel“	Methode: Der Apfel Material: Apple, chopping board, sharp knife Divide the apple into quarters.	Understanding the global and personal availability of arable land on planet Earth.

		• 3/4 are oceans, rivers and lakes. Set these pieces aside. • 1/4 is the land area of the Earth. Divide the land area into thirds. • 1/3 (1/12 of the apple) is uncultivable land: mountains, ice, sand, wetlands, etc. - set this piece aside. • 1/3 (1/12 of the apple) is forest and settlements - set this piece aside. • 1/3 (1/12 of the apple) is agricultural land. Divide the agricultural land into thirds. • 2/3 (2/36 of the apple) is pasture land. Set this piece aside. • 1/3 (1/36 of the apple) is arable land. Peel the apple thinly. The apple represents the planet Earth. The group finds out how much land is used for agriculture worldwide. To do this, they collect data on which areas are not available for agriculture. Bit by bit, the corresponding parts of the apple that are not used for agriculture are cut away until only a small piece of apple remains at the end. This piece represents the global arable land. Since only the top layer of the earth's crust is available for farming, the apple is peeled until it is paper-thin. This small piece must grow what humanity consumes in a year. - The small piece of apple corresponds to 1.5 billion hectares. - If this small piece of apple skin is divided equally among the 8 billion people in the world, this would correspond to around 2,000 m² of arable land per person.	
Informationsphase (max. 3-5 Punkte)			
15	Wer wird Umwelt-Millionär?	Methode: „Wer wird Umwelt-Millionär?“ Material: keine	To get more knowledge of the problem of animal agriculture in relation to climate change and the SDGs

		As in the TV show ‘Who Wants to Be a Millionaire?’, I’ll present various questions, each with four possible answers. 1. I will read 3 to 5 questions aloud (to be shown in the presentation / menti) 2. The group has approximately 60 seconds to think about their answers. They vote. 3. Reveal or explain the results and discuss them.	
20	Field crops & planetary health diet	Methode: Planetary health diet Material: - Meat Atlas of the Heinrich Böll Foundation (to be projected or printed) - FIBL study on land use of different diets Questions: 1. Why do people eat animal products? 2. What percentage of the soybeans grown worldwide end up in the stomachs of farm animals? For years, global consumption of animal products* has been on the rise, and with it the demand for feed for livestock. As demand increases and only limited arable land is available, more and more land is needed for growing feed. Soy cultivation is now the second largest cause of deforestation worldwide after livestock farming.	Understanding the connection between arable land and the consumption of animal products
Handlungsoptionen			
20	The Catalogue	Methode: Catalogue of methods for concrete actions Material: Thick pens and paper to prepare posters.	To create a catalogue of concrete actions that pupils can take in their

		1. Students are divided into small groups and asked to think of specific steps they can take to reduce their impact and support SDGs implementation (promoting biodiversity, introducing a veggie day at school, avoiding food waste, saving water, etc.) . Their actions should focus on one's own life and behaviour, in line with the motto "Be the change you want to see in the world". 2. The measures are recorded in writing (posters on paper). Each one should be motivated to implement the measures. Obstacles that could arise during implementation are clearly identified, ideally with a solution for overcoming them. 3. Discussion and presentation of the measures in plenary. 4. Students could use a scale of 1 to 10 to rate the effectiveness of the measures mentioned and then consider how realistic their implementation is in each case. Each measure receives two ratings. A '1' for 'very effective' plus a '1' for 'implementation seems very realistic' can significantly increase the willingness to take action for this measure.	everyday lives to bring about change. e.g. consuming less products of animal agriculture or factory farming, asking for fair trade products, etc.
Auswertungs- und Reflexionsphase			
10	Auswertungsbogen Evaluation	Kopien der Auswertungsbögen	Wrap up with a reflection on learnings and actions to take as individuals and as a group.
Insgesamt 0 Minuten	Tipp: Die gelbe Zeile markieren und F9 drücken		