Building upon the content we created for K - 5 students, this new Justice for All: Educating Youth for Social Responsibility guide is a comprehensive humane education resource for secondary school students. Comprehensive humane education addresses social justice, animal protection, environmental ethics, and the ways in which these areas are interconnected. These activities and lessons allow students to cultivate their developmental need for understanding the world around them and uncover meaningful ways they can impact it positively.

Imagine a world where youth know how to peacefully co-exist with one another; a world where they learn to respect and honor the environment; a world where they learn to protect the myriad species with whom we share this planet. This is the power of comprehensive humane education. It is a philosophy of education that encourages youth to think about their responsibility to the earth and all of its inhabitants. It provides them with the tools needed to make more informed choices and to take compassionate action on a personal and systemic level. By allowing students to learn crucial information and develop solutions for many of the modern issues facing our world, humane education promises to foster a global community of change-makers who are able to create a more peaceful, just, and sustainable world for all.

Humane Education Advocates Reaching Teachers (HEART) and the Peace Learning Center have partnered together once again to create this resource guide to help educate youth for social responsibility. HEART’s mission is to develop a generation of compassionate youth who create positive change for animals, people, and the natural world. As a full service humane education provider in New York City, Chicago, Indianapolis and Portland, HEART conducts student programs (in-school, after-school, and in summer camps), offers professional development workshops for teachers both nationally and internationally, develops educational resources, and advocates for humane education. The Peace Learning Center educates, inspires, and empowers people to live peacefully. It has served more than 200,000 people since its inception in 1997. Growing worldwide, Peace Learning Center now has programs in eight USA cities and five countries.

While this guide was developed for youth in 6th-8th grade, it is relevant to 9th-12th grade students as well, and can be easily taught to older youth with simple modifications. These activities and lessons can be used by educators in traditional as well as non-traditional learning environments. The content supports social-emotional growth, delving deeply into real-world topics related to diverse human, environmental, and animal issues. To prepare youth to take on the present-day challenges they face, it is important to teach them basic ways to understand and care for themselves as well as those around them. The guide is divided into themes and within each theme the content can be taught as an entire unit or as individual stand-alone activities and lessons.

Our intention is to provide educators with a framework for teaching youth about important issues facing our world today, within the context of their academic expectations and as a means to develop valuable skills. The 18 activities and lessons in this guide include:

- Engaging learning opportunities
- Integration of social-emotional learning
- Critical thinking challenges
- Relevant real-world topics
- CCSS (Common Core State Standards) alignment
- ISTE (International Society for Technology in Education) Standards alignment
- NGSS (Next Generation Science Standards) alignment
- Technology Integration
- STEM/STEAM (Science, Technology, Engineering, Art and Math) connections
- Extension projects
- Content-related resource links
- Material appropriate for a range of grades and ability levels

We hope this resource guide will help educators empower youth to not only gain a deeper understanding of pressing contemporary issues that impact us all, but also face these problems head-on, using empathy, critical thought, and innovation.
Contributors

Meena Alagappan, Executive Director of HEART, received her B.A. from Cornell University, J.D. from Northwestern University School of Law, and M.S from Tufts University School of Veterinary Medicine. Prior to joining HEART, she practiced corporate law, taught for an academic test preparation company, and was a humane education consultant for Animal Welfare Trust. She has chaired the animal law committees of the American Bar Association and the New York City Bar Association. She is a fellow of the American Bar Foundation and serves on the Board of Directors of the Mayor’s Alliance for NYC’s Animals and PAWS (Pioneers for Animal Welfare Society).

Jazmyn Blackburn, partner of HEART, is an undergraduate student in the Class of 2019 at Princeton University. Awarded the Bogle ’51 Fellowship in Spring 2016, Jazmyn is developing a service-based approach to teaching. Through her partnership with HEART, she is generating an early childhood curriculum that will expand the virtues of HEART to reach preschool children.

Marilyn Torres Guidice is a New York City middle school science teacher in the Bronx, currently in her fifteenth year of teaching. She received a master’s degree in special education from Mercy College and a bachelor’s degree in theater and biology from Adelphi University. She was first introduced to HEART through a professional development course on promoting science and literacy skills through humane education. Since then, she has become a volunteer for HEART, developed and implemented lessons in her own classroom that focus on protecting the environment, and facilitated activities that expose students to compassion, empathy and kindness.

Kristina Hulvershorn is HEART’s Indianapolis Program Manager and the Peace Learning Center’s Director of Restorative Practices and Humane Education. She earned a Master’s degree from Cambridge College, in affiliation with the Institute for Humane Education. She taught in the public school system for six years, specializing in the emotional and behavioral lives of students, and maintains certification as a K – 12 learning specialist. She also was a leader in the Chicago Public Schools, working with educators to provide meaningful educational opportunities to students.

Stephanie Itle-Clark, Founder and President of the Academy of Prosocial Learning, received her B.S. in Education from Indiana University of Pennsylvania, M.Ed. from Wilkes University, and Ed.D. in Educational Leadership from Fielding Graduate University where she focused on the impact of humane education professional development for teachers. Prior to founding the Academy of Prosocial Learning, she taught in both private and public education sectors and was the Director of Learning at The Humane Society of the United States. She is a board member of the Humane Education Coalition, the Association of Professional Humane Educators, and the United Federation of Teachers Humane Education Committee.

Kim Korona, HEART’s Senior Program Director, received her B.A. from Goddard College and M.Ed. from Cambridge College, in affiliation with the Institute for Humane Education. She previously interned at the Vermont Youth Conservation Corps. and Farm Sanctuary. She also worked as a humane educator for the Michigan Humane Society, developing and teaching animal welfare programs. While at HEART for the past ten years, she has developed curricula, taught humane education programs for youth of all ages in various venues, and conducted professional development trainings for educators. She also serves on the board of the Humane Education Coalition.

Kristina Korona has been an Anne Arundel County Public Schools educator in Maryland for sixteen years and is presently at Meade High School. She started her career as an English teacher and is currently an
International Baccalaureate Middle Years Programme Coordinator. She graduated with her B.A. from St. John’s College in Annapolis and her M.A. from the University of Maryland, Baltimore County. She is a long-time union activist who advocates for public school education. She also serves on the advisory board of the Humane Education Coalition.

**Mickey Kudia**, Chicago Program Manager for HEART, holds a M.Ed. in Humane Education from Valparaiso University and B.S. in Environmental Communication and Education from the University of Illinois Urbana-Champaign. Mickey travels to schools throughout Chicago, educating young people about animal protection, human rights, and environmental ethics. He has presented workshops on humane education and service learning at conferences across the United States. Mickey also serves on the advisory board for the Humane Education Coalition.

**Kyle Liao**, Strategic Educational Technology Consultant for HEART, received his M.A. in Instructional Technology from Teachers College, Columbia University, and a B.A. in Secondary Education from SUNY Geneseo. Kyle was previously a middle school English teacher in New York City and is now a technology coach in NYC. He works with HEART part-time to support initiatives utilizing educational technology to reach more teachers.

**Tim Nation** is co-founder and executive director of Peace Learning Center. With a background in management and public relations, Tim previously served as Indiana AmeriCorps Director and Director of the Indiana Board of Pharmacy. He is a graduate of Indiana State University and a Terre Haute native.

**Elizabeth Nelson** is the talented graphic designer behind this guide. She has designed HEART’s newsletter for many years and has served as a volunteer designer and photographer. A graduate of Texas Wesleyan University and Sarah Lawrence College, Elizabeth is a multidisciplinary artist, communications professional, and animal welfare advocate.

**Jeannie Russell**, HEART’s Service Learning Director, received her M.Ed. from Bank Street College and B.A. from Barnard College. She helped pioneer some of the earliest projects in New York City to reach out to homeless children in welfare hotels and in shelters. She went on to work as Director of Children’s Services for Sanctuary for Families’ domestic violence family shelter. She also served as Director of the Early Impact Family Program, which provides advocacy, therapy, and supportive services to families. As Director of Children and Family Programs with the Bronx Ethical Culture Society, she created a multi-age “Ethics for Kids” curriculum.

**Bob Schwalb** offers humane education programs for HEART in Madison, WI area schools. From 2005-2013 he initially served as HEART’s first humane education instructor in New York and later as HEART’s Chicago Program Director. In addition to teaching students, he developed curriculum, conducted teacher training, managed staff and volunteers, and established local advisory and junior boards. Bob also offers mindfulness programs for prison inmates through the Wisconsin Mindfulness Program Initiative, volunteers for Agrace Hospice, and volunteers for Mercy for Animals. He received his B.S. from DeVry University and his M.Ed. from Cambridge College.

**Liz Walch**, Humane Education Instructor for HEART, received her B.A. from the University of Illinois at Chicago, certificate in animal studies from Humane Society University, and M.A. in humane education from Valparaiso University. She works in multiple Chicago public schools educating elementary-aged children about animal protection, human rights, and environmental ethics. She has volunteered at a local animal shelter in Chicago, and worked as a summer camp counselor at a farm animal sanctuary in Wisconsin.
Grades 6-8: Everyday Practices for a Kind Classroom

These lessons provide a framework for developing a positive and engaged classroom through simple, but impactful, practices. They will help students connect with each other in healthier ways and give them strategies for respectfully resolving conflicts. These activities are intended to create a kind and inclusive classroom by teaching youth important techniques for developing and maintaining healthy relationships. They are core social and emotional learning practices that will benefit your students for many years to come and throughout all facets of their lives.

Agreements for Peace (activity).............Page 10
Learning how to be a responsible global citizen starts with how we connect and coexist with those around us. Working together, youth will create a set of guidelines to develop a safe and civil learning environment. These guidelines will provide the foundation for communication and community within your group. By leveraging student voice, this activity increases engagement and understanding among peers.

Community Circle (activity)...............Page 13
This activity introduces the value of utilizing a circle in your educational setting to foster inclusion, encourage equal participation, and practice active listening. The intent is for the Community Circle to become a daily practice for creating a classroom that is a positive and thriving learning community. The Community Circle formation, rooted in restorative justice practices, can be used to address conflicts, celebrate positive events, learn social and emotional skills, and enhance relationships.

STEP (activity).............................................Page 17
Every class deals with conflict. This activity gives students the tools needed to resolve those conflicts in a mutually satisfying and productive way. Students can use STEP, a mnemonic device to remember the four-part process to resolving conflict. Students will see how STEP works, by practicing the process through role play, which will increase their ability to successfully utilize it when situations arise where it is needed.

Grades 6-8: Is It Fair?

Everyone wants to be treated with fairness, but do we, ourselves, always treat others with fairness? In these lessons students will reflect on how some societal norms can marginalize people, cause harm to animals, and exploit natural resources. Ultimately, these lessons challenge youth to think critically about whether or not certain behaviors towards others and our natural world are justified.

Boxed In (lesson).................................Page 24
This lesson invites students to explore ways that stereotypes and gender expectations affect themselves and other members of their communities. They will be encouraged to think of ways that some of their own characteristics or behaviors are boxed in by social norms. Students will learn how to affirm one another’s personhood when certain identity traits do not conform to social expectations.

Understanding Peer Pressure (lesson) ....Page 31
Through engaging simulations, this lesson invites students to examine how peer pressure functions and the negative ways in which it can affect people. Students will think critically about whether or not they agree with utilizing societal influence to sway people in certain circumstances and will learn ways to resist peer pressure when it feels uncomfortable or inappropriate.

Understanding Others Through Perspective-Taking (lesson) ......Page 39
Students will learn about the importance of looking at a situation from multiple perspectives. They will think about activities where animals are used for human entertainment and consider the perspective of people who enjoy these activities. Then they will read stories from the imagined points of view of the species who are used for those activities. Youth will consider whether or not they support these activities themselves and reflect on how perspective-taking can influence our behaviors and treatment of others.
Where Has All the Water Gone? (lesson) ........................................Page 54
By examining their own water consumption, youth will think about the ways in which they use water both subsistently and luxuriously. They will learn about the global water crisis and work in groups to investigate potential solutions to water scarcity. Weighing the benefits and challenges of each proposed solution, students will then present on whether or not they think their solution is a viable strategy for water conservation.

Forest Protectors (lesson) ......................Page 65
In this lesson, students will grapple with the benefits of both preserving and felling forests, and consider whether or not there are effective ways to balance these two conflicting actions. They will learn about some effective strategies that conservationists use to protect forests and manage them in a sustainable way.

Grades 6-8: Media Literacy–Reading Between the Lines
Media is all around us. Corporations are very persuasive with their advertisements, which often target youth. Equipping students with the skills to view media messages through a critical lens is increasingly important if youth are to develop a clearer understanding of how these messages influence their purchasing decisions. Encouraging students to examine advertisements empowers them to make choices based on their genuine interests and needs instead of being swayed solely by manipulative advertising techniques.

Who Decides What is Cool? (lesson) ..............Page 80
This lesson sheds light on the influence that advertisements have on society, the consequences of that influence, and how we can critically analyze advertisements to unveil the magnitude of that influence. Students will learn about the techniques that advertisers use to influence the public’s purchasing decisions through manipulating their understanding of what is “cool,” as well as their desire to purchase goods that align with this definition.

True Ads (lesson) .........................................Page 89
Advertisements can often mislead consumers by highlighting or exaggerating what is positive about a product or service and omitting what is harmful about it. Students will learn how to examine print ads to identify the information or message that is emphasized as well as consider information that may be missing. They will compare and contrast real ads to spoof ads that bring attention to the product’s negative impacts on people, animals, and the environment.

Deconstructing Food Labels (lesson) ..........Page 98
Youth will examine the way that food products are marketed in relation to the way the food is actually produced. They will consider in particular how advertising can shape our perception of the way that animals are raised by the meat, egg, and dairy industries. Students will learn about some effective strategies that conservationists use to protect forests and manage them in a sustainable way.

Grades 6-8: The High Cost of Fashion
We often worry about what we are wearing because we want to have the “right look,” but we do not often think about where our clothes and accessories come from. These lessons challenge youth to take an inside look into how the items they wear are produced and what they are made of, and to consider how people, animals, and the natural world are affected in the process. Youth will consider actions they can take to help make the fashion industry more just, compassionate, and sustainable.
The Cost of a T-Shirt (lesson) .................. Page 118
By looking at the way a t-shirt is produced, youth will consider the impact that low-cost, low-quality, mass-produced clothing has on people, animals, and the environment. Youth will explore the current impact the clothing industry has on others and the planet through readings and small group work. Students will examine various stakeholders within the t-shirt business to determine who they think is responsible for the negative practices of the manufacturing industry.

The Dirt Behind Diamonds and Gold (lesson) .............Page 132
Students will evaluate the impact the diamond and gold mining industries have on people and the environment. They will first brainstorm their initial impressions of diamonds and gold. After a short reading about these mining industries, they will compare and contrast the new information they learn about these gems to their initial impressions. The lesson will culminate with a creative project in which students create an informational brochure about diamond and gold mining to share with peers that provides suggestions for alternative gift options.

What Are We Wearing? (lesson) ............. Page 140
Students are challenged to consider how responsible they are for the impact of their consumer choices. They will explore the impact their clothing choices have on others, specifically animals. They will imagine that they are co-owners of a clothing store and present a “material brief” to their “colleagues” about the way animals are raised for clothing products, such as fur and leather. As a group, they will consider the ethical and environmental implications related to selling the various materials. They will decide if they want to sell items made of these materials at their store.

Grades 6-8: What’s On Our Plate?

The food that ends up on our plate is the result of complex processes and systems that impact much more of our world than we often realize. In these lessons, youth will examine the impact that our food system has on our health, farmworkers, animals, and the environment. They will question assumptions they have about food, explore factors that influence their food choices, and read about inspiring food justice advocates. They will also learn about ways that they can work towards a more humane food system through their personal consumption choices and systemic change.

Questioning Our Assumptions (lesson) .................. Page 154
Students will learn how to examine their own assumptions using the three stages of understanding: discovery, research, and fact-based conclusions. Then, students will apply this framework by analyzing common assumptions about farming and farm animals. Based on the information that they research about animal agriculture, they will reflect on how this new knowledge might influence their own opinions, behaviors, or actions.

Why We Eat What We Eat (lesson) ...... Page 163
Students will delve into some of the complex internal and external factors that influence our food choices. They will be challenged to think critically about how these factors affect food consumption in order to better understand their own habits, and to make more conscientious food choices.

Food Fighters: Real Stories of Food Justice Advocates (lesson) ........ Page 173
Students will research specific concerns related to the negative impact food production has on people, animals, and the environment. They will read about the work of a few modern-day food justice advocates and the strategies that they are implementing to improve the working conditions of farmworkers, prevent inequitable access to food, protect animals, and increase sustainable farming practices.

Standards Indexes (CCSS, ISTE, NGSS) ....................... Page 188
The indexes provided include charts that identify which standards are addressed in each lesson. Additionally, there is a list of all the standards addressed in the guide (written out in their complete form), categorized by grade level.
These activities provide a framework for developing a positive and engaged classroom through simple, but impactful, practices. They will help students connect with each other in healthier ways and give them strategies for respectfully resolving conflicts. They are intended to create a kind and inclusive classroom by teaching youth important techniques for developing and maintaining healthy relationships. Through work spanning many years and many schools, these are the basic practices that we as humane educators have come to rely upon to provide core social and emotional learning tools to our students. We hope you find them beneficial as well. Instead of being a one-time fix or an instant cure, once these practices are introduced and reinforced, they can be relied upon when things are challenging as well as when things are harmonious. These practices are meant to become the backbone of building and maintaining a positive and peaceful classroom community. Even more importantly, they are the core of social and emotional learning practices that will benefit your students for many years to come and throughout all facets of their lives. Students will even be able to utilize these tools to work toward developing a kinder world.

- Agreements for Peace
- Community Circle
- STEP
THEME: EVERYDAY PRACTICES FOR A KIND CLASSROOM

AGREEMENTS FOR PEACE

ESSENTIAL QUESTION
What agreements need to be made to ensure all members of the classroom are safe and able to do their best?

OVERVIEW
Students will define peace and imagine what a peaceful classroom looks and feels like. Then they will draw and describe their vision of a peaceful classroom. Together the group will decide on a set of shared visions and formalize their Agreements for Peace. Finally they will learn how to revisit those agreements when one is broken.

OBJECTIVES
Students will be able to…

- Cooperate with others.
- Create their own vision of how a peaceful classroom should function.
- Participate in a group decision-making process.
- Recognize healthy options for resolving conflicts.
- Develop effective Agreements for Peace for an inclusive and respectful learning environment.

1. Warm Up (5 min.)
- Gather your class together and ask students to think about the word peace and what it means to them.
- Ask them and a partner to come up with a definition of the word.
- Facilitate a whole group discussion to come up with a simple class definition (a basic definition you can use is: a safe and calm state with freedom from disturbance or violence). Ensure that students know that both their words and actions are an important part of being peaceful (not just the absence of physical violence).

2. What is a Peaceful Classroom? (20 min.)
- Ask students if they have ever been in a school setting that is not peaceful. List the ways that students think classrooms, in particular, can be places that are not peaceful. Add to the list as needed so everyone has a clear understanding of the types of negative situations they would want to avoid.
Ask students to imagine how a peaceful classroom would look, sound, and feel. Encourage them to consider ways to address as many of the unpeaceful behaviors listed as possible. Give each student a piece of paper and at least 10 minutes to draw and describe their peaceful classroom.

Allow 5 minutes for students to share their drawings and descriptions with at least 3 peers.

3. Agreements for Peace (15 min.)

Gather students together and ask them if this activity made them think about how they would like their classroom community to function. Refer to the essential question: What agreements need to be made to ensure all members of the classroom are safe and able to do their best? Explain that since they are a community they are responsible for helping to prevent and address these disruptive behaviors. Let them know that they will create a list of agreements for how students and teachers should behave.

Ask students to choose an element of their peaceful classroom drawing that they think is important. As they share, write their ideas on the board. Explain that this is a list of potential agreements that they can draw from to develop their own class agreements. Allow as many students to add to the brainstorm list as possible.

As students share, explain that the agreements should be stated positively so that everyone knows what to do. (Students are often harder on themselves than they need to be, so try to affirm their intention while softening the language if they generate agreements that are overly harsh or punitive.)

Once all of the students have shared, collapse some of the overlapping or duplicate ideas into one, with the help of the class.

Now based on what they have brainstormed, have them finalize a list of agreements. Check that each of the elements previously written about a non-peaceful setting have an agreement tied to them (e.g. if the idea of students using hurtful words toward one another is a concern, ensure that there is an agreement that outlines the expectation for the golden rule or using kind words). If there are some concerns that do not have agreements that will address them, encourage the class to keep trying to come up with relevant agreements.

Here are a few questions to ask to ensure that you have all bases covered:

- How will we make sure that I can get your attention? (Clap, silly word, bell, etc.)
- How do we create a classroom where students feel safe?
- What should students do if they are having a conflict?
- What will the group do when they notice an agreement has been violated?

Open up the discussion to talk about the kinds of peaceful behavior that should be expected of you and other adults. Students will likely explain which types of adult behavior are helpful and which are not. Since the agreement involves everyone in the classroom/learning community, be certain that you feel good about the expectations as well. This can be a key part of the discussion for students and teachers alike. Afterwards:
If you have a list that you feel good about, move on to #4.

If your list is too long, try to collapse the ideas into fewer agreements. This can feel like a long process but it is useful in ensuring that everyone’s voice counts and that you develop a set of agreements that you can refer to throughout the remainder of the school year. If desired, you can also have a vote to narrow down the list. If any student feels disappointed by the vote, let them know that the agreements can always be revisited if they do not address all aspects of maintaining a peaceful classroom.

If you feel unsure about the agreements that the class has developed, explain that you would like to revisit the agreements within a week to see if they are working. (Remember to revisit the list to add onto it or trim it down.)

4. Wrap Up (5 min.)

- Rewrite (or have the students rewrite) the finalized agreements onto a new piece of paper. The list should be posted where it will always be visible.
- Read the agreements out loud and ask each student to come up and sign it. Explain that the group can go back and adjust the agreements if necessary.
- Explain that every classroom member will now be held responsible for the signed agreements. If someone violates the agreements, they will be reminded of these expectations. Also explain that everyone—both teacher and students—is responsible for making sure these agreements are adhered to. If they see any problems arise, they should speak up respectfully in order to remind their classmates about these agreements to help maintain positive relationships and a peaceful community.
- It is key that the adults (teachers, assistants, volunteers) also honor these agreements. For instance, if using kind language is important to the class, it is of critical importance that adults are modeling this behavior when they address each other and students.

WHEN VIOLATIONS OCCUR NOTE

- The agreements will only be useful if they are referred to regularly. Take every opportunity you can to demonstrate that you really expect everyone to honor the agreements. Validate students when they follow them. For example, if students are being inclusive and using kind language, acknowledge these behaviors as they relate to the agreements. Additionally, it is essential to have discussions with students when they are not following them. For example, if you hear one student making fun of another, talk to the student one-on-one to remind them that making fun of someone is a put-down and that the class agreed that they don’t want put-downs in the room. If the behavior persists, address the concern with the whole class: “I have heard many students using put-downs. We decided that put-downs are not okay in this classroom. Please take the time to think about your words before you use them to make sure you are honoring our agreements. When you are emotional (angry, tired, frustrated), take three deep breaths before you speak to help you have more control over how you are feeling and what you want to say.”
- Repeat this process and encourage students to do the same by asking peers to be accountable for the agreements. It may feel tedious, but it will pay off in terms of preventing and addressing unwanted behaviors.
- Often, misbehavior leads to a realization that there is a missing skill (e.g., how to calm down, how to talk through a conflict, how to be kind and empathetic). Seize these opportunities and address those missing skills by teaching replacement skills.
- The class will likely have concerns to deal with throughout the year. Such concerns can be handled in a community circle. (See the Community Circle activity on page 13.)
- If there are widespread concerns, it may be time to revisit your agreements as a class.
  - Explain why you feel the need to revise the list. (Example: “We did not address hallway or bathroom behavior, but we have had some problems with roughhousing in the bathrooms, so we need to think about agreements that can maintain peace in those places as well.”)
  - Once the new draft is finalized, rewrite it and ask students to sign again. Post it where students can see it.
  - Ask students to share their opinions on the Agreements for Peace as a strategy for creating an inclusive and respectful learning environment.
ESSENTIAL QUESTION
What do we need to understand and do to coexist peacefully together?

OVERVIEW
How everyone gets along with each other can make or break a classroom environment. If we seek to build a peaceful classroom, community circles are one of the most important investments we can make. By following a few simple guidelines, this activity will show you how to harness the power of the circle to work for your group. Students will engage in activities that promote empathetic connections and build trust. In this activity, we introduce the community circle and discuss how it can be used as a daily community building practice as well as a space for addressing specific issues, concerns, or conflicts.

OBJECTIVES
Students will be able to...

- Demonstrate effective active listening skills.
- Utilize social and emotional skills to resolve conflicts peacefully.
- Create an inclusive and respectful learning environment.
- Advocate for their own needs.

1. Warm Up (15 min.)

- This opening activity will encourage students to think about the value of sitting in a circle. Explain that they are going to consider ways that everyone can interact with each other in the classroom by trying out two different methods.
- Ask students to sit in rows facing you (they can be in desks or any other arrangement that is not circular).
- Begin by asking a simple, age-appropriate question, such as, “Tell me about a time you felt like you were important.” Allow a few students to share and thank them for participating.

WARM UP NOTE
This activity will work best after your group has completed the Agreements for Peace activity.
Next, ask students to arrange themselves into a circle. Insist on a circle where everyone can fit. If any students are not included, widen the circle even more to make sufficient room for everyone. Ask the following questions:

- How does sitting in a circle feel compared to sitting in rows?
- Why do you think we need to make room for everyone in our circle?
- Why do you think sitting in a circle is important?

Explain that the circle is the shape we will all sit in as a reminder that everyone in our classroom community is valued and to allow everyone to see and hear each other. It also reminds us that teachers and students are both responsible for creating a peaceful, welcoming classroom.

2. Daily Practice (10 min.)

- It is wise to open the circle with a calming activity, such as ten seconds of deep breathing, a guided visualization, listening to calming music, or reading a peaceful meditation. This activity will help students transition into the community circle, become calmer, and associate the circle with an activity that feels positive.

- The circle is a great way to check in with your students. All students and teachers bring a rich, and sometimes overwhelming, emotional world with them to school. Use the circle to allow everyone to be heard and affirmed. This models a genuine respect for everyone's emotional lives, and can also help to prevent potential problems.

- Consider starting your circles with simple, fun, and even silly questions to give the group time to feel comfortable and to get to know one another. An easy way to do this is by having students write questions they want to ask their peers and selecting a new question every day. You can also come up with your own questions, as you get to know your students and learn what they are comfortable with and interested in sharing. A few examples to get started are:
  - When do you feel happy?
  - What is your favorite song?
  - What type of weather do you like best?

- A fun way to generate questions is to create a Question Jar that the students fill with questions written on small pieces of paper. This method is highly suggested for middle school students so that the content of the circle is reliable and relevant to their interests and lives.

- As trust is built over time, you can pose questions that invite students to share more personal, and possibly even vulnerable, feelings and experiences. Some examples are:
  - Was there ever a time you did not fit in? What happened?
  - What is something that makes you feel sad?

- This is a good opportunity to allow students to speak for themselves on issues you think need to be addressed (e.g., exclusion, active listening, or fairness in the classroom) in a proactive way.
3. Using Circles to Address a Problem (15 - 20 min. [as needed])

- Once you have integrated community circles into your daily classroom process, it will feel natural to use the time to address concerns and challenging behaviors. If the concern relates to the entire class, use the circle to address it. If it is a very sensitive or private issue, use your judgment since a one-on-one discussion may be warranted. If, however, the whole class was affected, it may be best to process it with the group, after speaking with the student individually.

- The general format for this kind of circle is as follows:
  - Start with a centering/calming activity like deep breathing.
  - Review the class Agreements for Peace.
  - Clarify/state the problem you are addressing.
  - Invite those harmed to share how it has impacted them.
  - Ask individuals to suggest ways they could help.
  - Invite the class to suggest group strategies for resolving the issue.
  - Agree on a plan.
  - Summarize what was discussed and how the group will proceed (revisit as necessary).

- When talking about a serious issue, it is important to review the Agreements for Peace beforehand. Explain to the students that the circle can be used to solve problems and that you would like them to help solve the problem that you’ve observed.

- Speak honestly about what you have witnessed and ask questions that invite the students to be part of a solution rather than just criticizing or blaming. For example, if you have noticed a lot of exclusionary behavior, be honest about what you have observed. Asking questions about what it feels like to be left out is a good way to start the conversation. Follow up by asking if anyone wants to be brave and share one thing they have done to allow this to happen and one thing they are willing to do to stop it. Once individuals have spoken, invite the class to suggest any group strategies (e.g., “let’s mix up our seats every week so no one is left out in our class”), agree on a plan of action and summarize what was agreed upon. Later reflect during a future circle to see if the plan has been effective.

- These conversations do not need to be lengthy. Encourage the group to stick to the topic and revisit it during another circle if necessary.

- If students are not opening up, that simply means that more work needs to be done to help them feel comfortable. When students take ownership of negative or inappropriate behavior, it is important to validate their self-reflection and honesty. Be sure to allow them enough space and time to acknowledge the impact of their actions and consider ways to act in a more positive way, rather than immediately imposing a punishment. Work to create a safe space where students can make mistakes and learn from them.

- Appropriate group topics could include: class misbehavior when there was a substitute teacher, a classroom theft, mean “jokes” or chronic teasing, bias-based bullying or exclusion, or specific behavioral concerns.

**ACTIVITY NOTE**

“The circle represents a fundamental change in the relationship between students and authority figures. It creates a cooperative atmosphere in which students take responsibility for their actions. Students respond because they feel respected and realize that what they say matters.”

- Bob Costello, Joshua Wachtel, & Ted Wachtel

Restorative Circles in Schools: Building Community and Enhancing Learning

**EDUCATOR SPOTLIGHT**

Kristina Hulvershorn

Community Circles are incredibly powerful. They will work best if you start using them at the beginning of the school year. Students will come to trust each other and the process of the circle. If, however, you wait until there is a problem to connect the group, they will not be nearly as effective. If they are used proactively and trusting relationships are built over time, when problems or conflict occur, the circle can be an effective tool for resolution. If you have time for nothing else, circles can be the vehicle for integrating social and emotional learning into your classroom.
If a student says something hurtful or inappropriate in the circle, remind them of the Agreements for Peace and clarify the expectations for all circle participants.

4. **Wrap Up (10 min.)**
   - Review the many purposes that the circle serves which include:
     - A way to interact with everyone in an inclusive manner
     - A reminder that everyone in the class is valued
     - A way for everyone to easily see and hear each other
     - A daily practice for getting to know everyone
     - A space for sharing
     - A process for addressing specific issues, problems, and concerns

**ACTIVITY NOTE**
Community Circles can also be utilized to enhance academic discourse (such as analyzing a book in an English language arts class or exploring the significance of a historical event in a social studies class). They provide an engaging and interactive experience for students by encouraging inclusion and collaborative discussion.

**What is your favorite song?**

**When do you feel happy?**
ESSENTIAL QUESTION
How can people resolve conflict so everyone feels good about the outcome?

OVERVIEW
Inevitably, conflict emerges in every classroom. This activity teaches students to use a conflict resolution tool called STEP to help them communicate and resolve their conflicts peacefully. The goal is for this to eventually become a teacher-free tool, allowing students to become peacemakers in their classroom, home, and community.

OBJECTIVES
Students will be able to…

- Utilize at least one coping mechanism to help regulate their emotions.
- Express themselves using “I-messages.”
- Demonstrate effective communication when disagreeing.
- Practice active listening with peers.
- Utilize a complete conflict resolution model when faced with interpersonal conflict.
- Create and execute their own solutions to personal conflicts.
- Help others mediate their conflicts.

1. Warm Up (5 min.)
- Ask students if they ever have disagreements or conflicts.
- Ask them to give some examples of the types of conflicts they may have experienced with family, friends, or classmates.
- List the conflict topics on the board.
- Explain that you are going to teach them how to use a tool called STEP. STEP is a way to talk through a problem to come up with a solution that works for everyone involved. Explain that it might seem complicated at first; however, as soon as they get the hang of it, it is easy and can be used at home, school, and anywhere else where there are conflicts.
EDUCATOR SPOTLIGHT

Kristina Hulvershorn

In my experience, it is critical to learn STEP and practice it before it is needed to resolve a conflict. Because STEP asks students to deal with emotions and language in ways that may be new to them, they are literally carving out new neural pathways when they practice it. The more practice they have, the more they will know how to handle themselves and use the STEP method effectively when faced with a real conflict. When students are in middle school, social issues occur frequently and there is a clear need for healthy ways to resolve conflicts. I have found that middle schoolers are especially eager to learn ways to be heard and to address the problems they are facing. In many environments, it helps to have one student take on the role of mediator to ensure that the process is being honored. I have found that STEP becomes instinctual when taught effectively and have experienced groups as young as pre-K ask, “Can we do STEP?” when they are frustrated or need to process something together. It takes some time but, as we know, conflict and misbehavior will take more time to deal with reactively than it will if we address it proactively. The safety and comfort of a predictable conflict resolution model helps put children in conflict at ease and encourages them to be honest and, at times, vulnerable.

2. Introducing STEP (15 min.)

- Pass out the STEP poster and explain that you are going to discuss what each letter stands for. Review the following:

  S – stands for *Stay calm*. When you are upset you might not think clearly and that can make the problem worse. Take a few peace breaths and when both people agree that they are calm, you can go forward with STEP. A peace breath is breathing in through your nose for a count of 6, and then breathing out through your mouth for a count of 6. Explain that breathing is one of the most effective ways to help your brain do its best and calmest thinking.
  - Ask students to take a moment to practice taking a few peace breaths.

  T – stands for *Tell your point of view*. This means that you explain what happened from your perspective. Be careful not to use blaming words, instead try I-messages (e.g., “I felt frustrated when we didn’t have the posterboard for our group project because we couldn’t work on it” instead of “You left the posterboard at home and ruined everything!”).
  - Ask students to practice using I-messages by thinking of a you-message they might say and replacing it with an I-message (e.g., “You are so selfish” with “I feel left out when I don’t get a turn with the hula hoop”). Ask them to try this exercise with a partner and reinforce this concept as much as possible. You-statements tend to escalate conflicts, while I-messages de-escalate them and open the door for healthy communication. A general template for an I-message is: “I feel . . .(how you feel) when . . .(what happened) because . . .(why you feel that way).” (After this lesson, when you hear you-statements, ask the class to try to come up with I-messages to replace them.)

  E – stands for *Explore the other person’s point of view*. This means that your partner will rephrase what you said in their own words and ask questions to really understand what you are saying. Then switch and let the other person tell their point of view and you rephrase.

  P – stands for *Problem-solve*. Brainstorm solutions to the problem, and when you come to a solution that satisfies both people, end the process. A few useful questions to guide this step are:
  - What do you think needs to happen to make things right?
  - What are you willing to do now to make things right?
  - Does this solution work for you?

Once you reach a solution, make a plan or agreement and try to end with a handshake, hug, or high five. If students are unable to come to an agreement, it is okay to ask them to take additional time to think about a solution.
3. Practice STEP (30 min.)

- Explain to students that they are going to role-play a sample conflict so they can see the entire process. (Adjust or change the scenario based on the students you serve so that it is relevant and understandable to them.)

  When at lunch, Juan was sitting farther away from Carla than usual. He thought he was being made fun of by another student sitting near Carla, then he saw Carla laughing. It hurt his feelings, so he got angry and stopped talking to her. He told a few of their friends that Carla is really mean now and that they shouldn’t hang out with her either. Carla found out that Juan was telling people not to be her friend anymore and became really upset. It turned out that Carla wasn’t laughing at any mean comments being made about Juan and didn’t even hear those things being said.

- Ask for volunteers who would like to play the role of Carla or Juan to try to STEP through the conflict.

- Now, have students, in groups of four, go through the STEP process. Have them use real topics that have affected them. (Either brainstorm suggested topics with students or prepare some relevant topics to suggest in advance.) Have two students role play while the other two suggest suggestions and help them remember how to resolve the conflict, then switch so everyone has the opportunity to practice the process. Ask students not to role play a scenario that would make anyone else in the classroom uncomfortable because they were involved or know someone who was involved. Also, ask them not to use the actual names of anyone related to the conflict out of respect for those individuals.

4. Wrap Up (5 min.)

- Gather the group back together. Ask for questions and comments about how the activity worked.

- Encourage students to share the STEP tool with their family or friends and try it with them.

PRACTICE STEP NOTE

Help guide students along to make sure they do each phase of the STEP process. Reinforce elements such as apologies, agreements that help prevent similar problems in the future, and taking ownership of one’s own actions in practice and instruction. Remember these must come from the students themselves to be genuine and useful to the process. As tempting as it may be, do not force a student to apologize.

WRAP UP NOTE

As a teacher, make sure to create a space that will allow students to talk out their issues independently or with a peer mediating, if necessary. (The previous two lessons in this unit will help you to do that.) Some groups have a simple process where they ask for permission to talk out their conflict by filling out a form asking to use STEP with a peer. Other groups simply set up a “Peace Table” and allow students to use it whenever it is useful. Students will need some assistance and reminders but the more they use STEP, the more useful it will become.
Stay Calm
Have participants take a Peace Breath.
Breathe in slowly, counting to six.
Breathe out slowly, counting to six.
If both people are not calm and ready to talk it through, wait until a time when they both are calm.

Tell Your Point of View
Tell your side of the story using I-messages.
“I feel __________ (how you feel), when __________ (what happened) because __________ (why you feel that way).
Go into more detail about what happened from your point of view.

Explore the Other Person’s Point of View
Rephrase what the first speaker just said and check to make sure you understood what they said. If you are unable to restate, ask the speaker to repeat.
Now switch so both people get a turn sharing their point of view and exploring the other point of view.
Keep talking until you feel that you both understand each other.

Problem-Solve
Participants work out a win-win solution to their conflict.
Ask each other: What do you think needs to happen to make things right?
What are you willing to do now to make things right?
Does this solution work for you?
Once you reach a solution, make a plan or agreement and try to end with a handshake, hug, or high five!
Everyone wants to be treated with fairness, but do we, ourselves, always treat others with fairness? In these lessons students will reflect on how some societal norms can marginalize people, cause harm to animals, and exploit natural resources. Ultimately, all these lessons challenge youth to think critically about whether or not certain behaviors towards others and our natural world are justified.
THEME: IT’S NOT FAIR

BOXED IN

ESSENTIAL QUESTION

In what ways are we boxed in by societal expectations?

OVERVIEW

In this lesson, students are asked to explore ways that gender expectations play out in their lives in order to understand one aspect of how stereotyping impacts many of us. Then, through self-reflection, students are encouraged to think about ways that they are held back by others’ expectations (or are boxed in). Lastly, after considering ways that they too might be imposing limitations on their peers, students identify ways they can be more supportive of others.

OBJECTIVES

Students will be able to…

- Define stereotyping.
- Examine ways in which they have felt limited or boxed in based on expectations imposed on them.
- Develop a deeper understanding of how their own behavior can limit or box in their peers.
- Identify three steps they can take to help create an environment where their peers are not boxed in, limited, or held back by others’ expectations.

Pre-Class Preparation

- The Boxed In cards handout has 12 cards. Based on the number of youth in your group, select the number of the Boxed In cards you need so that four students (two boys and two girls, if your group is co-ed) will receive the same card. For example, if you have a group of 28 students, choose seven of the 12 Boxed In cards to use for the activity and make four copies of all seven cards (if your group does not evenly divide into four, it will work if some of the same cards are only given to three students).

GRADE LEVEL 6-8

TIME NEEDED 60 min.

SUBJECTS Social Studies, English Language Arts

STANDARDS

Common Core
- SL.6.1, SL.7.1, SL.8.1

ISTE:
- Standard 6—Creative Communicator (Telling Their Stories extension)
- Standard 7—Global Collaborator (Telling Their Stories extension)

MATERIALS

- Boxed In cards
- Boxed In worksheet
- Scrap paper
- Chart paper and markers/white board and dry erase markers
- Crayons/colored pencils (optional)

VOCABULARY/TERMS

- Stereotype
- Societal expectations
- Boxed in
- Preconceived

Content guidance provided by Because We Are, LLC
1. Warm Up (15 min.)

 Ask students to take out a piece of scrap paper while passing out the randomly shuffled Boxed In cards.
 Instruct them to quickly draw or sketch a picture to represent the person described on their card on the scrap paper.
 Ask students to find the other 2–3 students who had the same card as they did (without showing their picture).
 Ask these groups to find a place to meet to answer the following questions (you may wish to write the questions on the board so the groups can refer to them):
   Is the person you drew in the picture a male or female?
   Why did you draw the person as that gender?
   Could this person have been drawn as the opposite gender? Explain your answer.
 Facilitate a whole class discussion about the students’ drawings and what they discussed in their small groups by asking the following questions:
   What was on your group’s card and how many in your group drew the picture the same way? (Have each group share one at a time.)
   Were there any groups where some people drew the person on their card as a woman and others drew the person as a man? Why do you think that was the case?
   What do you think influenced you to draw the person as one particular gender rather than another?
   What did you learn about yourself from this activity?

Note: In the discussion, if it is not said, explain that an example of being boxed in is when several people have the same preconceived ideas about what someone’s gender is simply from a description of an interest or job. These preconceived ideas might drive us to box in ourselves or others, limiting which jobs we think we are qualified to do and how we choose to live our lives.

2. Sharing Personal Experiences (10 min.)

 Ask students if they have ever heard someone tell another person to be ladylike or be a man. Also consider asking, Have you ever heard someone make a comment about another person’s gender expression implying that it was not “masculine” enough or “feminine” enough?
 Allow them to share such instances and the context in which they heard these types of comments. (You may wish to write these down for future discussions on the power of language.)
 Explain that the comments be ladylike and be a man are examples of people trying to impose their gender expectations onto others. When people use them they expect someone to act a particular way because of their gender.
 Let students know this happens a lot with all sorts of different identity categories. Explain that making unfounded assumptions ...
about a whole group of people based on a single trait is called stereotyping.

3. Independent Reflection (15 min.)

- Give each student a copy of the Boxed In worksheet and provide the following context before instructing them to complete it.
- Think of ways that you have felt boxed in or limited by others and write those comments and expectations inside the box. (Examples include: Girls aren't good at math; Boys don't like that color; Transgender people are just confused; You should like sushi since you're of Japanese descent; White people like you don't like this kind of music.)
- On the outside of the box, think about who you really are or really want to be.
- When students have completed their worksheet, ask them to share what they are comfortable discussing with the class. As part of the discussion, if appropriate, ask students to articulate how they have been stereotyped especially if there has been an issue in the class with stereotyping students. This is also a good opportunity to discuss gender identity and how it can differ from someone's biological sex, and the importance of respecting how people self-identify. One simple way to do this is to learn and use preferred names and accurate pronouns. Use this as a time to have students share their own preferred names and pronouns.

4. Group Reflection (15 min.)

- Explain to students that all of us have felt boxed in or limited in some way, but that sometimes our own preconceived notions box in others as well.
- Brainstorm a list of the kind of comments that they have heard at school that box in their fellow students. Tell them that they should state the comments without referring to specific students by name. (For example, commenting on a girl's appearance simply because she is a girl, expecting all boys to enjoy sports, thinking skirts are only for girls to wear, judging a boy for wearing nail polish.) Note: This activity is a good opportunity to address issues of cultural insensitivity and prejudices that might exist within the class or school at large.
- Based on their list of comments, have students make a set of guidelines that will help their peers to be free from their boxes rather than keeping them stuck inside. (For example: Don't make jokes about classmates being good at something because of their ethnicity or don't assume someone is not interested in a particular topic because of their gender.)

INDEPENDENT REFLECTIONS NOTE

Recognize the sensitivity of this activity, especially for a student who is transgender or gender non-conforming. Tell your students that they should use this activity to reflect on themselves and that they will not be required to share with the class if they are not comfortable. Fostering a safe space for honest expression will help students succeed with an authentic personal reflection and a willingness to share openly with their classmates.

EXTENSION PROJECTS

- Telling Stories with Flipgrid: As part of the independent reflection activity, or as a follow-up activity to the lesson, use Flipgrid (www.flipgrid.com) to empower your students to share their personal stories and listen to the stories of their peers about a time when they felt boxed in. Flipgrid is a student collaboration tool that allows you to post a topic that you want students to respond to. It allows them to record and post their responses as videos or voice recordings to a private classroom page. We have created a grid for you to use (must sign-up for free first on the Flipgrid website): admin.flipgrid.com/manage/discovery/924
- Writing: Ask students to write two versions of the same story. It can either be about themselves, someone they know, or a fictional person based on the Boxed In cards. They will describe how something about the person (e.g. their interests or desired career) is outside of the box of societal expectations because of their gender, ethnicity, age, ability, religious/spiritual beliefs, etc.
- In the first version of the story, the person feels boxed in. Include the following details:
  - The ways in which this person’s likes/dislikes/interests/skills are outside of societal expectations
  - How the person did not follow his or her passions based on societal expectations
  - How society contributed to the person feeling boxed in
- In the second version of the story, the person does not feel boxed in. Include these details:
  - Descriptions of what this society looks like, what the people say, and how the people act.
  - Descriptions of the person’s non-conformist likes/dislikes/interests/skills as though they are not outside of any societal expectations
  - Descriptions of how the person follows his or her passion/interest
Have students reflect on the guidelines that they created. Ask them to commit to following them. Tell them that this list will be posted in the classroom to help them remain accountable for creating an affirming and inclusive classroom environment. Then discuss how they can encourage more students throughout the entire school to follow these guidelines as well.

5. Wrap Up (5 min.)

- Ask each student to choose one action they can take to prevent peers in their community (class, friend group, or larger community) from getting *boxed in* (examples: speak up when my friends exclude others, explain my perspective to others and listen to theirs, being accepting of those who behave differently from what I expect, appreciating individuals for who they are, etc.).
- Ask students to share some of their action steps with the class.
- Consider hanging the students’ action steps around the room as a further way to hold them accountable for creating and maintaining a respectful and affirming learning environment.

**WRAP UP NOTE**

Revisit this topic if and when you observe stereotyping or *boxing in* behaviors. Refer to and hold students accountable for following through with their identified action steps.

**RESOURCE LINKS**

- Human Rights Campaign, *Glossary of Terms*
  www.hrc.org/resources/glossary-of-terms

- Health Guidance, List of Gender Stereotypes
  www.healthguidance.org/entry/15910/1/List-of-Gender-Stereotypes.html

- USA Today, “Gender Stereotypes are Destroying Girls, and They’re Killing Boys”

  https://freespiritpublishingblog.com/2017/02/02/addressing-microaggressions-exploring-assumptions-and-stereotypes/

- Parents, Family, and Friends of Lesbians and Gays (PFLAG), Diverse & Inclusive World
  www.pflag.org/diverse-inclusive-world

- Gay, Lesbian and Straight Education Network (GLSEN)
  www.glsen.org
## BOXED IN CARDS

<table>
<thead>
<tr>
<th>I am a secretary.</th>
<th>I am a factory supervisor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t go to a job because being a parent is my work.</td>
<td>I am a nurse.</td>
</tr>
<tr>
<td>I am a member of the U.S. Congress.</td>
<td>I am a doctor.</td>
</tr>
<tr>
<td>I like to wear make up.</td>
<td>I am a scientist.</td>
</tr>
<tr>
<td>I enjoy playing basketball.</td>
<td>I am a ballet dancer.</td>
</tr>
<tr>
<td>I know how to fix cars.</td>
<td>I know how to sew.</td>
</tr>
</tbody>
</table>
BOXED IN

Name(s) ___________________________________________ Date ____________________________

Directions: Complete parts 1 and 2.

**Part I.** Inside the box on the back of this page write down the ways that you have felt *boxed in.* Think of examples of how people have told you that you should behave, think, act, appear, etc. in order to “fit in” with a particular group. Include specific comments that you have heard.

- How do you think people expect you to behave?
- How do you think people expect you to think?
- How do you think people expect you to act?
- How do you think people expect you to look?
- What have people said to you about the way they think you are supposed to be?

**Part II.** On the outside of the box on the back of this page write your responses to the following questions with words, phrases, and drawings.

- Who are you really?
- Who do you want to be?
- What do you wish people knew about the real you?
- How do you want people to see you?
- What hidden talents do you have?
- What’s your best quality?
- What are you most proud of?
- What do you value most?
- What do you believe in?
- What are your interests? What do you like to do?
- What challenges do you face? How do you overcome them?
- What don’t you like?
- How do you want to dress? Do you dress that way now?
- What types of food do you like to eat?
- What music do you listen to?
THEME: IS IT FAIR?

UNDERSTANDING PEER PRESSURE

ESSENTIAL QUESTION
How do peer pressure and societal expectations influence us and others?

OVERVIEW
This lesson invites students to experience and think about the impact of peer pressure in a safe space. The first and second activity demonstrate how peer pressure influences our behavior through group dynamics. In the last activity, students will examine how peer pressure can affect people in negative ways. They will think critically about whether or not they agree with utilizing societal influence to sway people in certain circumstances. They will also learn ways to resist peer pressure when it feels uncomfortable or inappropriate.

OBJECTIVES
Students will be able to…
- Describe what peer pressure feels like when experiencing it themselves.
- Develop methods for respectfully sharing their ideas with others.
- Identify three responses they can use when faced with peer pressure.
- Differentiate between positively influencing and peer pressure.

Day 1:
1. Warm Up (10 min.)
   - Hand out Warm Up Activity Instruction cards (printed and cut out in advance) to students while letting them know that you are starting with a quick game. Tell them that the card they received indicates what they are supposed to do during the game and that they are not to share their instructions with anyone else.
   - Explain that for this activity they will need to listen to the statements given and either stand up if the statement is true for them or remain seated if it is not. (If you have students who are not able to stand up, change directions for the entire group to raise their hand in lieu of standing.)
Educator Spotlight

Kristina Hulvershorn

This activity offers students a couple of different options to experience a simulated peer pressure scenario. It invites them to critically think about their role in both peer pressure and societal influences. For adolescents, finding their voice and opinions can be challenging enough, but balancing that with their need to understand and fit in with peers can feel overwhelming. This activity gives students the time and space to process these complicated ideas with their peers. Although the Warm Up activity may appear to be hectic at first, the constructive chaos framework of the activity will grab your students’ attention and they will likely remember what they learned for a long time to come.

Resource Links

The Guardian, “Peer Pressure Plays a Key Role In Low-Carbon Living”
www.theguardian.com/environment/cif-green/2010/mar/30/green-peer-pressure

www.salon.com/2015/05/10/wondering_how_to_get_people_to_go_green_tell_them_thats_what_their_neighbors_are_doing/

Scientific American, “Peer Pressure Has a Positive Side”
www.scientificamerican.com/article/peer-pressure-has-a-positive-side/

Barrington Leads, “Refusal Skills: Ways to Say No”
http://barringtonleads.org/ways-to-say-no/

Read the following statements. (There will be some talking and disruption as students follow the instructions on their cards. Allow students to follow the cues on their cards and be prepared for a bit of structured confusion.)

- Stand if you have at least one sibling.
- Stand if you feel tired today.
- Stand if you like sports.
- Stand if you like cats.
- Stand if you like dogs.
- Stand if you like hip hop.
- Stand if you are a musician.
- Stand if you watched a movie in the last two weeks.

After all of the statements are read, ask the students how they felt and why they felt that way during the game. Allow for a few responses. After the students explain how they felt, ask them to reveal why they were acting the way they were by sharing the individual directions they were given.

Explain that this activity is a peer pressure simulation. Ask students to explain what their instructions were. Define peer pressure as: a feeling that someone your own age wants you to do something that you initially don’t want to do. (Clarify that sometimes peer pressure is intentional; other times it is not.)

Debrief the activity by asking these follow-up questions:

- What did it feel like to have two sets of messages?
- Who did you feel like you should listen to?
- Who did you end up listening to? Why?
- In what ways was this activity similar to peer pressure you have actually experienced? In what ways was it different?
- In what ways is peer pressure negative or harmful?

2. How Peer Pressure Functions (15 min.)

- Hand out the School Field Trip Planning forms (one per student).
- Tell students to imagine that they have been chosen to pick a school field trip that the entire student body will be expected to attend. Ask them to choose a field trip that is realistic and one that they would most like to experience. Give them 5-10 minutes to complete the task. Collect their forms.

- Next, put them in groups of 6-8 students and ask each group to work together to fill out a new form (one per group). Tell them that their group is now responsible for choosing one field trip for all students to take. Not only will they need to agree on a single field trip, they will need to choose something that everyone else will do too. To keep students on task, ask the group to have a Recorder, Reporter, Timekeeper, and Leader.
3. Writing Activity and Reflection (20 min.)
- Ask each group to share their field trip idea with the whole class.
- Then ask them to reflect on the activity by answering three of the following questions in a journal. Project or write the journal questions on the board. Follow up with a whole group discussion.
  ✓ How would you describe the group process (e.g., peer pressure, thoughtful dialogue, compromise, consensus decision-making)?
  ✓ Did you feel that you had to agree with others on the field trip plan? Why or why not?
  ✓ Were there parts of your original field trip idea that you had to let go of in order to reach a compromise?
  ✓ Did anyone like the new plan better than their original? Explain.
  ✓ How was this decision process similar to real life? How was it different?
  ✓ Compare and contrast this activity to the Warm Up activity.
  ✓ Can you think of a time that you applied peer pressure to someone (either on purpose or unknowingly)?
  ✓ What are some ways that you can resist peer pressure? (Write at least 3 responses that feel comfortable and realistic to you.)

Day 2:
4. Review (5 min.)
- Ask students to discuss what they learned about peer pressure during the previous class with a partner.
- Invite students to discuss what they learned with the whole class.

5. Societal Influence (10 min.)
- Explain the following key points to students:
  ✓ In addition to peer pressure, our behaviors can be influenced by society in the form of social norms. (If needed, define social norms as behavior that an individual is expected to conform to by virtue of belonging to a particular group, community, or culture.)
  ✓ People often follow whatever is believed to be the social norm. Sometimes those norms are exclusive, unsustainable, and inhumane, while at other times they are inclusive, sustainable, and humane.
- Ask students if they think peer or societal influences can ever be positive. In case students have a difficult time thinking of situations when peer or societal influence is positive, be prepared with some examples to discuss (e.g., encouraging someone not to drink and drive, not to smoke, to tell the truth, to eat healthier, to exercise, or to adopt from an animal shelter instead of buying from a pet store).
- Discuss whether or not they think influencing others is acceptable if it is used to help someone. Have them explain why or why not.

EXTENSION PROJECTS
- STEM Connection: Have students delve deeper into the psychology of peer pressure and conduct an experiment to determine how behavior is affected by it.

Ask students to work in groups to design a survey with questions about making positive and negative choices. Provide students with resources to help them develop an effective survey such as Science Buddies, https://www.sciencebuddies.org/science-fair-projects/references/how-to-design-a-survey. Encourage students to create a scale for responses about their habits and behaviors. Have the small groups share their individual ideas and combine the ideas into one survey that will be used by the whole class. If everyone uses the same survey, the results can be analyzed in one study.

To help students get started, here are some survey suggestions:
- They can ask if their peers
  ✐ would hold onto used paper until they found a recycling bin.
  ✐ would help a friend cheat on a test.
  ✐ have cheated on a test.
  ✐ would consider eating a vegetarian diet.
  ✐ would read for pleasure.
  ✐ would stand up for someone they know who was being bullied.
  ✐ would volunteer for a park clean-up event.
  ✐ would tell an adult if they saw a dog in a car on a hot day with the windows rolled up.

If possible, allow students to design an electronic survey using a platform such as Google Forms or SurveyMonkey so they can easily collect results. To measure the effects of societal influence, ask students to conduct their survey in two trials: by first interviewing individuals and then interviewing groups of students. Encourage them to collect at least 10 individual and group responses. Ask them to compare the answers of individuals vs. groups, and then present an analysis of how they were different. What do these results tell them about the effects of societal influence?
6. Reading and Discussion (15 min.)
- Provide students with the mock Daily News article to read independently.
- Ask students to identify how adults experienced societal influence in the article and if they think it was positive influence or unfair pressure. Ask students to explain their response.
- Facilitate a whole class discussion and ask the following questions (encourage students to support their responses using evidence from the text):
  - In what way were adults influenced by social norms in this article?
  - Why do you think the adults in the article were influenced to recycle?
  - What can we learn from this article about why people often behave the way they do?
  - What can we learn about creating positive change from this article?

7. Wrap Up (15 min.)
- Distribute the Exit Ticket worksheet and ask students to answer one or more of the following questions:
  - How does peer pressure influence us and others? How can we resist peer pressure?
  - What are some ways you have been a positive influence on others?
  - Is it fair to influence someone? Why or why not?
  - How can we use the power of influence to create positive change?

WRAP UP NOTE
Return to the topic within a month to emphasize the importance of resisting negative peer pressure and to discuss the potential merits of leveraging positive influence.
**Educator Instructions:** Cut the *Warm Up Activity Instruction* cards out and give one to each student in class. Ensure that each of the numbers (1-8) is received by 3-5 students.

<table>
<thead>
<tr>
<th>1</th>
<th>Participate quietly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Notice when another student isn’t participating honestly and point it out.</td>
</tr>
<tr>
<td>3</td>
<td>Stay seated.</td>
</tr>
<tr>
<td>4</td>
<td>Tell other students that everyone should participate.</td>
</tr>
<tr>
<td>5</td>
<td>Participate quietly.</td>
</tr>
<tr>
<td>6</td>
<td>Quietly, but assertively, tell another student who is participating that they should just stay seated.</td>
</tr>
<tr>
<td>7</td>
<td>Begin participating and then say “I’m not doing this” and stop participating.</td>
</tr>
<tr>
<td>8</td>
<td>Participate quietly. If any peers give you directions, follow them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Participate quietly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Notice when another student isn’t participating honestly and point it out.</td>
</tr>
<tr>
<td>3</td>
<td>Stay seated.</td>
</tr>
<tr>
<td>4</td>
<td>Tell other students that everyone should participate.</td>
</tr>
<tr>
<td>5</td>
<td>Participate quietly.</td>
</tr>
<tr>
<td>6</td>
<td>Quietly, but assertively, tell another student who is participating that they should just stay seated.</td>
</tr>
<tr>
<td>7</td>
<td>Begin participating and then say “I’m not doing this” and stop participating.</td>
</tr>
<tr>
<td>8</td>
<td>Participate quietly. Listen to your peers’ directions.</td>
</tr>
</tbody>
</table>
SCHOOL FIELD TRIP PLANNING

Name(s) ___________________________________________ Date __________________________

**Directions:** You have been selected to create a new school field trip. Draw and describe your field trip below and explain the reasons behind your selection.

Draw your field trip here:

Describe the field trip, including the site and activity.

Provide the estimated cost of the field trip per student.

Explain why you think this field trip is important.

Describe what you think students attending this field trip will learn and how they will feel about the experience.

Provide additional details about the trip (optional).
Society Influences Adults Too And Sometimes In Positive Ways*

Many experts believe that peer pressure not only influences young people; it influences adults too. One example of this phenomenon relates to how people care for our environment. When people see or hear that most of their neighbors are choosing to recycle or conserve energy, they choose to do the same. If you think being ecologically-conscious is a good thing, this example demonstrates how societal influence can be used in a positive way. It can inspire us to act more responsibly when the people around us are making responsible choices. In this situation, it led to people being better stewards to the planet.

Scientists think that people generally want to fit in with their social groups and explain that we tend to engage in behaviors that will help us to belong. Humans evolved this way because the survival of our ancestors depended on them being part of a group.

Therefore, friendly competition amongst peer groups can encourage people to make positive choices. Often when we learn about environmental conservation, the focus is on the negative impacts of our choices (e.g., how much pollution we cause by driving cars). Researchers argue that if we model positive behaviors instead and allow for camaraderie among peer groups, we will be more likely to persuade others to get involved in taking actions to protect the planet.*

*This is a fictional newspaper. The story was modified from Wondering How to Get People to Go Green? Tell Them That's What Their Neighbors Are Doing, found on the Salon website, https://www.salon.com/2015/05/10/wondering_how_to_get_people_to_go_green_tell_them_thats_what_their_neighbors_are_doing/ and Peer Pressure Plays A Key Role in Low-Carbon Living by Adam Corner, found on The Guardian website, https://www.theguardian.com/environment/cif-green/2010/mar/30/green-peer-pressure
EXIT TICKET

Name(s) __________________________ Date __________________________

Directions: Answer one or more of the following questions.

1. How does peer pressure influence us and others?  
   How can we resist peer pressure?

2. What are some ways that you have been a positive influence on others?

3. Is it fair to influence someone?  
   Why or why not?

4. How can we use the power of influence to effect positive change?
THEME: IS IT FAIR?

UNDERSTANDING OTHERS THROUGH PERSPECTIVE-TAKING

ESSENTIAL QUESTION
How might understanding someone else’s perspective encourage us to act differently towards them?

OVERVIEW
Students will first explore what it means to look at something from another person’s point of view. Then they will apply this skill to nonhuman animals by comparing two stories imagined from an animal’s point of view. They will work in small groups to teach their peers what they learned from their readings and to discuss each group member’s perspective. Students will then have a whole class discussion to reflect on how perspective-taking can influence their own behaviors towards animals and people.

OBJECTIVES
Students will be able to...

- Define perspective-taking.
- Examine perspective-taking through fictional stories.
- Connect the concept of perspective-taking to their own behaviors and opinions.
- Develop a position on an issue after taking different perspectives into consideration.

1. Warm Up (10 min.)
- Introduce the term perspective-taking and ask students what it means to them. If needed, define perspective-taking as trying to look at a situation from someone else’s point of view.
- Introduce the essential question: How might understanding someone else’s perspective encourage us to act differently towards them?
- Let students know that this question will be explored through hearing stories and attempting to understand the perspective of the narrator in the stories.
- Share and discuss the following scenario: Hurtful or Innocent Kidding.

GRADE LEVEL 6-8

TIME NEEDED 60 min.

SUBJECTS Science, English Language Arts

STANDARDS
Common Core
ELA-Literacy: SL.6.1, SL.7.1, SL.8.1
W.6.3 (Research and Writing extension)

ISTE: Standard 3—Knowledge Constructor
(Technology Integration extension)

MATERIALS
- Animal in Entertainment cards
- Perspective-Taking worksheet
- Post-Reading Activity worksheet
- Used in “Entertainment” worksheet
- Not Used in “Entertainment” worksheet
- 5 Animals in “Entertainment” handouts
- Exit Slip worksheet

VOCABULARY/TERM
- Perspective-taking
Jin and Ayisha have been friends for a long time. Jin loves to make jokes. His sense of humor is one of the things that Ayisha likes about him. She thinks he is usually really funny, but sometimes he makes jokes about her speech impediment that she doesn't think are funny. Ayisha is self-conscious of her stammer and is in speech therapy to improve it. Jin knows that Ayisha doesn't really like it when he teases her about it, but he thinks that she shouldn't take it so seriously. When she gets upset, he always replies that he is just kidding. He says, “Can't you take a joke? I wouldn't care if you teased me. I would just laugh along.” But Ayisha does not want to tease Jin and, despite what he says, it still bothers her.

Follow up with these questions:

- Looking at the story from Jin’s point of view, why do you think he continues to make jokes about Ayisha?
- Considering the story from Ayisha’s point of view, why do you think she wants Jin to stop teasing her?
- Based on both their perspectives, what do you think should happen to resolve this conflict? Why?
- Ask students if they are familiar with the golden rule: Treat others the way you want to be treated. Introduce another version of the golden rule: Treat others as they wish to be treated. Then ask:
- How would Jin’s point of view and behavior differ if he followed the philosophy of the second version of the golden rule compared to the original version?

2. Perspective-Taking (25 min.)

- Let students know that they are going to apply perspective-taking to the experiences of animals.
- Explain that this activity will require some imagination because it is impossible to know exactly what an animal thinks and needs, but that by using perspective-taking as a tool we are more likely to increase our understanding of a situation from an animal’s point of view.
- Pass out the Animal in Entertainment cards to each student randomly. Make sure that the various animal cards are distributed as equally as possible. (Each card has an animal on it and a form of “entertainment” that the animal is used for.)
  - Greyhound – Greyhound racing
  - Tiger – Circus
  - Orca – Marine park
  - Calf – Rodeo
  - Horse – Carriage rides
- Pass out the Perspective-Taking worksheet to each student.
- First have students complete Parts I and II independently.

**EDUCATOR SPOTLIGHT**

Kim Korona

It is crucial for people to make an effort to understand the point of view of others and take that into consideration when forming opinions and behaviors that impact others. This lesson challenges students to cultivate their perspective-taking skills and apply them to our relationship with animals by thinking critically about the way animals are used for various forms of “entertainment.” Students' empathetic abilities are strengthened when they are given the opportunity to look at a situation from a new perspective. This lesson helps students to recognize that we must question our actions (even when it comes to activities we enjoy) if they are at someone else’s expense.

We will only create a more just, compassionate, and sustainable world when we are willing to open ourselves up to seeing things through someone else’s eyes and taking the perspective of others into consideration as a way to evaluate our own behaviors.

**RESOURCE LINKS**


Wildlife Rescue and Rehabilitation http://wildlife-rescue.org/services/advocacy/animals-in-entertainment/

PAWS (Performing Animal Welfare Society) www.pawsweb.org/

Born Free USA https://bornfreeusa.wixsite.com/home

“CIT Squad: The Case of the Sick Puppy,” HEART www.teachheart.games.org
For Part I, they will identify the animal and the type of “entertainment” that the animal is used for on their Animal in Entertainment card.

For Part II, they will complete the Pre-Reading Activity. Tell students to let you know when they have completed the first two parts, so they can move onto Part III and Part IV.

For Part III, they will complete the Animals in Entertainment reading, which includes two stories from their assigned animal’s perspective. They will underline key details about each animal’s experience that describe what makes it positive or negative.

For Part IV, they will complete the Post-Reading activity, which asks students to compare the experiences of their animal when being used for “entertainment” and not being used for “entertainment.”

When they finish the Post-Reading Activity they can complete Part V.

For Part V, they will form small groups of five, with each group member having a different Animal in Entertainment card.

The groups will complete two worksheets based on their reading. They will first list the way that each animal’s experiences are different and similar when they are used for “entertainment.” Then they will list the way that each animal’s experiences are different and similar when they are not being used for “entertainment.”

3. Whole Class Discussion (15 min.)

Once all the groups have completed Part V, facilitate a whole class discussion by asking students the following questions:

Each of you read about an animal who is sometimes used in a type of “entertainment” for people. Do you think that the fictional stories accurately portrayed the animals’ experiences, both when they were used for “entertainment” and when they were not? Why or why not?

What do you think the animals from the stories would say to us about their lives if we were able to talk to them?

Looking at the scenario from a human perspective, why do some people support using animals for entertainment?

What do you think people who support using animals for entertainment need to know?

What, if anything, would people do differently if they did understand the event/activity from the animal’s perspective?

What is your opinion on people using animals for entertainment? Explain.

**EXTENSION PROJECTS**

- **Social Media Project:** Have students choose one of the animals they were concerned about with regard to their life in entertainment. Ask them to work in a small group with classmates who chose the same animal. Then, have the group identify actions that both individuals and organizations have taken to help the species in need. Once students have identified these actions, challenge them to develop a social media campaign. Ask students to write blogs, Facebook posts, and create a memorable hashtag related to (1) their concerns about the treatment of that particular species and (2) actions that can be taken to help protect that particular animal. Create a Twitter, Facebook, Instagram account or develop a class website using a free online platform such as Weebly (www.weebly.com) where you can post the content the students develop. Prior to starting this activity, consider exploring resources from Common Sense Media, www.commonsensemedia.org/social-media, to help students develop good digital citizenship skills.

**PERSPECTIVE-TAKING NOTE**

We recognize this lesson is writing-intensive. If needed, as an alternative option, let Part IV serve as a guide for some of the key information students should look for as they read, without requiring them to fill it out. Part V can also be completed by one recorder per group. If the reading and writing portions are likely to take a long time for your group, this section of the activity can take place over two days, or the reading and Post-Reading Activity can be done as a homework assignment.
WHOLE CLASS DISCUSSION NOTE
Some students may suggest that they think it is best for wild animals in captivity to be released to their natural habitat. Unfortunately, sometimes when animals have been in captivity (especially for a long period), they become dependent on people and lack the necessary skills to survive in the wild. Let students know that the closest option to “freeing” an animal deemed unable to survive in the wild is to send that animal to a sanctuary. Explain that there are sanctuaries designed for specific types of animals (such as big cat sanctuaries) where the animal caregivers have expertise in the welfare of the animals who reside there. The animals are able to live out their lives and engage in natural behaviors with adequate space and veterinary care.

4. Wrap Up (10 min.)
➢ Remind students of the phrase: Treat others as they wish to be treated, and ask them how perspective-taking can help us to live by this philosophy.
➢ Hand out the Exit Slip worksheet and ask students to answer the question:
   ➢ How might understanding someone else’s perspective encourage us to act differently towards them? Provide examples.

EXTENSION PROJECTS
CONTINUED FROM PREVIOUS PAGE

• Research and Writing: Have students choose one of the animals discussed in the lesson or another animal used in “entertainment.” Challenge them to find out additional information about the animal and the animal’s needs. Ask them to write a children’s story with illustrations to foster empathy for the animal in others. They can create their own story that includes facts about the animal, describes their ideal life, and explains any threats this species might face. They can write their story in the first or third person perspective. To enhance this activity, consider setting up a buddy reading day with a local elementary school or daycare center and have the middle school students read their stories with younger students who are learning to read.

• Technology Integration: Develop your students’ empathy towards animals by allowing them to play HEART’s free educational game “CIT Squad: The Case of the Sick Puppy.” In the game, players meet different dogs and learn about them through animal cards. After they play the game, ask students to write an essay about one dog whom they empathized with, how and why they empathized with that dog, and what they would do to help that dog. Please note that this game is designed for grades 3-6, so please use your discretion and preview the game to decide whether it is appropriate for your students.
<table>
<thead>
<tr>
<th>Greyhound</th>
<th>Tiger</th>
<th>Orca</th>
<th>Calf</th>
<th>Horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greyhound Racing</td>
<td>Circus</td>
<td>Marine Park</td>
<td>Rodeo</td>
<td>Carriage Rides</td>
</tr>
<tr>
<td>Greyhound Racing</td>
<td>Circus</td>
<td>Marine Park</td>
<td>Rodeo</td>
<td>Carriage Rides</td>
</tr>
<tr>
<td>Greyhound Racing</td>
<td>Circus</td>
<td>Marine Park</td>
<td>Rodeo</td>
<td>Carriage Rides</td>
</tr>
<tr>
<td>Greyhound Racing</td>
<td>Circus</td>
<td>Marine Park</td>
<td>Rodeo</td>
<td>Carriage Rides</td>
</tr>
</tbody>
</table>

Greyhound: © Used under a Creative Commons CCO License
Tiger: © Used under a Creative Commons CCO License
Orca: © Used under a Creative Commons CCO License
Horse: © Used under a Creative Commons CCO License
PERSPECTIVE-TAKING

Name(s) _______________________________ Date __________________

Part I: Animal in Entertainment Card

Directions: Identify the animal and “entertainment” event from your card.

1. My animal is _______________________________

2. The “entertainment” event my animal is used for is _______________________________

Part II: Pre-Reading Activity

<table>
<thead>
<tr>
<th>Perspective-Taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Person’s perspective:</strong> Brainstorm the reasons why someone would enjoy this event.</td>
</tr>
<tr>
<td>2. <strong>Animal’s perspective:</strong> Brainstorm how you think the animal from your card thinks and feels about participating in this event.</td>
</tr>
</tbody>
</table>

Part III: Animals in Entertainment Reading

Directions: Review the Post-Reading Activity. Read both stories on the Animals in Entertainment handout that corresponds to your card. Underline key details about each animal’s experience that describe what makes it positive or negative.
### Part IV: Post-Reading Activity

**Directions:** Using bullet points, describe what your animal’s life was like when s/he was and was not used for “entertainment.”

<table>
<thead>
<tr>
<th>Used in Entertainment</th>
<th>In the wild/sanctuary/home</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Challenges</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Relationships with people/animals</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Feelings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Details</strong></td>
<td></td>
</tr>
</tbody>
</table>
Part V: Small Group Work

**Directions:** Compare and contrast each animal’s life. In the box for your animal, list the ways that his/her life is different from other animals’ lives, when used for “entertainment.” In the circle in the middle, list the ways that their lives are similar.

**Used for “Entertainment”**

- **Greyhound**
- **Tiger**
- **Orca**
- **Calf**
- **Horse**

**Similarities**
Part V: Small Group Work

Directions: Compare and contrast each animal’s life. In the box for your animal, list the ways their life is different, when not used for “entertainment,” from the other animals’ lives. In the circle in the middle, list the ways their lives are similar.

Not Used for “Entertainment”

Greyhound

Tiger

Orca

Calf

Horse

Similarities
ANIMALS IN “ENTERTAINMENT”*

Greyhound Racing

My name is Top Speed Racer. I am a Greyhound and my life has been extremely difficult. I was born in Kansas, home of the National Greyhound Association (NGA). As a puppy, my left ear was tattooed with the tracking number #38534. For the first year of my life, I lived outside with other puppies in a dirt pen with very little shelter to protect us from the weather.

The other dogs and I were trained for six months to become racers. After that, we were loaded onto a tractor trailer. We traveled for days and were never checked on. It was extremely hot and we were very dehydrated. My friend, Fast Feet, became so exhausted that she passed out. She was revived after we arrived, at a track in Florida, but the driver did not face any consequences. We have lived in cages since we arrived. The space is so small. I can barely stand up or turn around. I am often there for twenty hours at a time before I am “turned out” to relieve myself or to run. I enjoy running, but training is so hard and being forced to race isn’t my idea of a good time.

Leading up to my last race a couple of days ago, I had an injured leg, but I had to run anyway, and I broke my leg. I am in a lot of pain and I don’t think that the handler will get me the medical care I need if it is not cheap enough for him to still make money off of me. If he doesn’t think my life is worth the expense, I’ll be euthanized or left to starve to death.

Rescued Greyhound

My name is Hannah. I am a Greyhound who was rescued from the racetrack by a caring organization. When I was ready, I was adopted by a wonderful couple, Naomi and Pete, who love me.

I live in a nice home, where I feel safe. Naomi and Pete take me on a relaxing walk each day, and we play at the park. In the winter, I wear a coat because, like a typical greyhound, I have short fur and I am very thin. In the summer, I lay in a kiddie pool in the backyard. I sleep a lot during the day in my large, cozy dog bed. At night I sleep in the same room as my new family. If I ever become sick or injured, Naomi and Pete take me to the veterinarian.

My days are calm and I feel so much happier. Naomi and Pete give me lots of attention, toys, and treats. It is a really different life from what I experienced before. I am so thankful to be where I am today.

I feel sad thinking about the dogs who are still in the racing industry. It is an exhausting and lonely life. Greyhounds just want to be part of someone’s family, loved and cared for, like any other dog.

Greyhound Racing: © Shamanchill used under a Creative Commons CC BY-SA 3.0 Unported License
Rescued Greyhound: © Nancy C. Beach used under a Creative Commons CC BY-SA 3.0 Unported License
* These animal stories are fictionalized and the associated images are not of animals with these backgrounds.

**ANIMALS IN “ENTERTAINMENT”**

**In the Circus**

I am a tiger and my name is Johari. I perform at the circus, but it is not by choice. When I was a cub, only five months old, I was taken away from my mother, who also lived in captivity. I was hit in the face and forced into submission, as a way to “teach” me to perform. For every tiger like me deemed “acceptable” for the show, there are about 30 others who are killed because the handlers were not able to control them, or they didn’t have the “right look.”

The show itself is so scary, performing under all those lights, with people screaming, and knowing that if I make a mistake I will be punished. The tricks are unnatural, such as jumping through a ring of fire, leaping over lions, and “sitting pretty.” I don’t understand why I am made to do these things. People think I look excited when I run out to the performance, but I am actually running from handlers who bang on my cage with iron bars.

When my performance is finished, I go back in the rolling cage, where I spend most of my time. The cage is approximately 6.5ft x 8ft. It is barely enough room for me to turn around. Once we finish our time at one city, it’s on to the next. When will this end?

---

**In the Wild**

My name is Kiara, and I am a tiger living in India. When I was a cub my mom took good care of me and my brother. She left us in our den while she went out to find food. Once we were two months old, we were allowed to venture out of the den with mom. She started teaching us how to hunt. Our mom taught us well. By the time I was a year and a half, I felt pretty confident that when the time was right, I would be able to survive on my own. My brother left six months later, but I stayed with mom for another year. By then I was two and a half years old and ready to go my own way.

I have been enjoying the life of solitude. I find it quite peaceful. I can do what I want; sleeping most of the day, enjoying the grass under my feet, and taking in the smell of the Mangrove trees. Catching food can be a challenge, but it’s nothing I can’t handle. I am going to start looking for a mate. I want to have a couple of cubs of my own. I learned a lot from my own mom, and I am ready to be a mother too. Just as she did for my brother and me, I will protect them, feed them, and teach them what they need to know in order to survive in the forest.

I can’t imagine any other life for myself. I am a lucky tiger; I am happy to roam freely.

---

*These animal stories are fictionalized and the associated images are not of animals with these backgrounds.

---


My name is Akela, and I am an orca whale. I live in a marine park. I was born in captivity. I didn’t get to know my mom because I was transferred to another location when I was young. My days are very boring and lonely, and sometimes I think I am losing my mind. I have a need to swim, but my tank is less than a mile long, so I have to swim in circles over and over again. The tank is too shallow—only 35 ft. deep—to dive deep.

I am moved to multiple enclosures at this park and each enclosure is separated by steel gates. Sometimes I feel so frustrated that I gnaw on the bars, so now I have broken teeth and it is very painful. I am concerned that I could get a fatal infection, which is common for captive whales.

There is a new whale here and he bullies me. We whales do not interact well with strangers. Between my interactions with him and the chlorine in the tank, I have irritated eyes, peeling skin, and wounds on my sides.

Despite all this, I have to perform. I don’t like the show: I can’t make a mistake or food will be withheld. All these people are so loud and it is really scary. I have to do everything on command.

This life is hard on my body, there is not enough space, and I am not mentally stimulated.

My name is Sachi, and I am an orca whale. My home is the Pacific Ocean, near the coast of California. I live in a pod with 29 other whales, including my mom, who make up my community. I will stay with my mom for my entire life. We work together to take care of one another. We enjoy long swims each day, traveling as far as 100 miles and diving as deep as 1,000 ft. each day. It feels so good to splash and swim and dive as far and as much as we want to. We hunt together and make sure that everyone has enough to eat.

Sometimes we encounter whales from other pods who have their own language, and we do not always understand each other. But the ocean is big enough for everyone, so we each simply go our separate ways. We never fight or hurt each other. There are some humans who are afraid of us. They refer to us as “killer whales” and I don’t know why. No whale in the wild has ever killed someone. The only orcas who killed people were orcas in captivity.

---

*These animal stories are fictionalized and the associated images are not of animals with these backgrounds.

---


ANIMALS IN “ENTERTAINMENT”*

My name is Buford. I am a calf in the rodeo. I am very scared for what is about to happen. This is my third rodeo, and I am not sure if my body can take much more of this calf roping event that I am forced to participate in. If you have never heard of it, calf roping is a “competition” when a person tries to take calves like me down as fast as possible to win. When I get up to the holding chute, I am tormented. The rodeo workers twist my tail, rub it back and forth on the steel chute, and most painful of all, shock me with an electric prod. All of this is done to get me to run out as fast as I can when the gate opens. Then the rider and his horse will run after me, and the rider tries to lasso me, yanking a rope around my neck. Part of the “competition” is that if I fall, the rider has to let me struggle to get up again, just so he can flip me over himself and tie three of my legs together. The entire event is awful for me. My neck, legs, and entire body ache afterwards. Eventually, when I suffer too many injuries that I am too broken to continue in the rodeo, the workers will “retire” me, which means that I’ll be sent to the slaughterhouse to be killed.

My name is Humphrey, and my mom is Miriam. My mom was rescued from a farm that mistreated her and was brought to a place called a sanctuary. Farm sanctuaries take care of farm animals and treat them as animal companions, letting them live out their lives and engage in their natural behaviors. When my mom was rescued, the sanctuary workers didn’t know she was pregnant with me. I have lived every day of my life with my mom here at the sanctuary. I am told by people at the sanctuary that this is very rare since most calves who are used in entertainment or raised for food never get to spend more than eight hours with their mothers. Instead, our days here at the sanctuary are spent grazing on grass, running and jumping for fun, and eating hay. I also get carrots and apples as treats. I stayed by my mom’s side when I was young and she nursed me to help me grow up strong and confident. The people at the sanctuary are so kind. They always talk to us with a gentle voice, pet us with care, and make sure that we have everything that we need to feel safe and happy.

Calf Roping: © Sadie_Girl used under a Creative Commons CC BY-SA 2.0 Generic License
Sanctuary: © marmax used under a Creative Commons CCO License
* These animal stories are fictionalized and the associated images are not of animals with these backgrounds.

8 Farm Sanctuary, https://www.farmsanctuary.org/
ANIMALS IN “ENTERTAINMENT”*

Carriage Rides

My name is Daisy, and I am a horse. Most of my day is spent pulling a carriage filled with people. I live in the city, and it is scary walking from my stable through traffic to get to my post. It is strange to live in this type of environment. As a horse, I am easily startled by things that are unexpected. I know some horses who became so spooked by the sounds and lights all around them that they ran from them and ended up being hit by a car. This is a dangerous situation for both animals and people.

The street hurts my feet and causes joint pain because I am walking all day long on hard pavement instead of soft soil. Sometimes it is difficult to breathe because of the exhaust I inhale from the vehicles on the road.

I don’t want to work, but it is not my choice. There are days when it is extremely hot, but I am made to work anyway. I have seen other horses pass out from heat stroke. In a different environment I might enjoy the winter, but in these conditions it is awful. I have to stand in ice and snow waiting for passengers to board and waiting for the traffic lights to change. It is very uncomfortable.

A few weeks out of the year I get a break to graze on grass, play, and be free from the carriage. I would like that to be my life all year round.

Roaming Free

My name is Tristan, and I am a wild pony. I live in a place called Assateague Island in Maryland. My ancestors have been roaming the beaches, pine forests, and salt marshes in this area since the 1600s.

I live with a herd of horses, and we spend our days playing, running along the beach, splashing in the water, rolling around joyfully in the sand, and eating delicious food. We have wonderful food options here, including marsh and sand dune grasses, rose hips, bayberry twigs, and persimmons.

I don’t mean to brag, but my friends and I are quite famous. People come from all over to see us. They visit our island and if they see us they have to give us the right of way. We are watched over by the National Park Service’s Pony Patrol. They follow us around to keep us safe and make sure people do not get too close to us. People are allowed to take our pictures and hang out on the beach with us, as long as they keep their distance.

The U.S. Fish and Wildlife Service wants to make sure that we do not overpopulate and exceed the island’s carrying capacity, so some female horses undergo an annual contraception vaccine to prevent them from having foals. It is the most humane way they know of to sustain the area so the ecosystem is protected and there is enough space and food for all of us ponies.

Carriage Rides: © I. Pongco used under a Creative Commons CC BY-SA 3.0 Unported License

* These animal stories are fictionalized and the associated images are not of animals with these backgrounds.

Roaming Free: © Used under a Creative Commons CCO Public Domain License


Exit Slip: How does perspective-taking affect our behaviors and opinions? Provide examples.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

© Used and adopted under a Creative Commons CCO Public Domain.
 THEME: IS IT FAIR?

WHERE HAS ALL THE WATER GONE?

ESSENTIAL QUESTION
In what ways are we responsible for conserving water on a personal and a systemic level?

OVERVIEW
Students are first asked to think about how much water they use daily. They compare this amount of water to the amount considered the minimum needed for survival. Noting the difference, they are then challenged to consider ways to conserve water, and to develop a Water Conservation pamphlet with tips and suggestions for preserving this essential resource. Then, students take a global look at water scarcity and work in small groups to research potential solutions to the problem on a systemic level. Each group will develop a presentation about their investigated solution to share with the class, discuss the benefits and drawbacks of the solution, and decide whether or not they think it is a viable strategy for water conservation.

OBJECTIVES
Students will be able to…
- Calculate and analyze their personal water usage.
- Generate ways to personally conserve water.
- Develop conclusions about ethical water use by comparing personal use with global statistics.
- Examine potential solutions for reducing/preventing water scarcity.

DAY 1:

1. Warm Up (5 min.)
- Hand out the Water Use Estimation Web Map worksheet.
- Prompt students with this two-minute writing activity:
  - Write down all the ways that you personally use water in a day.
  - Estimate how many gallons of water you think are used for each item you listed.
  - Circle the item that you think uses the most amount of water and put a star next to the one that you think uses the least amount of water.

GRADE LEVEL 6-8

TIME NEEDED Two 60 min. periods (not including student presentations)

SUBJECTS Social Studies, English Language Arts

STANDARDS
Common Core
ELA-Literacy: SL.6.1, SL.7.1, SL.8.1
SL.6.4
W.6.1, W.7.1, W.8.1

ISTE: Standard 4—Innovative Designer (STEAM Connection extension)

NGSS Standards: MS-ESS3-3 (Science Models extension)
MS-ESS2-4 (Science Models extension)

MATERIALS
- Water Use Estimation Web Map worksheet
- Water Calculator worksheet
- Water Use Discussion Questions handout
- Water Conservation Pamphlet template
- Water Scarcity Potential Solutions worksheet
- Water Scarcity Potential Solutions: Suggested Resources guide

VOCABULARY/TERMS
- Conservation
- Preservation
- Water scarcity
- Unsustainable
- Desalination
Add up the gallons of water for a total of how much water you think you use in a day.

2. Calculating Water Usage (25 min.)

- Ask the group why saving water is important. Review basic concepts around water conservation:
  - All life (as we know it) depends on water for survival.
  - Freshwater is a limited resource (less than 1% of the earth’s water is drinkable and easily accessible) and consuming less of it preserves more water in our natural freshwater sources.
  - Conserving water also saves a lot of energy (energy is used to process, transport, and heat water).
  - Conserving water reduces the amount of pollution caused by the process of filtering freshwater and the need to transport it.
  - Conserving water saves money.
- Refer to the essential question by letting students know they will be thinking about the following: In what ways are we responsible for conserving water on a personal and a systemic level?
- Distribute the Water Calculator worksheet and review it together as a class. Ask students to use the worksheet to write the actual amounts of water used on average for each item they identified on their web map. Allow students to add any other water-usage activities to their list that they may have left out initially.
- Ask students to discuss the following with a partner:
  - What was your estimated water use compared to actual water use?
  - Which activities used the most and least amount of water?
  - How did your guess compare to what you calculated?
  - Were you surprised by the results? Why or why not?
  - What have you learned about your own water use from this activity?
- Facilitate a whole class discussion and ask students to share what they talked about in their small groups.
- Ask students to estimate and consider, based on their calculations, the point in the day that they think they used 50 liters (13 gallons) of water.
- Follow up by asking them to surmise why they think 50 liters is significant. Allow for responses. Explain that 50 liters of water, according to the World Health Organization (WHO), is the minimum amount of water each person needs for survival, i.e. drinking, sanitation, and food preparation. (Note that using only the minimum amount of water for survival does not ensure high quality of life. The WHO states that people who live on only 50 liters of water per day are likely to suffer from health issues related to limited access to water.)

**EDUCATOR SPOTLIGHT**

Kim Korona

Water scarcity is becoming an increasingly serious issue: one that is spreading to more regions of the world. It is imperative for youth to be aware of this problem in order to mitigate the suffering caused by water scarcity today and to work towards a more sustainable future. This lesson provides students with the opportunity to consider ways that they can work on this issue on both a personal and systemic level. It is critical that they learn how to resolve issues in multiple ways to successfully effect positive change. While water scarcity is a really overwhelming issue, I have seen that when students gain awareness about the concrete steps they can take right away to conserve water as well as ideas for how to get involved in a deeper—long-term way—they are eager to take action.

**RESOURCE LINKS**

**United Nations**
www.un.org/waterforlifedecade/scarcity.shtml

“Water News: Experts Name the Top 19 Solutions to the Global Freshwater Crisis,” Circle of Blue

“Water, Water Everywhere…But Not a Drop to Drink,” The World Counts
www.theworldcounts.com/stories/average-daily-water-usage

www.theguardian.com/commentisfree/2009/nov/24/africa-charity-water-pumps-roundabouts

Playpumps International, National Geographic’s video
http://bit.ly/1qNRHtl

National Geographic
http://on.natgeo.com/1kA2YW4

**RESOURCE LINKS CONTINUED ON FOLLOWING PAGE**
3. Water Conservation (30 min.)

- Facilitate a discussion about water use by asking the following:
  - Do you think you could survive on only 50 liters of water a day if you had to? If so, how?
  - In considering the ways that water is used, what are examples of it being used as a luxury and what are examples of it being used as a necessity?
  - How does the cost of water impact the way in which it is consumed?
  - If you think someone is using an excess amount of water, would you say something? Why or why not? If so, how would you discuss the topic with that person?

- Following the discussion, let students know that many experts consider 100 liters a day to be an optimal amount of water per person. Task students with creating a plan for how they would use only 100 liters (26 gallons) of water a day. Based on their plan, ask them to create a Water Conservation pamphlet that includes tips and suggestions for saving water.

- Encourage students to revisit their Water Calculator handout for ideas about where they can personally conserve water. (If students have the ability to use technology in class, allow them to search for water conservation suggestions online. You can also refer them to websites provided in the Resources section.)

- Once students complete their brochures, provide an opportunity for them to share their ideas, either in small groups via a gallery walk, or by displaying them on a bulletin board in the classroom.

DAY 2:

4. Review (10 min.)

- If needed, give students additional time to share with each other the Water Conservation pamphlets they created during the previous class.

- Then ask students to discuss which of the water conservation tips and suggestions they would agree to follow, if any. Ask which changes they think would be easy for them to make and which they think would be challenging.

5. Water Scarcity Around the World (10 min.)

- Now that students understand how difficult it is for people to live on only 50 liters of water a day, provide them with the following water scarcity facts:
  - According to a United Nations report from 2006, 1.6 billion people (almost 25% of the world’s population) experience economic water shortage (meaning they live somewhere that lacks the infrastructure to transport water from rivers and aquifers).2
  - Over the past 100 years, water use has increased at more than twice the rate of the population.3
  - With our water consumption increasing, the population growing, and climate change affecting our weather patterns, it is estimated that by the year 2025 there may be 1.8 billion people living in areas afflicted by water scarcity and two-thirds of the world may live in water-stressed regions.4

EXTENSION ACTIVITIES

- **Science Models:** During this lesson, students may question where water comes from. This is the perfect opportunity to review the hydrologic cycle and discuss the different forms and phases of water. Ask students to draw diagrams or construct models of the water cycle.

- **STEAM Connection:** Discuss some water-saving appliance options: a rainwater tank, a rainwater collection system, a no running water bathroom apparatus, or the Sloan AQUIS Water Conservation System. Ask students to consider whether they think these companies are engineering practical ways to conserve water. Consider enhancing this activity by showing students these water-saving appliances via 3D models available on the Google 3D Warehouse. (See Resource Links for website links.) As a follow up assignment, consider asking each small group to research these technologies further (if not included in their water conservation plans developed in the Water Conservation section of the lesson) to identify how much water they would help save in a day. After students have learned about how effective water-saving appliances can be, challenge them to design their own water-saving appliance. They can sketch their design and/or create a tangible model of their design.
If we practiced water conservation, sustainable water management, and equal distribution of this precious resource, we could possibly have enough freshwater on the planet to support the world’s population (although this may change with an ever increasing human population).

Let students know that one way people can help communities improve their access to water is by helping to develop the needed infrastructure for obtaining clean water.

Inform students that water scarcity is a global issue and there is debate on what the most effective ways are for people to resolve the problem around the world. Make a note that the causes of (and potential solutions to) water scarcity will vary from country to country.

6. Examining Potential Solutions to Water Scarcity (35 min.)

Divide students into small groups and challenge each group to research one of the following potential solutions to water scarcity. (Note: This is not an exhaustive list of potential solutions, so let students know that if they want to choose a potential solution to research that is not listed below, this is also an option).

- Building infrastructure (e.g., PlayPumps, BluePumps, hand pumps, wells)
- Building and using rainwater harvesting system
- Developing energy-efficient desalination plants
- Developing policies to conserve water and to make it accessible (i.e. public vs. private water, regulations of resource consumption by corporations, farming standards)
- Direct action to protect water

Ask the groups to develop a presentation from their research which includes: the benefits and challenges to their potential solution, identification of countries or regions of the world that would benefit most from the implementation of this solution, and an explanation of what actions would need to take place for this solution to be effective. (For example, countries with limited access to water might benefit from improved infrastructure, countries with heavy rainfall might benefit from rainwater harvesting systems, many countries could benefit from policies that reduce and prevent water pollution).

Provide students with the Water Scarcity Potential Solutions worksheet and the Water Scarcity Potential Solutions: Suggested Resources guide to help them in their research.

Review the worksheet with them and ask if they have any questions.

Give students time to begin their research during class. (They will need time outside of class to complete the project.)

Once students have completed their work, provide each group time to present to the whole class.

- Real-World Connection: For the Water Use Estimation and Water Calculator activities in this lesson, students were only challenged to consider their direct water use. However, we indirectly use water in many other ways in our daily lives. For example, the food we eat, the products we use, the clothes we wear, and the transportation we take are all made available for our consumption, in part due to water. Challenge students to research how water is related to their consumption of the items mentioned and to calculate their indirect water use. Ask students to use a graph to record their direct and indirect water use. Provide an opportunity for students to share and then consider additional ways to reduce their water footprint.

- Research and Writing Reflection: Ask students to choose one of the following three questions to research, followed by a written reflection:
  - What, if any, differences are there between your personal water usage and that of people in other communities around the world?
  - What do you think will happen if Americans continue to use, on average, 333 liters of water (88 gallons) per day for their personal use? Who will be affected and in what ways?
  - What, if any, dilemmas do you feel regarding the amount of water that you use and the amount of water available for the world’s population? What steps will you take to reconcile those concerns?

- Extension Activities
  - Using programs like AutoCAD (free educational version available here: http://autode.sk/2vr12gh). This activity can be done independently, in pairs, or in small groups.
7. Wrap Up (5 min.)
- Ask students the following:
  - Consider the essential question: *In what ways are we responsible for conserving water on a personal and a systemic level?*
  - How can we advocate for these systemic changes?
  - What are ways that you can conserve water in your personal life, starting today?

---

4 Ibid
5 Ibid
WATER USE ESTIMATION WEB MAP

Name(s) ___________________________________________ Date ________________________

Directions: Brainstorm ways you use water every day. Add additional lines to your brainstorm web if needed.

I use water when I wash my hands.
Estimated gallons used:
## WATER CALCULATOR

<table>
<thead>
<tr>
<th>Types of water use</th>
<th>Insert the number of gallons you estimated for each item on the Water Use Estimation Web Map</th>
<th>Actual amount used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Toilet</strong></td>
<td></td>
<td>Toilet:</td>
</tr>
<tr>
<td>Standard toilet:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 gallons per flush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low flow toilet:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 gallons per flush</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bathroom sink:</strong></td>
<td></td>
<td>Bathroom sink:</td>
</tr>
<tr>
<td>Standard faucet:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 gallons per minute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low flow faucet:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 gallons per minute</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shower:</strong></td>
<td></td>
<td>Shower:</td>
</tr>
<tr>
<td>Standard showerhead:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8 gallons per minute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low flow showerhead:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 gallons per minute</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bathtub:</strong></td>
<td></td>
<td>Bathtub:</td>
</tr>
<tr>
<td>35 gallons per tub</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Laundry:</strong></td>
<td></td>
<td>Laundry:</td>
</tr>
<tr>
<td>Standard top loader:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 gallons per load</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy star front loader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 gallons per load</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dishwasher:</strong></td>
<td></td>
<td>Dishwasher:</td>
</tr>
<tr>
<td>Standard: 6 gallons per load</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy star front loader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 gallons per load</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kitchen sink:</strong></td>
<td></td>
<td>Kitchen sink:</td>
</tr>
<tr>
<td>Standard faucet:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 gallons per minute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low flow faucet:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 gallons per minute</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Number of Gallons Used</strong></td>
<td></td>
<td>Total Number of Gallons Used</td>
</tr>
</tbody>
</table>

**Note:** 50 liters/day of water is considered the minimum needed for survival.

**Total Number of Liters (1 gallon = 3.78 liters):** __________________________
WATER USE DISCUSSION QUESTIONS

Name(s) ____________________________ Date ______________________

1. What was your estimated water use compared to your actual water use?

2. Which activities did you guess used the most and least amount of water?

3. How did your guess compare to what you calculated?

4. Were you surprised by the results? Why or why not?

5. What have you learned about your own water use from this activity?
Name(s) ___________________________________________ Date ____________________

Directions: 1. Cut the Water Conservation pamphlet out. 2. Fold on the dotted line to make a four-page pamphlet. 3. Decorate the cover and provide daily water conservation tips and suggestions.
WATER SCARCITY POTENTIAL SOLUTIONS

Name(s) __________________________________________ Date ____________________

Directions: Use this worksheet to gather information for your Water Scarcity Solution presentation. Use additional paper as needed.

Our topic is __________________________________________

Provide information and details about your suggested solution:

Benefits to this solution are:

Challenges to this solution are:

The country(ies) or region(s) that would most benefit from this solution are… because…

The following resources are needed to successfully implement this solution:

Additional notes:

Sources:
WATER SCARCITY POTENTIAL SOLUTIONS: SUGGESTED RESOURCES

Building infrastructure (e.g. Playpumps, BluePumps, handpumps, wells)

Building and using rainwater harvesting systems

Developing energy-efficient desalination plants

Developing policies to conserve water and to make it accessible (i.e. public vs. private water, regulations of resource consumption by corporations, farming standards)

Direct action to protect water
- Clean Water Action, www.cleanwateraction.org/actnow
THEME: IS IT FAIR?

FOREST PROTECTORS

ESSENTIAL QUESTION

How can we balance forest conservation with resource extraction?

OVERVIEW

This lesson aims to challenge students to think about how we can balance the reasons to preserve trees with the reasons to fell them. Additionally, they will determine their responsibility for forest conservation. Students will begin with a guided visualization of a walk through the forest to build reverence for trees and our natural world. Then they will consider the reasons that trees are preserved and the reasons that trees are cut down. They will read about the research of forester and scientist Dr. Suzanne Simard who has studied forest ecology for over thirty years and refers to trees as a “community.” Youth will think critically about what a “community” means to them and whether they would apply that definition to a forest ecosystem. They will then learn about some of the major causes of deforestation. Lastly, they will read stories about the ways that conservationists have protected forests to benefit people, animals, and the environment.

OBJECTIVES

Students will be able to…

- Define deforestation.
- Examine the concept of trees as a forest “community.”
- Identify five major causes for deforestation.
- Explain the difference between clear-cutting forests and sustainable forest management.
- Describe at least three effective strategies for forest conservation.

Day 1

1. Warm Up (10 min.)

- Start the class by preparing them for a guided visualization. Ask students to relax and allow themselves to see and sense the scene as it is narrated. Give them the option to close their eyes and/or put their heads down. Consider turning off the classroom lights to provide a calmer atmosphere.
Read the following guided visualization slowly and pause in between sentences. Allow students the opportunity to truly visualize in their imagination the scene that you are describing.

Guided Visualization: Imagine that you are walking through a lush forest, full of wildlife. Feel the warmth of the sun shining through the tree branches. Listen carefully to all the sounds around you. Focus on the tweeting birds: do you hear the chirping of the sparrows? There is a caw of a hawk. What else can you hear? Listen closely. (Long pause) Notice the buzzing insects. You can also hear the bustling of other animals. A squirrel is scampering up a tree. A chipmunk is foraging in the brush. You hear the leaves rustle at your feet. (Long pause) Now you are noticing the smells. Take a deep breath in through your nose, and exhale slowly through your mouth, experiencing the aroma from the trees and plants that surround you. The flowers are vibrant with rich colors and sweet scents. The soil is rich and moist. (Long pause) Take your time as you walk, following the twists and turns along the path. Be in the present moment and enjoy the natural world. Embrace all the beauty within this wooded forest.

Ask students to briefly consider the following questions:

How would you describe your “walk through the woods”?
How would you feel if there were no more forests to visit? Why?

Explain that, while there are many reasons for people to preserve forests, there are also many reasons that people cut down forests. Introduce the essential question for students to consider throughout the lesson: How can we balance forest conservation with resource extraction?

WARM UP NOTE
As an alternative to the guided visualization, consider showing your students a virtual “walk through a forest” video, available on YouTube or Vimeo. See Resource Links for a few options.

2. Preserving and Cutting Down Trees (15 min.)
Pass out the Trees: Preserve and Cut Down worksheet.
Ask students to work in pairs to brainstorm a list of as many reasons as they can think of to preserve trees and a list of as many reasons as they can think of to cut down trees.
Have students share their reasons for protecting trees and write them on the board. (Possible answers include: trees release oxygen that we breathe, take in carbon dioxide which mitigates climate change, provide shade, prevent soil erosion, protect people and the forest floor from wind and rain, provide food for people and animals, provide a home to indigenous peoples, provide habitat for animals, have medicinal properties, offer natural beauty.)
Have students share their reasons for cutting down trees and write them on the board. (Possible answers include: wood can be used to make paper and furniture, space is cleared for agriculture, lumber can

EDUCATOR SPOTLIGHT
Jeannie Russell I wanted part of this lesson to foster reverence for the natural world. I believe that in the years ahead our youth will need to not just repair but fundamentally reimagine the relationship between people and our environment. Too often, we accept the social and legal frameworks that support our extractive economy as a given rather than striving to live in harmonious balance with our environment. As teachers, we get the opportunity to pose the questions and the possible future paths of science research for a whole new generation through the structure of our lessons and the empowering strategies of our classroom process. We need to challenge the assumptions underlying the study of our living world in ways that enhance the vitality of natural communities, and that meet our human needs, in a sustainable way.

RESOURCE LINKS
“Mother Tree”
https://m.youtube.com/watch?v=-8SORM4ydYG8 (Dec. 14 2011)
Simard, Suzanne. “How Do Trees Collaborate?,” TEDx Talk
www.npr.org/2017/01/13/509350471/how-do-trees-collaborate (June 2016)
Tall Sky. “Virtual Hike: Forest to Beach (Longer Route) Actual Sounds Brisk Pace 30min”
www.youtube.com/watch?v=v7_pWG9P-Ek (Mar. 29 2016).
Tall Sky. “Virtual Hike: 2+ Hrs Around a Mountain Lake, Forest, Lava Beds”
www.youtube.com/watch?v=yhQzl6L78qg (Nov. 2 2016)
Conservation International
“Deforestation,” National Geographic
www.nationalgeographic.com/environment/global-warming/deforestation/
be used for housing, open land allows for urban expansion, forestry allows for business development, wood can be burned to generate heat.)

➢ Acknowledge that the students have shown that there are many valid reasons to both protect trees and to cut them down. Explain that these competing reasons pose a challenge and in this lesson they will contemplate the human relationship with the natural world.

3. Reading (20 min.)
➢ Let students know that they will be reading an article about forests based on the research of Dr. Suzanne Simard.
➢ Prior to the reading, ask the following questions and tally students’ yes-or-no responses on the board. (You may want to have students close their eyes and raise their hands for the poll so that they will not be influenced by their peers’ responses.)
  ➢ Can trees communicate with each other?
  ➢ Do trees compete with each other for nutrients?
  ➢ Can trees take care of each other?
➢ Pass out the Are Forests Communities? reading.
➢ Read the text as a whole group, allowing student volunteers to read each paragraph. (Stop as often as needed to clarify any information that is not understood.)
➢ Instruct students to underline or highlight any content related to the poll questions.
➢ After the reading, have students work with a partner to briefly discuss the three questions on the board, comparing their initial thoughts with the information that they have read.
➢ Have students share their reflections.
➢ Ask students if there is anything that they would want to add to the list about the reasons to preserve trees and forests based on this reading.
➢ Let students know that their lesson on trees will continue the following session. (Record the information on the board so that you can re-write it for the following session.)

Day 2:
4. Major Causes for Deforestation (10 min.)
➢ Briefly review what the students discussed during the previous lesson on reasons to preserve and cut-down trees.
➢ Ask students to define deforestation. Allow for responses. Share this definition from National Geographic: Deforestation is clearing Earth’s forests on a massive scale, often resulting in damage to the quality of the land.1
➢ Pass out the five Major Causes of Deforestation cards to student volunteers to read one at a time.
➢ As they read each one, see if they have any questions about each cause. Determine which ones need to be added to the class list on the board.


LESSON NOTE
As an enhancement to this lesson, consider arranging a field trip to a local, state, or national park in your area with hiking trails. Provide students with an opportunity to silently walk the trail and embrace the sights, smells, and sounds of the natural world. If possible, arrange for a guided tour for students to learn more about the trees along the way.

EXTENSION PROJECTS
• Book Review: Have students read a short story, book, or poem that features the human connection to woods and forests. Ask them to write a review that describes what the forest in the story represents or means to the characters. (Examples include Grimm’s Fairy Tales; Ursula K. Le Guin’s The Word for World is Forest; Robert Frost’s Stopping By Woods on a Snowy Evening; C.S. Lewis’s The Lion, The Witch and the Wardrobe; Maurice Sendak’s Where the Wild Things Are; A. A. Milne’s The Complete Tales of Winnie the Pooh. For additional book suggestions, visit: http://bit.ly/2DrmQfJ.)

• Research and Multimedia Presentations: Have students choose one of the following topics to research and present to the class: Option #1: Ask students to choose one of the major causes of deforestation discussed in the class. Have them research exactly what the cause is, why it leads to deforestation, and the actions that people can take on a personal and systemic level to reduce or prevent this cause of deforestation from occurring. Option #2: Ask students to choose one of the forest protector stories (or research their own) to investigate further. Ask students to provide additional details about the strategy that was used to protect the forest, how it was implemented, and the ways in which it has benefited people, animals, and the environment.
Let students know that these are not the only causes for deforestation, but they are some of the leading causes.

5. Solutions and Taking Action (25 min.)

- Restate that there are many reasons to preserve trees and many reasons why people cut them down.
- Ask students to refer to the Are Forests Communities? article as they discuss concerns about deforestation. Then ask students what their opinions are on the suggested solutions provided by Dr. Simard for cutting down trees in a sustainable way.
- Let students know that there are advocates all around the world who are taking action to protect forests.
- Distribute one of the four Forest Protector stories to each student. Each story will have four questions at the bottom: one question related to each story.
- Ask students to read their story, and then answer the corresponding question.
- When students have completed that task, they will need to find classmates who have read each of the other three stories. When they find someone, the pair should share a summary of what they read and discuss the answer to the question related to their respective stories. They will continue until they have answered the additional three questions on the sheet.
- Once students have finished answering their questions, facilitate a whole group discussion:
  - First, review the four Forest Protector stories and questions.
  - Then, ask students which new strategies they learned for protecting forests and their thoughts and feelings about those strategies.
  - Lastly, ask them if they learned any new reasons to protect forests. (Add responses to the list on the board.)

Ethical Considerations: Provide students with the Granting Rights to the Natural World reading. Ask students to read this document either as a whole class, in small groups, in pairs, or independently. Then facilitate a discussion about the reading and focus on whether or not students support or oppose creating policies or legislation that grants rights to the natural world. Invite students to give their opinion on some of the specific actions referred to in the reading, such as New Zealand granting legal person rights to the Whanganui river or Ecuador stating that people can call upon public authorities to enforce the rights of nature in their constitution. Ask them if they support these decisions or not. Additionally, challenge students to consider whether or not they would support future policies similar to these, and if they would encourage the U.S. government to adopt these types of policies.


Consider asking students to reflect on these questions as a homework assignment and review their responses the following class period.

There are many ways for people to help protect natural spaces in their daily lives. Here is a list of suggested ideas if students need some examples to get started:

- Support smaller-scale, local, sustainable, and organic farming practices.
- Reduce or eliminate animal-based products from your diet and support organic and non-GMO sources of plant-based alternatives.
- Grow your own food; learn about alternative food practices and the Food Sovereignty movement.
- Boycott fast food and large corporate agribusiness brands that contribute to rainforest loss.
- Boycott palm oil (notice how many products use it) and pressure companies to use alternative ingredients.
- Boycott technology companies that use conflict minerals.
- Learn about alternative economic systems that do not rely on extractive technologies.
- Keep electronics for as long as possible and dispose of them responsibly when necessary.
- Boycott companies directly responsible for deforestation.
- Reduce your use of new paper goods (alternatives made of post-consumer recycled paper, bamboo and sugar cane are available).
- Write a letter to a government official asking for policies that promote patch-cutting and sustainable forestry practices and that discourage or prevent clear-cutting.
- Support efforts to protect wild, forested regions from the intrusion of human communities through Community Rights Organizing and Rights of Nature legislation.
- Live in and support sustainably designed urban areas to protect wildlife and natural spaces.
- Learn about green roofs, vertical gardens, slow food, and other strategies for feeding urban populations and reducing the climate impact of cities.
## TREES: PRESERVE AND CUT DOWN

<table>
<thead>
<tr>
<th>Reasons to preserve trees and forests</th>
<th>Reasons to cut down trees and forests</th>
</tr>
</thead>
</table>

*HEART TeachHeart.org*

*peace learning CENTER*

*building peace for healthy communities*
ARE FORESTS COMMUNITIES?  

**Trees as a forest community:** Forester and scientist Dr. Suzanne Simard is changing the way that people look at trees. Previously, trees were described as *competitors*, but after studying trees for over thirty years, Dr. Simard discovered that trees can be considered “super-cooperators.” Dr. Simard explains that trees are part of a complex forest community and communicate with one another.

**Forest networks:** Mycelia are the fungal threads of mushrooms that grow in the forest, and these mycelia connect trees of different species together, creating a complex network. Within these networks, trees in the forest “share information.” So in a very literal and figurative sense, trees in the forest are all connected.

**Importance of older trees:** Older trees that are connected to more of the forest community than are younger trees through mycelia are known as “hub-trees” or “mother trees,” as Dr. Simard refers to them. They have more information stored than younger seedlings. The mother trees receive information from the younger trees about their needs, and then the mother trees respond accordingly. For example, if the mother tree detects that a younger tree needs more carbon, then the mother tree sends carbon to that younger tree through the mycelial network. Trees not only pass carbon between one another, but also “converse” about nitrogen and water, defense signals, and more.

Mother trees are caregivers for all the trees of the forest. They are able to recognize their family (i.e. the trees that were sprouted from their seeds). They will send the saplings that they reproduced themselves extra carbon and provide them with more space by reducing their own root competitors. When there is a forest rich with mother trees to nurture younger trees, seedlings are four times more likely to survive than if they had to grow independently. Injured or dying trees send out all their stored carbon and defense signals to neighboring seedlings, thereby increasing these seedlings’ resistance to future threats, such as disease, wildfires, or insect infestations.

**Clear-cutting concerns:** When we clear-cut entire forests, we are damaging this entire network. Some companies that clear-cut forests defend their actions by planting seedlings to replace the trees they cut down. This practice is referred to as “well-managed” or “sustainably-managed” forestry. The shortcoming of this intended solution is that with the trees’ network destroyed and the mother trees gone, the probability of the seedlings’ survival is reduced. Even if the seedlings do survive, it will take them time to regain all the stored information that the previous forest gathered over many years. Often companies will only replant trees of one of the species that they have cut down in the forest, which reduces the biodiversity of the forest, making it more susceptible to threats because various species of trees are resistant to different threats. Another concern with replanting is that the younger trees cannot take in as much carbon dioxide as the older trees nor do they have as much oxygen to release. This is a major environmental concern because the efficient exchange of these gases is our greatest natural defense against climate change.

**Solutions:** When forests are truly managed in sustainable ways, forest communities can thrive and regenerate. Dr. Simard suggests that instead of clear-cutting, loggers can engage in *patch-cutting*, a process in which loggers identify and preserve key hub-trees within the forest, cut a small number of trees in different areas, and then replace those trees that are cut down with diverse, local species of trees. This strategy decreases the vulnerability of forests to threats and improves their ability to thrive.

---


Mushrooms photo: © Used under a Creative Commons CCO Public License
Deforestation photo: © Cunningchrisw used under a Creative Commons CC BY-SA 4.0 International License
Well-managed forested photo: © Andy Farrington used under a Creative Commons CC BY-SA 2.0 Generic License
Industrial agriculture: Industrial agriculture is the leading cause of deforestation. A large majority of our world's forest land is destroyed for soy, corn, palm oil, and cattle grazing. Much of the soy and corn grown is used to feed the large number of animals bred on factory farms. Diverse forests are burned down to convert them into palm oil forests, destroying the healthy, nutrient-dense land and threatening wildlife. Palm oil is cultivated for cosmetic products and many processed foods.  

According to a report by the Food and Agriculture Organization of the United Nations (FAO), “livestock production is one of the major causes of the world’s most pressing environmental problems, including global warming, land degradation, air and water pollution, and loss of biodiversity.”

Logging: Forests are largely cut down by logging industries for paper products and wood. Sometimes loggers cut down trees in remote forests by building roads to areas that would not have been accessible otherwise. This sort of “trailblazing” is not always done legally.

Urban Sprawl: Deforestation occurs due to an increase in the human population as well as an increased demand for living space and access to natural resources that the city cannot provide. Forests are cut down to build new homes, office buildings, shopping centers, and roads.

Mining: Mining for deposits of diamonds, gold, and copper is also causing deforestation. These are materials that almost all modern electronic devices, such as cell phones, computers, and TV screens contain. Technology companies are always in need of more metals and minerals as they create new products. Chemicals used to detect precious minerals deep underground contaminate the water, polluting the forest around it.

Petroleum: There is a high demand for oil, a non-renewable resource. Governments and private corporations invest a lot of money in accessing it. Sometimes this means extracting oil from deep below the earth’s surface with specially designed drills, a process called “fracking.” Forests around the fracking sites are cut down to make room for the machinery used to access the oil.

1 “Industrial Agriculture,” Yale School of Forestry and Environmental Studies: Global Forest Atlas, https://globalforestatlas.yale.edu/land-use/industrial-agriculture
2 “This is How Animal Agriculture Causes Deforestation,” One Green Planet, http://www.onegreenplanet.org/animals-and-nature/this-is-how-animal-agriculture-causes-deforestation/
4 Ibid
Global leaders who have successfully spoken up against deforestation not only have the ability to think about the importance of preserving the forest, but also have an awareness of the interconnected human and economic concerns of the region. Marina Silva is one individual who spearheaded forest preservation in South America. As a native Brazilian and a rubber tapper (someone who gathers rubber from trees), Silva has expressed an understanding of the human and environmental needs within her country. In spite of the splendor of its world-famous Amazon rainforest, at one point, Brazil was the most deforested country in the world. Working in Brazil’s Federal Senate, Silva possessed a talent for creating effective policies that simultaneously addressed the needs of people and the environment. One of Brazil’s primary environmental concerns was deforestation due to planting soybeans and cattle grazing. With Silva’s influence, the Brazilian government started to pressure companies to stop these practices in order to protect the Amazon rainforest. The policies put in place enabled Brazil to reduce its deforestation emissions (greenhouse gases released into the atmosphere when trees are cut down) by more than two thirds since 2005. Today, Brazil is regarded by many other countries as a global leader in curbing deforestation and pollution.*

Brazil: How did Marina Silva and the Brazilian government work to preserve the Amazon Rainforest?

Madagascar: How were both jobs and forest land protected in Madagascar?

United States: What did the United States government start doing in the 1800s to conserve land and resources?

Kenya: Who preserved the Kaya Kinondo of Kenya and how did they protect it?


* In 2018 there was concern that the progress made might be counteracted due to a new president who was interested in rolling back the environmental policies that were put into place.
FOREST PROTECTORS: MADAGASCAR

Successfully protecting forests involves tuning in to the needs of the entire community — including all the people, plants, and animals living there. There is a forested area in southeastern Madagascar called the Ambositra-Vondrozo Forest Corridor Natural Resource Reserve (COFAV) that exemplifies how we can protect forests and all of the biodiversity within them, including human inhabitants. Many Malagasies make a living harvesting coffee beans or bananas. When the government first implemented laws to protect Madagascar’s natural spaces and the animals living there, a lot of harvesters were concerned that this meant that the land was now off limits to them and that their livelihoods were at stake. However, COFAV asserted that Malagasies could profit off of the economy of forest conservation. Today, locals are employed as managers to ensure that the land is responsibly and sustainably harvested while preserving the vast majority of the forest community. This approach appears to be effective. Because large, old forests in Madagascar help to reduce the amount of carbon dioxide in the atmosphere and are preserved by the locals there, the COFAV reserve has reduced global carbon dioxide by 2.2 million tons in just 5 years, while also providing jobs to the workers.

Brazil: How did Marina Silva and the Brazilian government work to preserve the Amazon Rainforest?

Madagascar: How were both jobs and forest land protected in Madagascar?

United States: What did the United States government start doing in the 1800s to conserve land and resources?

Kenya: Who preserved the Kaya Kinondo of Kenya and how did they protect it?

---

One important forest preservation strategy is the institution of forest preserves. The United States began designating land as national parks in the 1800s. This is a way to conserve natural places and resources because, as designated national landmarks, these lands cannot be bought or sold by private corporations for logging or other economic development. Just as the United States protected specific areas of land, other countries in the world have done the same. Scientists estimate that forest preserves cover around 10% of the Earth’s land (equivalent to the size of India and China combined). In order to turn land into a protected area, the government must recognize and acknowledge how invaluable the land is. Often citizens must be strong advocates for the forests in order to convince their governments to protect wild spaces.

**Brazil:** How did Marina Silva and the Brazilian government work to preserve the Amazon Rainforest?

**Madagascar:** How were both jobs and forest land protected in Madagascar?

**United States:** What did the United States government start doing in the 1800s to conserve land and resources?

**Kenya:** Who preserved the Kaya Kinondo of Kenya and how did they protect it?

---

On the coast of Kenya, there are forests where people have lived for centuries and built “Kayas,” which are homes or villages. These forests contain traditional huts, ceremonial sites, and burial grounds, making them spiritually significant as well as ecologically important. Although most community members have moved out of the forests to reside in surrounding villages, many of them still consider the forests sacred and continue to visit the “Kayas” to worship. Kaya Kinondo, one of these sacred forest regions in coastal Kenya, was originally home to the Digo community. In the 1980s, Kaya Kinondo was threatened by some corporations that were interested in tearing down the forests for residential and commercial development of the marketable beachfront land. Other companies wanted to turn Kaya Kinondo into timber. The elders of the Digo community fought against those who wanted to tear down their sacred forest. They were successful, and in 1993 Kaya Kinondo was declared a national monument, making it illegal to harm its forest. The area is still managed by a council of elders. To sustain the local economy, the elders employ community members to serve as guides to tourists who come respectfully to visit the “Kaya.” Additionally, there are people working as forest guards to defend the forest from anyone who attempts to poach (illegally hunt) the animals who live there. The efforts of the Digo people are an inspirational example of how meeting the needs of the entire community—the people, the animals, and the forest—can be achieved through community-led conservation.

**Brazil:** How did Marina Silva and the Brazilian government work to preserve the Amazon Rainforest?

**Madagascar:** How were both jobs and forest land protected in Madagascar?

**United States:** What did the United States government start doing in the 1800s to conserve land and resources?

**Kenya:** Who preserved the Kaya Kinondo of Kenya and how did they protect it?

---

One way people around the world are working to protect forests is by fighting for laws that recognize the “Rights of Nature.” This movement is building on international human rights laws by expanding the way we understand legal personhood to include the living natural homes that are under threat around the world. Activists argue that these natural communities are not a collection of resources any more than people are just a collection of body parts: they should be legally protected as life forms with people as their stewards.1

In Ecuador, a new constitution in 2008 recognized that, “Nature, or Pachamama, where life is reproduced and occurs has the right to integral respect for its existence and for the maintenance and regeneration of its life cycles, structure, functions and evolutionary processes. All persons, communities, peoples and nations can call upon public authorities to enforce the rights of nature.”2 This declaration has provided the legal basis to preserve entire river systems and other natural habitats rather than fighting to only reduce pollution and other threats.

The New Zealand government passed a law that gave a sacred tribal river there legal standing as a living entity, guaranteeing its future well-being.3

These are just a few examples of steps that people are taking to protect the natural world. They are recognizing nature as more than just a resource to be exploited and instead seeing it as a life force that needs to be protected for the survival of all species, including ourselves.

Media is all around us. Corporations are very persuasive with their advertisements, which often target youth. Equipping students with the skills to view media messages through a critical lens is increasingly important if youth are to develop a clearer understanding of how these messages influence their self-esteem and purchasing decisions. Encouraging students to examine advertisements empowers them to make choices based on their genuine interests and needs instead of being swayed solely by manipulative advertising techniques.

- Who Decides What is Cool?
- True Ads
- Deconstructing Food Labels
- How to Spot Greenwashing
THEME: MEDIA LITERACY– READING BETWEEN THE LINES

WHO DECIDES WHAT IS COOL?

ESSENTIAL QUESTION
What influence does advertising have on ourselves and society?

OVERVIEW
This lesson focuses on recognizing the ubiquity of advertising, the influence that advertisers have on society, the consequences of that influence, and how we can critically analyze advertisements. Students begin by identifying where they see advertisements on any given day. They will learn about the techniques that advertisers use to influence the public’s decisions and explore the impact of advertising on society. Finally, using this knowledge, students will work in small groups to analyze several print ads.

OBJECTIVES
Students will be able to...
- Examine the concept of cool, including what it means and who decides.
- Recognize the power that advertising has to shape their perceptions.
- Identify and understand techniques advertisers use to influence people to purchase their products.
- Describe some of the effects of advertising.
- Identify potential consequences of advertising on society.

DAY 1:
1. Warm Up (10 min.)
- Explain to students that they will examine advertising and how advertisers try to influence consumer choices by passing their products off as cool.
- Ask students the following questions to get them thinking about their own concept of cool and the role that advertising plays:
  - What does cool mean? (Allow for discussion and, if needed, provide the following as a simple definition: being popular or admired.)
  - What are some products (if any) that you consider cool? What makes them cool?
Why are certain things considered cool? What factors make something become cool? (Possible answers include: advertisements, media, peers, celebrities, politicians, artists, musicians.)

Where do you see or hear product advertisements? (Possible responses include: television, newspapers, magazines, direct mail, newsletters, radio, websites, social media, email, radio, billboards, buildings, buses, cabs, airplanes, elevators, movie trailers, DVDs, video games, streaming music services, flyers, gas pumps, sporting events, clothing, product placement in movies and television shows.)

How many ads, on average, do you think someone your age sees on television alone in one year? (Allow for responses. Share that, according to the American Academy of Pediatrics in 2006, it was estimated that the average young person sees 40,000 ads on television annually.)¹

2. Discussion and Group Work (20 min.)

Define the word branding as creating a lasting physical or mental impression.

Let students know that advertisers seek to make a lasting impression (or “brand”) in people's minds when it comes to selling their products: the more readily consumers can recall a product, the more likely they will be to purchase it.

Divide students into groups of 3 or 4 to complete the Branding or Not Pop Quiz worksheet together.

Explain that they will have two minutes to complete each question and that you will time them using a stopwatch.

Cue students at the start and stop of each two minute time frame.

Ask them to reflect on the following:

Which questions were the hardest for you to answer and which were the easiest? Explain.

Which questions were most influenced by advertisers’ branding efforts? (Answer: question #2 and #4).

Do you think advertisements and branding have an effect on what you want to purchase? If so, in what way?

Some people compare the term branding to tattooing since both leave a permanent mark. In this case, the permanent branding mark in our minds is related to purchasing and consuming products. Do you agree with this analogy? Why or why not?

3. Common Advertising Techniques (30 min.)

Inform students that there is a field of psychology known as advertising psychology. Some companies hire advertising psychologists to help them develop ad campaigns that persuade consumers to buy their products.

Inform students that, when marketing to kids and teens, these psychologists study young people's behaviors, habits, and desires, which allow advertisers to develop sophisticated marketing strategies in order to persuade young people to buy their company's products.

ANSWER KEY: Common Advertising Techniques Challenge worksheet:
1) Star Power; 2) Family Fun; 3) Cartoon Characters; 4) Scale; 5) Deceitful Words; 6) Repetition & Sounds Good; 7) Heartstrings; 8) Are you cool enough?

Give each student a copy of the Common Advertising Techniques handout.

Have students take turns reading through the techniques listed. As you read each technique and its description, ask students if they can recall a specific commercial they may have seen or heard that uses that particular technique.

Provide students with the Common Advertising Techniques Challenge worksheet. Explain that they need to first identify the technique(s) used for each example. If they have time at the end, they can complete the bonus activity in which they choose one of the common advertising techniques and create their own example. (This worksheet can be completed independently, in pairs, or in small groups.)

Close the lesson for the day by asking students to pay extra attention to advertisements they see and hear between now and the next class.

DAY 2:
4. Review (10 min.)

Ask students to share any observations they made about advertisements they have witnessed since the previous class.

Review the advertising techniques students learned about previously (Put-downs, Scale, Cartoon Characters, etc.) by asking if they can give any examples of ads they saw using them.

5. Analyzing Advertisements (40 min.)

Provide students with the following information about advertising:

Advertisements for certain products, like fashion and beauty products, often leave those viewing the ads with a feeling of inadequacy (that they are not good enough or that they don’t measure up).

A 2010 New York Times article stated that, according to a study, “advertisements displaying beauty-enhancing (rather than problem-solving) products are likely to remind consumers of their own shortcomings.” This strategy is intended to make people view themselves negatively.3

In the 1970s, American historian and philosopher Christopher Lasch said that “modern” advertising “seeks to create needs, not to fulfill them; it generates new anxieties instead of allaying old ones.”4

Ads aimed at young people are often designed to exploit their fear of being left out, not fitting in, not being good enough, or not being attractive. Ads create the illusion that buying a product will somehow address this fear by “fixing” our “shortcomings.”

Explain to students that with this information in mind, they are going to analyze a set of magazine ads.

Organize students into groups of 3.

Hand out a stack of ads from the following types of magazines to each group: teen magazine (e.g. Seventeen, Teen), women’s fashion magazine (e.g. Vogue, Marie Claire, Cosmopolitan), men’s fashion magazine (e.g. GQ, Esquire) celebrity/pop culture magazine (e.g. People, Entertainment Weekly), or sports magazine (e.g. Sports Illustrated, ESPN The Magazine).

Note

We recommend that you select age-appropriate advertisements (from magazines or an internet search) prior to the class.

To extend this activity, ask students to repeat it as homework by analyzing other ads they see using the Analyzing Ads worksheet (e.g. on television, social media, the internet, billboards).


4 Ibid
The ads found in these magazines tend to use computer software to exaggerate certain features of models to make them more “attractive.” Even though some of these magazines are not designed as teen magazines, many adolescents still read them and are therefore exposed to the ads they contain.

- Instruct students to look through the ads and choose 2-3 to analyze. Have them identify some products or behaviors related to the ads that might be considered cool.
- Hand out three Analyzing Ads worksheets to each group and ask them to answer the questions for each of their ads.
- When the groups have had adequate time to answer the questions, ask each group to present one of their analyzed ads to the entire class.

6. Wrap Up (10 min.)

- Ask students the following questions:
  - Now that you are aware of advertising motives and techniques, can you think of ways that you can resist being influenced by advertisers?
  - In our society, whom do you think has developed the most influence for deciding what is and what is not cool?
  - What are the societal impacts of common advertising techniques?
  - How can we resist following what advertisers want us to perceive as cool and instead define it for ourselves?

EXTENSION PROJECTS

- Research and Persuasive Writing: Ask students to write a persuasive essay to defend one of three positions below using information from their research on consumer rights, freedom of speech, and child psychology:
  - Position 1: Advertisers should have the freedom to advertise to young people however they like.
  - Position 2: Advertisers should have some restrictions when advertising to young people.
  - Position 3: Advertisers should be prohibited from advertising to young people in any way.

- Interview and Writing: Tell students to interview an adult family member about advertising when s/he was a child and their perceptions of which items or trends were considered cool at the time. Below are some sample questions for the student to ask. Have students write an essay that compares and contrasts advertising and interpretations of cool between generations.

- Technology Integration: Allow students to work individually or in groups to create a digital poster that educates others about one of the common advertising techniques. Students can use a variety of programs, such as Canva, Piktochart (for infographics), or Google Slides (for groupwork) to create their posters. They should pick one of the advertising techniques and explain what it is, and how it persuades people to buy what is being advertised. Once students complete their posters, consider extending it into a service project where students can expose advertising techniques of ads they see. Using QR codes (Quick Response barcodes that provide information when scanned by phone), students can print and post a QR code that links to their poster on any print ad that uses the advertising technique they created a poster for. Post the ads around the school to educate others about advertising techniques and expose how advertisers are using them. See this link for an example: ibb.co/cdwnaR

- Controlled Study: Challenge students to conduct a controlled study related to advertising and its influence on people by following the steps of the scientific method utilizing the provided Scientific Study: Slogans worksheet.
BRANDING OR NOT POP QUIZ

Name __________________________ Date ______________________

1. Name as many kinds of plants that grow in our region as you can:

2. Sketch the logos of as many companies as you can. Write the name of the companies next to the logos.

3. List the names of as many United States Senators as you can:

4. Write as many slogans as you can remember from advertisements:
COMMON ADVERTISING TECHNIQUES*

**Ideal kids:** Everyone looks and seems perfect: “if I buy this product, I will have a perfect life too”

**Family fun:** The promise that the product will pull families together and bring joy and happiness: “if I buy this product, my family will have fun together”

**Excitement:** The idea that simply purchasing the product will make your life exciting: “if I buy this product, things will be exciting and fun”

**Star power:** When someone who is famous tells you that a product is a good one: “if I buy this, I’ll be as beautiful, talented, or successful as that celebrity”

**Bandwagon:** The idea that everyone is doing it: “if I buy this, I’ll be in the ‘in’ crowd; if I don’t, I might be left out”

**Scale:** When a product looks bigger or smaller than it is in real life: “I’d love that set of blocks—it’s HUGE”

**Put-downs:** When a company hints at negative aspects of their competitor’s product: “this one is the best product, way better than the others”

**Facts & figures:** When an ad uses what sounds like data, facts, or statistics to make a product look like the smartest choice: “if that’s what 8 in 10 scientists think, then I agree”

**Repetition:** When you see something advertised over and over again, you’ll be more likely to remember it and buy it: “I need a new toothbrush...oh yeah, I should get that one I saw on TV last night, and the night before that, and the night before that”

**Heart strings:** Ads that make you feel a strong emotion: “those cute puppies are so sweet! I need to buy that product”

**Sounds good:** Music, jingles, and sound effects (especially the ones that get stuck in your head) make you think of a product—often these ads are louder than the shows themselves: “there are those candies from the commercial with that song I’ve had stuck in my head all day—I want to try them”

**Cartoon characters:** Cute, funny, or interesting cartoon characters that kids associate with products (especially foods): “I could get the generic cereal or the kind with the tiger. The kind with the tiger is definitely better”

**Deceitful words:** Words that are intentionally misleading so that companies can get around having to tell the truth: “it says natural, it must be good for me”

**Omission:** When something important is left out: “if I buy that, I’ll have everything I see in the commercial (only to get home and realize that some parts are sold separately)”

**Are you cool enough?:** When you are led to believe that you can’t be “cool” if you don’t use a certain product: “if I wear these jeans, I’ll finally be liked, popular, and cool”

COMMON ADVERTISING TECHNIQUES CHALLENGE

Name ___________________________________________ Date __________________________

Directions: Identify which common advertising technique is being used in each example.

1. Commercial featuring LeBron James (a basketball player) endorsing headphones __________________________

2. Magazine ad promoting a beach vacation with a family laughing and smiling __________________________

3. Commercial promoting cereal with a cartoon character __________________________

4. Billboard that features a giant plate full of a tasty snack food __________________________

5. Radio ad that emphasizes a product’s “Fabulous NEW Taste!” __________________________

6. Commercial with a catchy jingle that you’ve heard for the 10th time in two days (2 techniques) __________________________

7. Commercial that shows two friends who have not seen each other for years, and are touchingly reunited __________________________

8. Magazine ad for clothes with the text: “Now you’ll be the one everyone is talking about” __________________________

Bonus: Choose any of the common advertising techniques and create an ad example to represent the technique.
ANALYZING ADS

Name ____________________________ Date ____________________________

Directions: Answer the following questions related to your group’s advertisement.

1. What is the product being sold? ____________________________

2. What magazine does the ad appear in? ____________________________

3. Describe what’s going on in the ad: ____________________________

4. Who do you think this ad is targeting (age group, gender, race/ethnicity, income level, geographic region, education level, political affiliation, etc.)? Explain why.

   ________________________________________________________________________________________________

5. What advertising technique(s) (refer to the Common Advertising Techniques handout) is/are being used? Explain your answer.

   ________________________________________________________________________________________________

6. How would you characterize the body image(s) and feelings (i.e. weight, muscle tone, facial features, hair & skin appearance, overall physical “attractiveness,” level of happiness) of the people you see in this ad? Explain your answer.

   ________________________________________________________________________________________________

7. Do you think the body image of the people featured in this ad accurately reflects the body image most people who view this ad have of themselves? Why or why not?

   ________________________________________________________________________________________________

8. How do you think this ad could affect the way people feel about themselves?

   ________________________________________________________________________________________________

9. How likely is it that the person who buys the product being advertised would achieve the qualities or desires featured in the ad? Why?

   ________________________________________________________________________________________________
SCIENTIFIC STUDY GUIDE: SLOGANS

Name __________________________________________________________ Date __________________________

Directions: Follow the guidelines below to conduct your scientific study related to advertising.

1. **Purpose/Question:** How many slogans can you remember in 30 seconds?

2. **Research:** Research the science of developing slogans and the importance of repetition. Provide citations for your sources.

3. **Hypothesis:** Develop a hypothesis written as an *if…then…because* statement. For example:

   *If a test group of 30 students are given 30 seconds to remember as many slogans as possible, then I believe each person will be able to name a minimum of 10 slogans and a maximum of 15 because advertisements these days are catchy and repeated quite frequently through different media sources.*

4. **Experiment:** Design and perform an experiment to test your hypothesis. An experiment needs to have an *independent* (manipulated or changed) and *dependent* (measured) variable.

5. **Data/Analysis:** Record observations and analyze the data. Illustrate your results with charts, tables and/or graphs that will best represent your data.

6. **Conclusion:** Communicate your results in a written statement with evidence from your *data analysis* to determine whether your hypothesis was supported.
ESSENTIAL QUESTION
How can we identify and expose misleading messages in our consumer society?

OVERVIEW
Students will discuss how advertisements can mislead consumers by highlighting or exaggerating what is positive about a product or service while omitting what is harmful. Students will examine print ads and identify the information and message that is emphasized as well as consider information that may be missing. They will compare and contrast those ads to spoof or parody ads which bring attention to the products’ negative impacts on people, animals, and the environment. Students will apply what they learn by creating their own spoof ads to expose misleading or omitted information from real ads.

OBJECTIVES
Students will be able to…

- Analyze advertisements to determine the purpose of the ads and accuracy of the information provided.
- Examine products advertised to identify the impact that the products have on people, animals, and the planet.
- Compare and contrast original advertisements to spoof advertisements.
- Design original parody advertisements.

DAY 1:
1. Warm Up (5 min.)
- Ask students the following:
  - Can we trust everything we see and hear? Why or why not? (Allow for responses and, if it is not said, explain that while some things we see and hear are accurate, other things are inaccurate or misleading.)
  - Raise your hand if you were ever given something or bought something that turned out to be different from what you expected based on how it was advertised. (Let a couple of volunteers share their experiences.)

MATERIALS
- Magazine or printed internet ads
- Beneath the Ad’s Surface worksheet
- AdBuster Spoof Ads handout
- Construction or drawing paper
- Colored pencils
- Understanding the Brain reading (optional)
- Understanding the Brain: Guided Prompts worksheet (optional)
- Brain Model handout (optional)
LESSON NOTE

Gather two ads for students to analyze on the first day of the lesson. One ad should be product-focused and the other ad should be focused on consumers’ needs and wants without much emphasis on the product itself. You will also need to collect real advertisements for each of the following products from magazines or the internet: Nike shoes, McDonald’s fast food, Tommy Hilfiger clothing, and Camel cigarettes. These are the same products that are parodied in the provided Adbuster spoof ads. (It is easy to find real magazine advertisements with a simple internet search or through websites such as www.adsoftheworld.com where you print ads categorized by country.) Use your discretion when choosing original advertisements to make sure they are age-appropriate. Additionally, you will need to provide a wide-range of age-appropriate ads that students will be able to spoof on the second day of the lesson.

- Reference the essential question. Explain that they will analyze ads to determine if any of the information is misleading.

2. Analyzing Advertisements (15 min.)

- Choose an age-appropriate ad that is product-focused. (These types of ads may be more difficult to find. You might even consider searching out ads from the past that are more likely to be focused on the product. These ads will still appeal to a want or need, but the product being sold is the focus, compared to some ads where the want or the need being appealed to is much more prevalent than the product itself.) Ask students to discuss the following with a partner:
  - What is the ad selling?
  - What do you think is accurate about the ad?
  - Is there anything misleading about the ad? If so, what?
- Permit students to share their thoughts with the whole class.
- Then, choose an age-appropriate ad to show students that is focused on wants or needs and ask them to discuss the same questions with a partner.
- Permit students to share their thoughts with the whole class.
- Ask students to compare and contrast their observations of the two advertisements.

3. Advertisement Discussion (10 min.)

- Ask students the following questions:
  - What is the purpose of advertising? (Clarify that advertising exists in order to sell the product or service being advertised.)
  - What type of information, if any, about a product or service being advertised is excluded from an ad? (Point out that any negative or harmful consequences of a product’s manufacturing, production, use, and disposal are most likely left out.)
As an example, ask the class to brainstorm what they know about the production, use, and disposal of paper towels. After brainstorming, ask students the following:

- Have you ever seen a forest being cut down in a paper towel advertisement?
- Have you ever seen displaced wildlife in a paper towel advertisement?
- Have you ever seen an overflowing landfill in a paper towel advertisement?
- What have you observed in paper towel advertisements?

Choose another product to briefly discuss (e.g., fur coat, car, computer, cell phone).

Challenge students to imagine what a print or video ad for the product might look like if the ad did point out any potential negative consequences of the product’s production, use, and disposal on people, animals, or the planet. Allow for responses.

Discuss how seeing the negative effects of a product might influence a consumer’s decision about whether or not to buy the product or use the service.

4. Compare and Contrast (15 min.)

Divide students into groups of 4 or 5. Let them know they are going to compare and contrast an original advertisement to an Adbusters spoof ad.

Explain that a spoof or parody advertisement is an imitation or exaggeration of an original ad, designed to draw attention to harmful or negative aspects of the product or service being promoted.

Provide each group with one of the ads that you gathered and the Beneath the Ad’s Surface worksheet. (Since there are only 4 spoof ads provided in this lesson, some groups may need to compare and contrast the same product.)

Instruct students to complete Part 1 of the worksheet. When they have finished, give them the Adbusters spoof ad that corresponds to their original ad.

Ask students to complete Part 2 of the worksheet.

When all the groups have completed the task, allow them to take turns sharing their ads and what they learned.

After each group presents, ask the class to discuss their thoughts and opinions on the intended goal of the Adbuster spoof ad and whether or not they think the spoof ad was effective in achieving it.

EXTENSION ACTIVITIES

- Persuasive Writing: Ask students to write a persuasive essay in response to the following question: To what extent do companies have an obligation to include the harmful or negative effects that their product has on people, animals, and the environment in their ads?

- Technology Integration: Allow students to expose the truth behind advertisements by annotating real ads with Thinglink (www.thinglink.com). Thinglink allows you to upload any image and tag it with text, a different image, or video annotations. Ask students to find an ad of a product that has a negative impact on people, animals, or the environment. Then allow students to create a Thinglink by uploading their image and annotating the ad with facts that the advertisement is not showing about the impact of its product. If students struggle to come up with annotations, allow them to conduct research on the subject of the ad. Here is an example of a Thinglink that exposes truths about a McDonald’s ad: bit.ly/teachheartad

- STEAM Activity: The brain is a complex and intricate organ that allows us to think, feel, act, and learn. By completing the Understanding the Brain: Guided Prompts worksheet, students will explore how marketing strategies alter the brain’s perception of various consumer products. Using math and science skills to measure brain structure, students will be able to design and construct a model of the brain from dough by following the recipe on the Brain Model handout. They will label specific parts of the brain and identify which parts form our perceptions and interpretations of ads.
DAY 2:

5. Review (5 min.)
- Ask students to respond to the essential question based on the previous lesson: *How can we identify and expose misleading messages in our consumer society?* Review key points such as the purpose of advertising and the difference between an original advertisement and a spoof ad.

6. Critical and Creative Thinking (30 min.)
- Place a stack of drawing paper and colored pencils on a table.
- Then spread out a large sampling of age-appropriate ads collected from popular magazines and/or ads printed from the internet.
- Invite students to come to the table to pick up drawing paper, colored pencils, and an ad that they would like to spoof.
- Instruct them to do the following:
  - Think about the best way to parody the ad so that it highlights the negative or harmful effects of the product that have been omitted from the original ad.
  - Sketch a rough draft of the spoof ad before doing a final version of your spoof ad.
- As students are finishing their ads, bring the class together and have students present the real ad and their spoof ad to the class.

CREATIVE AND CRITICAL THINKING NOTE
Students can also complete this activity in pairs or small groups. As an alternative to drawing a spoof ad, consider giving students the opportunity to perform a short spoof TV or radio commercial.

7. Wrap Up (10 min.)
- Ask students the following questions:
  - What did you learn about advertising by creating your own spoof ad?
  - Why is it important to analyze ads to uncover any potentially misleading information being presented?
  - What are some strategies that we can use to prevent being negatively influenced by advertisers?
  - How can we hold advertisers accountable for misleading the public about their products?
BENEATH THE AD’S SURFACE

Name ___________________________________________ Date _______________________

**Part 1 Directions:** Identify your product. Brainstorm any negative consequences this product has on people, animals, and the environment (you do not need to write complete sentences). If you are unsure, think about the product life cycle and use the following questions to help you.

- Where do the materials used for this product come from?
- Were any animals harmed to make this product?
- What natural resources were used to make this product?
- Who makes, sells, or transports these products?
- Are the workers paid and treated fairly and humanely?
- Does consuming this product harm your health?
- What effect does this product have on your or other people’s emotional well-being?
- Can this product be disposed of in an environmentally-friendly way?

Our product is ___________________________________________

Negative consequences of this product are:

---

**Part 2 Directions:** Compare and contrast the Adbuster spoof ad to the original ad. Explain how the original ad ignores the negative effects of the product while the Adbusters spoof ad emphasizes these negative effects. Which one is more truthful? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
ADBUSTER SPOOF ADS

© adbusters.org

© adbusters.org
The human brain is remarkable in that it works as the manager of a person's body, controlling just about everything someone does and thinks. While it is an organ, the brain is sometimes referred to as a muscle of thinking because it communicates with the body's muscles telling them what to do.1 The structure of the human brain is similar to that of other mammals, but the size is proportionally much larger in relation to average body size.2 The average adult human brain weighs about 3 pounds and is approximately 15 centimeters in length.3

The brain is made up of billions of neurons (nerve cells). These specialized cells connect and communicate with each other through chemical messengers called neurotransmitters. When a neurotransmitter is sent from one cell to the next, it causes the neuron to get excited and an electrical impulse is created that moves from the cell body down the length of the axon (nerve fiber) to the axon terminals where more neurotransmitters get released thus continuing the signal. Through each experience we have, our brain changes as our neurons create connections with one another. As we repeat experiences, these neural connections strengthen which is how we form lasting memories and learn.4

The brain can be divided down the middle lengthwise into two halves called the cerebral hemispheres. Each cerebral hemisphere makes up one half of the brain, either the right or the left. The right side of the brain controls the muscle function on the left side of the body and the left cerebral hemisphere controls the muscle function on the right side of the body. The hemispheres are lined with grooves that outline the different brain areas, or lobes.3 The right and left cerebral hemispheres are both divided into four lobes: frontal, parietal, temporal, and occipital. Each lobe is responsible for certain human functions.6 The cerebrum is "the extended front and upper part of the brain that consists of the cerebral hemispheres and connecting structures and is reported to be responsible for conscious mental processes."7

### Functions of Each Lobe

- **Frontal Lobe**: concerned with movement, parts of speech, emotions, reasoning, problem-solving, and planning
- **Parietal Lobe**: concerned with processing sensory information, such as touch, temperature, and pain
- **Temporal Lobe**: concerned with memory, hearing, language, and emotion
- **Occipital Lobe**: concerned with visual processing

---

3. Ibid
4. Ibid
5. One Brain... or Two?, Neuroscience for Kids, https://faculty.washington.edu/chudler/split.html
UNDERSTANDING THE BRAIN: GUIDED PROMPTS

Name(s) ___________________________________________ Date _______________________

Directions: Read Understanding the Brain and then answer these guided prompts. (Use additional paper to write your responses.)

1. **State** three facts that you learned about the brain.

2. **Describe** the cerebral hemisphere.

3. **Classify** and briefly describe the lobes of the brain.

4. **Identify** which lobes are directly connected with emotion.

5. **Research** (1) how the brain processes emotion and (2) how the brain forms memories so that it can learn.

6. **Hypothesize** how the study of the human brain would help advertisers when marketing their product(s).

-----------------------------------------------

BRAIN MODEL

Directions: Design and construct the human brain using homemade dough. Once your brain is finished, label the lobes (with small pieces of paper taped to toothpicks) and identify which parts are directly connected to emotion.

**Modeling Dough Recipe**

- 1 cup flour
- ½ cup salt
- 3 tbsp. oil
- 1 package of Watkins Assorted Food Coloring (for color and scent)*
- ½ cup of water

* This ingredient is made from 100% vegetable juice and spices, and can be purchased at J.R. Watkins, https://www.jrwatkins.com/gourmet.aspx?facet=%7B712B485C-1502-4CEC-BEB9-B6B7FBCB7B9%7D

**Directions:**

- Mix all the ingredients together.
- If the mixture gets too sticky, add flour.
- Keep in an airtight container after use.

**Tip:** For best results, after the “brain” is constructed, place it in the refrigerator to set.

---

THEME: MEDIA LITERACY – READING BETWEEN THE LINES

DECONSTRUCTING FOOD LABELS

ESSENTIAL QUESTION

How can we become more conscious consumers who buy products that truly reflect our values?

OVERVIEW

Students will examine the way food is marketed and learn how food labels can be misleading. They will consider how advertising can influence our perception about the way animals raised by the meat, egg, and dairy industries are treated. They will compare and contrast their initial impressions of specific labels used on packaged eggs to the United States Department of Agriculture (USDA) definitions of those terms. Then, they will watch a short video about large-scale animal agriculture, think critically about why food manufacturers use particular labels, and analyze what these labels mean to consumers. Students will then synthesize this information to create their own label for a specific food product or develop new labels and definitions, for the terms they analyzed, in order to more accurately represent the treatment and living conditions of farm animals.

OBJECTIVES

Students will be able to…

- Define and interpret various USDA terms used to label packaged eggs.
- Compare and contrast perceptions of terms used on various egg labels with the USDA definitions of those labels.
- Make inferences as to the reasons why some food manufacturers use humane labels on their products.
- Examine the need for more accurate food labeling and more precise food labeling definitions regarding the treatment of animals.

DAY 1:

1. Warm Up (10 min.)

- Let students know that they are going to be thinking critically about food labels in this lesson in order to address the essential question.
- Show them the Farm Fresh Egg Carton image. (Do not pass out the Egg-Laying Hen Facility images yet.)
- Ask them to describe what they think the farm was like where the eggs in the carton were produced. Write the key details on the board.
Next, show the Egg-Laying Hen Facility images and let students know that this is the farm where the eggs were produced. Ask students to describe what they see in the pictures. Make sure that they address the hens’ living conditions as well as their physical health. Write the key details of what they discuss on the board.

Provide students time to compare and contrast their initial responses about what they thought the farm would look like to their description of the farm after they saw the images of the egg-laying hen facility.

Ask students what they learned from comparing the farm they imagined based on its egg packaging to the actual farm itself. Allow for responses and then explain that the way something is advertised may not always accurately represent the way the food is actually produced.

2. Deconstructing Food Labels (10 min.)

Explain that they are going to investigate the meaning of the terms used on food labels.

Start by asking them to discuss what they think it means if a food is labeled as natural. Allow for responses.

Then name the following foods and ask students to give a thumbs-up if they think the food is an example of a natural food or a thumbs-down if they do not think it is an example of a natural food. As they go through the list, ask students to briefly explain why they think the food is or is not natural.

1. Cheese puffs
2. Potato chips
3. Ice cream
4. Root beer
5. Vegetable oil

Let them know that many of the products described as natural (including the five examples just discussed) are actually processed foods typically made with artificial ingredients.

Explain that the U.S. Food and Drug Administration (FDA) is the federal agency responsible for protecting public health by regulating the food industry, including food labeling. Let students know that since the FDA has never established a formal definition for the term natural, there is no penalty for companies that use the term in an inaccurate or misleading manner. Here is what the FDA has said about the use of the term natural on food labels:

Although the FDA has not engaged in rulemaking to establish a formal definition for the term “natural,” we do have a longstanding policy concerning the use of “natural” in human food labeling. The FDA has considered the term “natural” to mean that nothing artificial or synthetic (including all color additives regardless of source) has been included in, or has been added to, a food that would not normally be expected to be in that food. However, this policy was not intended to address food production methods, such as the use of pesticides, nor did it explicitly address food

1 Weil, Zoe. Sowing Seeds Workshop, Institute for Humane Education.
processing or manufacturing methods, such as thermal technologies, pasteurization, or irradiation. The FDA also did not consider whether the term “natural” should describe any nutritional or other health benefit.²

3. Deconstructing Egg Labels (15 min.)

- Let students know that there are several terms used by manufacturers to describe the treatment of animals raised by the meat, egg, and dairy industries. For the purposes of this class, they will only be deconstructing terms related to the production of eggs. (Define deconstructing as the analysis of a text or a conceptual system in order to expose its hidden internal assumptions and contradictions.) Explain that after this lesson they can use these same methods to deconstruct other food labels as well.
- Pass out the Deconstructing Egg Label Terms worksheet to each student. Explain that the first column of the handout contains a list of terms commonly used on egg packaging. The second column of the chart provides space for them to write down their first impressions of what they think each term means. The third column provides space for them to write down the descriptions of each term after they have completed the Egg Label Descriptions reading.
- Have students complete the second column with a partner, and encourage them to provide a detailed description of what they think of when they read each term. They can write full sentences, a stream of consciousness, or list bullet points. Ask them to describe specifically what they think the hens’ living conditions are like and how they think they are treated. For example, many students’ first impression of cage-free eggs might be that the hens are not in cages, but let them know you want them to provide more specific details as to what cage-free actually entails.

4. Egg Label Descriptions Reading (15 min.)

- When students have filled out the entire second column, pass out the Egg Label Descriptions reading.
- Provide time for students to complete the reading with their partner and to fill out the space provided in the third column, Post-Reading Description. Remind them to include not only the definitions, but also what they picture the conditions and the treatment of the hens to be like based on the information gathered from the reading.

5. Compare and Contrast (10 min.)

- Ask each pair to compare and contrast their impressions in column two with their descriptions in column three. If needed, allow students time to write down the main similarities and differences on the back of their worksheet.
- Ask volunteers to describe the similarities and/or differences between their initial impressions of each term and the descriptions they created based on the reading.
- Follow up with a short discussion about the differences they identified between their initial impressions of these terms and the hens’ actual living conditions and treatment. Ask them to consider why egg companies would use labels that do not give accurate impressions of the lives of the hens. Remind them to include not only the definitions, but also how they think the hens are treated. For example, many students’ first impression of cage-free eggs might be that the hens are not in cages, but let them know you want them to provide more specific details as to what cage-free actually entails.

hens who produced the eggs they are trying to sell. Let students know they will continue their discussion and learn more about food labeling on the following day. Collect the Deconstructing Egg Label Terms worksheet and the Egg Label Descriptions reading.

**DAY 2:**

**6. Factory Farming (15 min.)**

- Pass back the Deconstructing Egg Label Terms worksheets and the Egg Label Descriptions readings to the students.
- Ask a couple of volunteers to share their thoughts about the essential question based on Day 1 of the lesson: *How can we become more conscious consumers who buy products that truly reflect our values?* Explain that they will continue to learn more about the egg industry, but the lessons learned about the differences between what food labels imply about the treatment of animals and the reality of their actual living conditions can apply to much of the meat and dairy industries in the United States as well.
- Let students know that the majority of eggs (as well as meat and milk) produced in the United States come from large industrial-size farms, sometimes called factory farms.
- Explain that you are going to show them the animated film, *The Meatrix Relaunched®* which shows what a typical factory farm looks like. While they watch it, ask them to identify which of the terms they learned about in the reading could be applied to the farm shown in the film.
- Show *The Meatrix Relaunched®*
- Then ask the following questions (as students answer them, have them refer to the Day 1 reading as appropriate):
  - What are your initial thoughts and feelings about the way the animals were treated in the video?
  - What did the label placed on the hot dogs at the end of the film say? (Answer: Happy Farm) If students are not able to remember, consider replaying the end of the film so that they can see it. Remind them that this is similar to the term *Happy Hens* from the Day 1 lesson.
  - How would you describe the accuracy of this label?
  - Why would the company want to use this label?

**7. Discussion (20 min.)**

- As a follow-up to the Day 1 reading and the movie, project the following questions on a screen or write them on the board. Ask students to choose three of them to discuss in a small group. Then facilitate a whole class discussion using all the questions:
  - Why do you think food manufacturers want to use these various food labels on their packaging?
  - How do you feel about these labels being used on foods that consumers purchase? Explain your answer.
  - What do you think about the USDA’s definitions for each of these terms?
  - What would you say to someone who told you they purchased cage-free eggs because the hens are treated humanely?
By knowing what each of these terms mean, in what ways, if any, would this influence your future egg-purchasing choices?

What actions can people take if they want to ensure that farm animals are humanely treated?

Should the government more strictly regulate terms used by the food industry or should companies have the freedom to use whatever terms they want in order to sell their products?

8. **Accuracy in Labeling (15 min.)**
   - Ask students to complete one of the following accuracy in labeling activities:
     - Refer to the egg carton image from the previous lesson’s Warm Up. Design a new egg carton that accurately portrays the treatment and living conditions of the hens. You can use images and/or labels.
     - Imagine that you work for the USDA and you are assigned to review the labels and definitions (or lack thereof) of terms used to label packaged eggs. Choose one or more of the Egg Label Terms that you think is incomplete or misleading and rewrite the definition to describe what a farm must do to use the label accurately. You can also include an illustration of how you think the farm should look.
   - Let students know that they can finish the assignment at home if they need additional time.

9. **Wrap Up (10 min.)**
   - Have students share what they have created so far even if they are not finished. Make sure they explain their reasoning as well.
   - Refer to the essential question and ask students what their final thoughts about it are.
FARM FRESH EGG CARTON

Farm Fresh Egg Carton: © Zoe Weil/Institute for Humane Education

EGG-LAYING HEN FACILITY

Egg-Laying Hen Facility: © Zoe Weil/Institute for Humane Education
**DECONSTRUCTING EGG LABEL TERMS**

Name(s) _____________________________ Date _____________________________

**Directions:**

Part 1: For each egg label term, imagine what you think the hens’ living conditions are like and how they are treated. Write a description of the term based on what you have imagined.

Part 2: For each egg label term, write the definition based on the reading, *Egg Label Descriptions*.

<table>
<thead>
<tr>
<th>Egg Label Term</th>
<th>PART 1</th>
<th>PART 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pre-Reading Impression</strong></td>
<td><strong>Post-Reading Description</strong></td>
</tr>
<tr>
<td>Cage-Free Eggs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free-Range Eggs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy Hens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal-Friendly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Cage-Free Eggs:** The term *cage-free* is a label used on eggs to describe the living conditions of hens who spend their lives laying eggs. According to the United States Department of Agriculture (USDA) definition, eggs that are packaged and labeled as “cage-free” *must be produced by hens housed in a building, room, or enclosed area that allows for unlimited access to food, water, and provides the freedom to roam within the area during the laying cycle.*\(^1\) This means that, while hens are not kept in small, crowded cages, a farm could have thousands of hens living in large, windowless warehouses.\(^2\) Crowding hens together like this is very stressful and unhealthy. Since the *cage-free* term only refers to the hens not living in cages, the farm owners can still de-beak them. Debeaking is a practice often used in animal agriculture in which the tip of a baby chick’s beak is cut off without the use of anesthesia (a numbing agent used as a pain reliever). The beak of a chick is very sensitive and cutting it is painful. Chicks are debeaked to prevent them from pecking at each other from the stress of being overcrowded.\(^3\) Additionally, *cage-free* does not specify where the hens originate, so they can still be born in and purchased from chick hatcheries where eggs are hatched under artificial conditions. Since the female chicks will be able to lay eggs, they are sent to egg farms when they are born. In contrast, the male chicks are immediately killed because they do not lay eggs and are therefore not considered *useful* to the egg industry.\(^4\)

**Free-Range Eggs:** The term *free-range* is also a label used on eggs to describe the living conditions of hens who spend their entire lives laying eggs. According to the United States Department of Agriculture (USDA) definition, eggs that are packaged and labeled as “free-range” *must be produced by hens housed in a building, room, or area that allows for unlimited access to food, water, and continuous access to the outdoors during their laying cycle. The outdoor area may be fenced and/or covered with netting-like material.*\(^5\) While this definition includes access to the outdoors, it can be misleading because the hens could still live in a very crowded metal shed as long as there is an opening to the outdoors. Even more problematic, if the opening is small and only on one side of these very large and long sheds, the hens technically can be said to have access to the outside; however, many of them would not actually be aware of the opening if it is far away from them in the massive, overcrowded building, so they wouldn’t use it to go outside. Hens become stressed when they are overcrowded because it is their natural instinct to follow a pecking order, which is a social behavior they practice for taking turns eating and drinking. They are most comfortable in a flock of 30 chickens or fewer.
When they are in a flock larger than that, it becomes too difficult for chickens to recognize each other or to develop a pecking order, negatively affecting their ability to engage in their natural behaviors. Similar to the term cage-free, the definition for free-range does not include any regulations regarding debeaking or the facility where the chicks are born. This means these hens can also legally be debeaked and can come from a facility where they are born in an incubator, never knowing their mother, and where the male chicks are killed.

**Happy Hens:** According to the USDA, they do not have a definition for the term happy hens and neither does the United States Food and Drug Administration (FDA). This means that any farm that wants to utilize this label is legally able to do so regardless of how “happy” the hens are. A farm producing eggs can use this label even if the hens are confined in cages, debeaked, never able to go outside, and never able to stretch their wings. In fact, the USDA states that the term is misleading and subjective. Unfortunately, because there is no legal definition, there is no way to stop a farm from using the label and no consequence for using it when it does not apply.6

**Animal-Friendly:** According to the USDA, they do not have a definition for the term animal-friendly and neither does the FDA. The USDA states that the term is misleading and subjective. Like the happy hens label, a farm producing eggs can claim to be animal-friendly even if the hens are confined in cages, debeaked, never able to go outside, and never able to stretch their wings. A farm that uses this label in a misleading manner is legally able to do so without negative consequences.7

---

6 Ibid
7 Ibid
THEME: MEDIA LITERACY—
READING BETWEEN THE LINES

HOW TO SPOT
GREENWASHING

ESSENTIAL QUESTION

How can we avoid being misled into making choices that do not reflect our values?

OVERVIEW

First, students will discuss what greenwashing means. They will learn about four common greenwashing techniques to be aware of when making consumer choices. They will review products to practice identifying examples of potential greenwashing. Then, they will examine why they think manufacturers greenwash. Finally, they will discuss ways to investigate products that appear environmentally-friendly to determine if they really are.

OBJECTIVES

Students will be able to…

- Define greenwashing.
- Identify and describe four ways that product manufacturers greenwash their products.
- Explain why manufacturers greenwash their products.
- Evaluate products to determine if their packaging is greenwashed.

1. Warm Up (10 min.)

- Ask students if they are familiar with the term whitewashing, and if they know what it refers to. (Allow for responses. If needed, explain that it means: to gloss over or cover up corruption, crimes, or scandals.)
- Explain to students that today they are going to discuss the term greenwashing, derived from whitewashing. Ask students what they think greenwashing means, based on the whitewashing definition.
- Give them time to discuss with a partner, and then share responses with the whole class. (Be prepared for varied responses, as the term will probably be new to them.)
- Tell them that greenwashing is a marketing and advertising technique that product manufacturers use to convince customers that their products, brand, and/or company are environmentally-friendly when, in fact, they are not. (Explain the explicit connection to whitewashing.)

STANDARDS

Common Core
ELA-Literacy: RH.6-8.7, SL.6.1, SL.7.1, SL.8.1

ISTE: Standard 4—Innovative Designer (Build-Your-Own extension)

MATERIALS

- Greenwashing: Four Common Techniques handout
- Journal Covers handout
- Greenwashing: Spot the Greenwashed Products worksheet

VOCABULARY/TERMS

- Whitewashing
- Greenwashing
- Negligent
- Absolve
- Eco-friendly
if needed: both terms refer to the act of glossing over or covering up an underlying unpleasant reality.)

- Introduce the essential question: How can we avoid being misled into making choices that do not reflect our values? Let students know that you want them to keep this question in mind while they explore ways to determine whether a product in the store has been greenwashed.

2. Greenwashing Techniques (10 min.)

- Pass out the Greenwashing: Four Common Techniques handout.
- Ask student volunteers to read each of the greenwashing techniques aloud, one at a time. (Note: The techniques are listed below with some additional information to provide to students as each one is read and discussed.)

1. **Color**: Intentionally using the colors green, white, and brown on product packaging.

2. **Nature images**: Placing images of nature, such as leaves, trees, flowers, clouds, or the sun on the packaging when the image does not have anything to do with the product being sold or its contents. An example is a multi-purpose cleaner with an image of a grassy field on the bottle since the grassy field and the multi-purpose cleaner are not related. (Note: Explain that not all products that are green or have an image of nature are greenwashed. For example, a bottle of aloe lotion, with actual aloe as one of its ingredients, with a picture of a green aloe plant on the label is honest advertising because the plant is used to produce the product.)

3. **Buzz words**: Using the terms natural, sustainable, eco, earth-friendly, or environmentally-friendly can attract consumers who want to shop responsibly, but often these claims describe the product without explicitly demonstrating how the word or term relates to the product. The fact that these words are not clearly defined creates confusion and has the potential to mislead consumers.

4. **Misleading labels**: Inserting a label, icon, or badge that claims the product is environmentally-friendly; however, the label is not actually regulated by an independent agency. Sometimes these labels or icons are created by the manufacturers themselves or the product has not been inspected by a third party.

- After reviewing these four techniques, explain to students that they will need more information to determine if a product is greenwashed or not, but these initial strategies are clues to keep in mind for determining if the manufacturer wants the public to think a product is environmentally-friendly.

- Explain that another challenge to distinguishing between products that are actually eco-friendly and products that are greenwashed is that actual eco-friendly products may use the colors green, white, or brown and nature images on their packaging. They might also include the buzz words mentioned earlier, and they may have an eco-friendly label (albeit a legitimate one) on the packaging as well.

- Let students know that in order to really understand if a product is manufactured in an environmentally-responsible way, they can look at

---

**EDUCATOR SPOTLIGHT**

**Liz Walch**

Some people make a concerted effort to purchase eco-friendly products with the intention of protecting the planet, but knowing which products are and are not harmful to the environment can be challenging. Some companies make an honest effort to be environmentally-responsible, while others use greenwashing to give the impression that their product is eco-friendly. Before I knew what greenwashing was, I was always drawn to the bottles and boxes that featured images of a grassy field and soft, green hues that elicited a feeling of nature. Like most people, I assumed that these products were better for the environment than the other items on the grocery store shelf. I want this lesson to help youth develop the skills needed to identify a greenwashed product, so they can be educated, prepared, and conscientious consumers who are getting what they think they are paying for. With the number of products that people consume on a regular basis, the impact that our purchasing choices have on the environment adds up quickly. It is important that we are aware of what our impact is so that we can make more informed consumer choices.

**RESOURCE LINKS**

“Greenwashing,” GreenPeace
https://stopgreenwash.org

Greenwashing Index
http://greenwashingindex.com/

Environmental Working Group
www.ewg.org/

Green America
www.greenamerica.org/

U.S. PIRG

“12 Natural and Eco-Friendly Cleaning Products for the Conscious Home,” The Good Trade

EarthEasy
http://eartheasy.com/live_nontoxic_solutions.htm
the ingredients or the features of the product and investigate how the product was made.

3. **Spot the Greenwashing Introduction (10 min.)**
   - Let students know they are going to practice ways to spot greenwashing.
   - Ask students to imagine the following:
     - You are at an office supply store and you are looking for a journal. You are interested in getting one made in an eco-conscious way. You see two journals that you are interested in and you want to compare and contrast them to determine which is more eco-friendly.
   - Pass out the *Journal Covers* handout and provide students with a couple of minutes to decide which one they think is greenwashed and which one they think is eco-friendly.
     
     (Note: While students do not have all the information needed about these products to fully answer the question, you are asking them to infer to the best of their ability, based on the information provided. This is a similar process that they will probably go through when they are actually making a purchase because we often buy products quickly without researching them in advance.)
   - After students review the *Journal Covers* handout ask them the following:
     - Which cover do you think is greenwashed and which do you think is environmentally-friendly?
     - Did you identify any greenwashing techniques used on either journal cover? Which ones? (Allow for responses including: use of the color green, a nature image of a squirrel in the forest, and the words *Green Paper* and 100% *Natural Resource*.)
     - Facilitate a discussion around each of these items and, if needed, explain the following: just because a company is called *Green Paper Inc.* does not automatically mean that it is environmentally responsible; an image of a squirrel in the forest does not provide information about how the actual notebook was made; and since trees are a natural resource, 100% *Natural Resource* can simply mean that trees were cut down to make the paper in the notebook.
     - Did you identify any specific details on either journal cover to indicate that it was made in an eco-friendly way? (Answers include: 100% post-consumer recycled paper, 80% recycled plastic cover, vegetable based ink, and non-toxic glue.)
   - Let students know that they should be skeptical of vague terms and look for more specific details when trying to spot greenwashing.

4. **Spot the Greenwashing Worksheet (10 min.)**
   - Refer to the back of the *Greenwashing* document: *Spot the Greenwashed Products* worksheet.
   - Have a student volunteer read the directions for the activity. Let them know that not all products on the handout are greenwashed and not every greenwashed product has all four of the greenwashing elements discussed.

**SPOT THE GREENWASHING NOTE**

To enhance and expand this activity, bring in three versions of similar products: conventional, conventional *greenwashed*, and environmentally-friendly. Have students compare and contrast the packaging, labels, and ingredients or materials of the products. The impact of many of the ingredients or materials for the conventional and conventional *greenwashed* products will most likely be unknown to students, so if they have internet access through their phones or computers, have them do some quick research of the ingredients/materials to see if they can identify if they are: oil-based, plant-based, toxic, non-toxic, renewable, non-renewable, biodegradable, recyclable, etc. Additionally, ask students if they can search for the price of each item and discuss if they have seen these products in stores where their families shop. Discuss the pros and cons of the items based on their environmental impact, financial cost, and accessibility. Facilitate a discussion on why students think certain products are more or less expensive and more or less accessible. Ask them if they can think of any actions that manufacturers, government officials, or even students can take to improve the environmentally-friendly product’s affordability or accessibility.
Give them enough time to complete the exercise.

Once students have finished their individual work, have them turn to a neighbor and compare their findings.

As a class, review which products the students thought were greenwashed, which they thought were actually eco-friendly, and which they thought were neither eco-friendly nor greenwashed. As they discuss, point out that deciding how to categorize a product is not always that simple.

Explain that while we might want to know if a product is simply “eco-friendly” or “toxic,” products are often more complicated than that. Many products can have some elements that are beneficial to the planet and other elements that are harmful to the planet. (For example, a product’s ingredients can be vegetable-based which is better for the environment instead of petroleum-based. At the same time, those ingredients can be non-organic, meaning they were grown with toxic pesticides.)

Let students know that we may not always find a perfect product. The key is to try to do the least harm by making the most informed choice possible, within our means, in the moment. (You can also facilitate a discussion about not making a purchase at all, and instead considering alternative options to consumerism, such as trading, sharing, or crafting the items that they want.)

Explain to them that becoming more aware of what is least harmful to the planet requires research so that they can compare and contrast different product options. If they can avoid making quick decisions about what to purchase based on the packaging alone, they will have a better chance of buying items that will not negatively impact the environment.

**5. Why Are Products Greenwashed? (15 min.)**

- Facilitate a discussion about greenwashing and ask students the following:
  - In what ways is greenwashing impacting our society and the natural world?
  - Why do you think manufacturers greenwash their products? Allow for responses. If needed, explain that since more and more consumers want to purchase environmentally-friendly products, manufacturers want to create products that appear green so that people buy them. However, the manufacturers use imprecise symbols like color and images of nature to make the consumer assume their product is environmentally-friendly, even though it may not be. Also discuss that it often costs companies more money to operate in a more environmentally-sustainable way and to develop products that are more environmentally-friendly, which is why they may want to appear “green” without actually being “green.”
  - Can you think of any ways to research a product further to find out if your perception of that product is accurate. Allow for responses and provide the following suggestions:

---

**EXTENSION PROJECTS**

- **Build-Your-Own:** Provide an opportunity for students to create their own eco-friendly products, such as eco-cleaners or eco-notebooks. Explain that when we make our own products, we know exactly what materials or ingredients they contain. Consider extending this project by allowing students to create a video advertisement of their eco-friendly product. Allow students to take pictures of each step as they create their product, and then use tools like iMovie or Adobe Spark to show the process of creating the product. This will teach students the importance of companies sharing their manufacturing process with the public.

**OPTION 1:** There are a lot of recipes for eco-friendly products available online. You can choose one or more to make with your students and discuss why the ingredients are environmentally-safe. (See Resource Links for suggested sites.)

**OPTION 2:** Have students collect one-sided used paper and create 100% reused eco-notebooks by gathering the paper, cutting it all to the same size, punching holes on the top or the side, and stapling the pages together or using thread, yarn, or ribbon to tie the pages together. You can also make covers for the notebooks by repurposing paperboard packaging from cereal boxes, cracker boxes, or similar items. Students can decorate their cover by cutting out pictures from old magazines or greeting cards. To learn more about this project visit: http://teachheart.org/educational-videos/

**OPTION 3:** Ask students to create their own eco-friendly product. Let them choose anything they want to make using eco-friendly materials or ingredients. Provide students an opportunity to share their creations with each other.
Look for details on the packaging regarding any information about the product’s ingredients, features, certifications, the place(s) where it was manufactured, and the company’s mission. These can be useful clues if a company is sincerely trying to help the environment or is simply greenwashing.

Research the products before buying them. Often, you can find out a great deal about products and companies through consumer organizations, such as Environmental Working Group, Green America, BCorp, and U.S. Public Interest Research Group (U.S. PIRG).

Contact the company by calling, writing a letter, or emailing a representative to ask them specific questions about their operations and/or products.

6. Wrap Up (5 min.)

- Ask students how today’s lesson will affect how they shop and the purchasing choices they make.
- Remind students that if they remember the four elements of greenwashing, they will be better prepared to identify a product that has been greenwashed.
- Refer to the essential question and remind students that ultimately they want to make sure that they resist making consumer choices that do not reflect their values.

EXTENSION PROJECTS
CONTINUED FROM PREVIOUS PAGE

- **Letter Writing:** Have students choose a greenwashed product. Then ask them to complete one of the following options:

  **OPTION 1:** Write a letter to the company that manufactured the product in order to express their concerns about the practice of greenwashing, explain why they believe this particular product is greenwashed, and provide suggestions for how the company can change their product to reduce its impact on the environment.

  **OPTION 2:** Write a letter to a representative of the federal government about the greenwashed product, including the following: their concerns about the practice of greenwashing, why they believe this particular product is greenwashed, and suggestions for what the government can do to improve accuracy in advertising in order to help consumers get what they think they are paying for and reduce their impact on the environment.
GREENWASHING: FOUR COMMON TECHNIQUES

1. **Color:** Intentionally using the colors green, white, and brown on product packaging.

2. **Nature images:** Placing images of nature, such as leaves, trees, flowers, clouds, or the sun on the packaging when the image does not have anything to do with the product being sold or its contents.

3. **Buzz words:** Using the terms natural, sustainable, eco, earth-friendly, or environmentally-friendly can attract consumers who want to shop responsibly, but often these claims describe the product without explicitly demonstrating how the word or term relates to the product. The fact that these words are not clearly defined creates confusion and has the potential to mislead consumers.

4. **Misleading labels:** Inserting a label, icon, or badge that claims the product is environmentally-friendly; however, the label is not actually regulated by an independent agency. Sometimes these labels or icons are created by the manufacturers themselves and the product has not been inspected by a third party.

Nature image: © PublicDomainPictures used under a Creative Commons CCO License
Buzz words: © Clkr-Free-Vector Images used under a Creative Commons CCO License
Misleading labels: © Vectorportal Site used under a Creative Commons CCO Public Domain License
## GREENWASHING: SPOT THE GREENWASHED PRODUCTS

**Name** ___________________________  **Date** _________________________

**Directions:** Put a checkmark next to the products below that you think have been **greenwashed**, a star by the products you think are eco-friendly, and an “x” by the products that you think are neither greenwashed nor eco-friendly. For the items that you check, circle the evidence of greenwashing based on the four common greenwashing techniques that we have discussed.

<table>
<thead>
<tr>
<th>Product</th>
<th>Product Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Product Image" /></td>
<td>This product contains chemical dyes and several other chemicals to kill germs. It contains some essential oils that come from plants. The bottle is not recycled. This product is tested on animals.</td>
</tr>
<tr>
<td><img src="image2" alt="Product Image" /></td>
<td>This product contains ingredients that come from plants, which are a renewable resource, and does not use petrochemicals derived from oil. The bottle is made of recycled plastic. The company does not test on animals.</td>
</tr>
<tr>
<td><img src="image3" alt="Product Image" /></td>
<td>On this box’s packaging it says that the matches were made of wood from responsibly managed forests.* The matches have a green tip.</td>
</tr>
<tr>
<td><img src="image4" alt="Product Image" /></td>
<td>This product contains mostly eco-friendly ingredients and some traditional cleaner ingredients. It is packaged in non-recycled plastic. It is not tested on animals. The company that makes this product is known for selling bleach.</td>
</tr>
<tr>
<td><img src="image5" alt="Product Image" /></td>
<td>No additional details about this product are available.</td>
</tr>
<tr>
<td><img src="image6" alt="Product Image" /></td>
<td>This product contains chemical cleaning ingredients in a non-recycled plastic bottle. There is a note on this bottle that it contains ingredients that are dangerous if they are inhaled or if they come into contact with skin. The ingredients are also known to be harmful to fish and other wildlife.</td>
</tr>
</tbody>
</table>

---

*Responsible managed forest programs typically require regeneration through, for example, replanting and reforestation. Older trees are cut down and new seedlings are planted. While planting new trees is better than not planting any trees, it is not a sustainable way to manage forests because the new trees are not able to replace the resources stored in older trees.
We often worry about what we are wearing because we want to have the “right look,” but we do not often think about where our clothes and accessories come from. These lessons challenge youth to take an inside look into how the items they wear are produced and what they are made of, and to consider how people, animals, and the natural world are affected in the process. Youth will consider actions they can take to help make the fashion industry more just, compassionate, and sustainable.

- The Cost of a T-Shirt
- The Dirt Behind Diamonds and Gold
- What Are We Wearing?
THEME: THE HIGH COST OF FASHION

THE COST OF A T-SHIRT

ESSENTIAL QUESTION
To what extent are we, as global citizens and consumers, responsible for the impact a product’s life cycle has on people, animals, and the environment?

OVERVIEW
This lesson explores the impact of low-cost, low-quality, mass-produced clothing. To narrow our focus, we will concentrate on t-shirts although the information provided in this lesson could apply to most any other type of clothing. Students begin by sharing their prior knowledge about the impact a t-shirt has on people, animals, and the environment. They will consider all aspects of production: from harvesting and developing raw material to the eventual disposal of the item and all the processes in between. As they explore where t-shirts are made and under what conditions, students will learn how people, animals, and the environment are impacted throughout the life cycle of a t-shirt. At the end of the lesson, students will consider possible solutions on both a personal and systemic level to reduce and prevent the negative impact caused by the extraction, production, distribution, consumption, and disposal of a conventional t-shirt.

OBJECTIVES
Students will be able to…
- Examine the impact associated with the life cycle of a product on people, animals, and the environment.
- Consider the global scale of clothing production.
- Compare and contrast the lives of privileged consumers and sweatshop workers.
- Analyze the materials economy.
- Develop systemic and personal solutions for reducing a product’s negative impact on people, animals, and the planet.

GRADE LEVEL 6-8
TIME NEEDED One 45 min. period, One 60 min. period
SUBJECTS English Language Arts, Social Studies
STANDARDS
Common Core
ELA-Literacy: RH.6-8.7, RI.6.1, RI.7.1, RI.8.1, RL.6.6, RL.7.6, SL.6.1, SL.7.1, SL.8.1
NGSS: MS-ESS2-6: (Science/Social Studies Coordinates)
MATERIALS
- My Typical Day poem
- The True Cost of a T-Shirt infographic
- Will Anyone Take Responsibility? Interview Transcripts packet
- One cotton/polyester t-shirt (optional)
- Global map
- Small post-it notes

VOCABULARY/TERMS
- Boycott
- Fast/cheap fashion
- Ethical/sustainable fashion
- Insecticide
- Materials economy
- Pesticide
- Sweatshop
- Synthetic material
Day 1:

Warm Up¹ (10 min.)

- Let students know that they will be examining the true cost of clothing rather than just the price paid by the person buying the item.
- Explain that the true cost is the impact the materials economy has on people, animals, and the environment when that product is manufactured and purchased (see details below).
- Tell students that they are going to focus on one type of clothing item: a cotton/polyester t-shirt. (To enhance this activity show students an actual t-shirt or project an image of a t-shirt.)
- Ask students to brainstorm how the t-shirt affects people, animals, and the environment through each stage of its existence: from its raw materials to its manufacturing, distribution, sale, usage, and finally, its disposal. Write everything said during the brainstorm on the board and ask a student to copy the list because the class will need it on Day 2. (Refrain from adding your own thoughts to the list. Instead, leave it completely up to the students to develop.)
- Explain that this lesson will help students answer the essential question: To what extent are we, as global citizens and consumers, responsible for the impact a product’s life cycle has on people, animals, and the environment?

2. Where Was Your Shirt Made?² (10 min.)

- Ask students to guess out loud, without looking, where the shirt that they are currently wearing was made.
- Pass out one small post-it note to each student.
- Ask the students to get into pairs and look at the shirt tag of their partner’s shirt (usually near the back of the neck but sometimes at the bottom by the seam) to find out the country where the shirt was made. Write the country on the post-it note.
- Invite students to come up to the global map and put their post-it note on the country they have written down. (Help them find the country if needed.)
- Ask students the following:
  - Define what a sweatshop is. (Allow for responses and provide the following definition if needed: A factory where workers, mostly women and children, work long hours, for little pay, often in unsafe or unhealthy conditions. In the United States, the Department of Labor defines a sweatshop as a factory that violates two or more labor laws. However, since each country has its own laws, there is a wide variety of labor laws—some are much more relaxed than others—and a wide variety of enforcement of those laws around the world.)
  - Do you think sweatshops still exist today? If so, where? (Allow for multiple responses. Let the students know that it is very likely that nearly all of the countries with post-it notes on them have sweatshops in them, including the U.S.)
- Explain that without doing research, we do not know for sure what kinds of conditions our own clothing is made in. But by knowing the

² Weil, Zoe. Sowing Seeds Workshop, Institute for Humane Education.
sticker price, the manufacturer, and the country of origin, we are given some clues. Ask the students how such information might suggest whether or not the clothing was made in a sweatshop and why.

- Discuss how many miles these t-shirts traveled and what environmental impact that would have (such as fuel needed for trucks and planes and the harmful toxins they emit). Additionally, explain that it is likely that the raw materials used to make the shirts traveled many miles as well. It’s also possible that the production process may have taken place where environmental regulations are less strict than in some industrialized countries.

3. My Typical Day Poem (25 min.)

- Hand out a copy of the two-voice poem, My Typical Day.
- Select two students to read the poem out loud. Explain that the poem has two voices or two perspectives. Each student will represent one of the perspectives. To do this, instruct the two students to alternate reading each line throughout the poem. As the poem is read, have students underline key details about the speakers and their lives.
- After the reading, ask students to talk with a partner to discuss each of the speakers in the poem. How would they describe each person and their current life situation?
- Then discuss the following as a whole class:
  - Identify any similarities you can between the two speakers.
  - Identify any differences you found between the two speakers.
  - Why do you think these two people have such different lives despite having several similarities?
  - In what ways are these two people connected? (This question gets to the heart of this lesson: these two people may live very far away from each other and may possibly have very different cultures, yet the first speaker is producing the very clothes that the second speaker is wearing. Ultimately, there is an interdependence between the two.)
  - If you could say anything to each speaker, what would it be?
- Have students write a short reflection based on the class discussion, answering this more narrow version of the essential question: To what extent are we, as global citizens and consumers, responsible for the impact a product’s life cycle has on other people?

DAY 2:

4. T-Shirt Infographic (10 min.)

- Distribute the The True Cost of a T-shirt infographic handout to each student.
- Provide time for students to review the content of the handout.
- Return to the list that the students came up with at the beginning of the Day 1 lesson when they identified all of the ways that a t-shirt can impact people, animals, and the planet. Ask students to work in pairs to compare this list to the information provided in The True Cost of a T-Shirt infographic. Have them identify any new information that should be added to their original list.

T-SHIRT INFOGRAPHIC NOTE
Encourage students to research the additional impact that the materials economy of a t-shirt has on people, animals, and the planet to create an even more extensive list.
5. Will Anyone Take Responsibility? (40 min.)

Tell students to imagine that the United Nations has divided them into teams that are all tasked with analyzing how the fashion industry has an impact on the world. To do this, they will look critically at this issue from several different perspectives by reviewing the interview transcripts of a variety of people who have a role to play in the making of t-shirts. They will determine for themselves who they think is responsible for the problems and then look for practical solutions to those problems.

Distribute a copy of the Will Anyone Take Responsibility? Interview Transcripts packet to each student.

Instruct students to refer to that packet as well as The True Cost of a T-Shirt infographic for this activity.

Ask the class to form groups of 3-5 students.

Have each group read through the Will Anyone Take Responsibility? Interview Transcripts. Encourage them to read the interviews aloud by having students take on the role of interviewer and the various interviewees. As they go through each one, have them write down what percentage of responsibility should be assigned to each person (except for the “advocate” who is not involved in the development of a t-shirt) and why they chose the percentages they did. (Make sure students understand that they can assign 0% of the responsibility to one or more people, they can assign 100% responsibility to one person, or they can divide up the responsibility between as many people as they want. Remind students that the sum of the percentages should equal 100%.)

After completing the readings, ask each group to brainstorm a list of ideas that could potentially solve the problems caused by the manufacturing of t-shirts. They can create a bulleted list or develop a graphic organizer. As they complete this task, encourage them to develop solutions that are beneficial to each person, creating potential win-win solutions.

After their brainstorming is complete, bring all the groups back together to share their suggested solutions with the whole class.

See if the class can come to a consensus on which solutions they think are most effective and most realistic to implement.

If needed, here are some potential solutions to discuss and consider with the teams as they work and with the class as a whole:

- Cut down on the size of your wardrobe.
- When possible, repair damaged clothing instead of discarding it.
- Wash clothes only when necessary and use cold water when you do.
- Line dry clothes instead of using a clothes dryer in order to use less energy and help clothes last longer.
- When you need clothes:
  - Choose clothing that does not need to be dry cleaned.

EXTENSION PROJECTS

- Perspective Taking: Ask students to write a perspective-taking essay where they imagine what the life of a sweatshop worker might be like. Ask them to write about what a typical day in their life is like: what they do throughout the day, how they feel, what their hopes and dreams are, and what difficulties they experience.

- Research and Essay: Ask students to research fast/cheap fashion and ethical/sustainable fashion. Have students write a research paper that describes each type of fashion and explains how both options appeal to consumers in different ways. Have them conclude by taking a position on which type of fashion they think is a better choice and why, providing concrete details and evidence to justify their opinion.

- Mapping Coordinates: After students identify where their shirts were made, explain that each city, state, country or place on the map has coordinates. You can facilitate a quick mini-lesson on lines of latitude and longitude. Independent practice or group work may consist of locating the points on the map where their shirts were produced and identifying the coordinates of these places, areas, and/or regions.
- Purchase them from a second-hand store.
- Pick clothes that are designed to last longer with features such as: higher quality material, higher quality craftsmanship, designed to stay in style longer.
- Look for material that is natural such as cotton or linen instead of synthetic material such as polyester or nylon in order to avoid the use of toxic chemicals.
- Look for clothing made from organic materials.
- Research the company selling the clothes to see where their products are manufactured and to find out if the workers are paid fair wages, provided safe working conditions, and follow policies to protect animals and the environment.
- Buy locally-made clothes to conserve resources needed for transportation.
- Hold a clothing swap with your friends or community: everyone can give away clothes they no longer want and then get new ones.

- Turn old clothes into rags, which gives them a new purpose while preventing more items from going to the landfill. Landfills create a lot of pollution and when they fill up natural habitats get destroyed to create another one.
- Call or write letters to clothing manufacturers letting them know that you care about how they treat the workers who make their clothes and that you care about the environmental impacts of their products. Urge them to respect and protect both.
- Boycott companies that refuse to respect the rights of workers and/or who are not good stewards of the environment.
- Call or write letters to your elected officials urging them to pass laws that protect workers’ rights, the environment, and animals.
- Teach your friends and family about what you learned in this lesson and encourage them to consider ethical fashion, including the list of solutions just discussed.

6. Wrap Up (10 min.)

- Ask students to reflect on what they learned in order to answer the following:
  - What, if any, new thoughts and feelings do you have about the life cycle of t-shirts (as well as other types of clothing) based on what you learned?
  - To what extent are we, as global citizens and consumers, responsible for the impact a product’s life cycle has on people, animals, and the environment?
  - Which of our list of potential solutions will you actually commit to as a result of what you learned in this lesson?
My typical day is always so hard: all I do is work and have no time for anything else.
My typical day is always so hard: my parents nag me about homework and chores.

I wake before sunrise because the factory is four miles away, which is a really long walk. If I’m late I’ll be fired and replaced.
I wake up a little after sunrise because my parents won’t give me a car which is totally unfair, so I have to catch the bus. If I’m late, I’ll get a detention.

All I have is hand-me-downs. They are all we can afford. I have to make do.
All I have is last year’s designs. They are so outdated. I hate it because I have to make sure that I look good.

At work, I do the same thing over and over again. I have to concentrate, so I don’t make a mistake.
At school, it’s always the same, completely lame. I can’t concentrate. I am so bored.

I wish that I could attend school to learn, but I have responsibilities. My parents need my help.
I wish that I didn’t have to go to school because I don’t care about learning. My parents make me go.

I sit at my machine, making the t-shirts as fast as I can.
I sit at my desk, hoping for the day to finish as quickly as possible.

I continue to sew until my hands ache with no water or bathroom break.
I continue to watch the clock until I can get a break and hang out with my friends.

I have to earn enough to support my family.
I have to earn enough so I can buy the coolest t-shirts to impress my friends.

The fumes make it difficult to breathe, but I ignore that and keep on working.
The pressure to fit in makes it difficult to be myself, but I ignore that and keep acting the part.

I work seven days a week but barely make enough to eat.
I go to school during the week, just waiting for the weekend when I can find a new outfit at the mall.

For now, I keep working. There are always more t-shirts that need to be made.
For now, I’ll throw this old t-shirt away. I need to get a new one in the latest style to put on for display.

This will never end. I’m stuck here doing something I don’t want to do.
It will not always be like this. I’ll leave, get my own place, and do whatever I want.

My typical day will be my future life.
My typical day will not be my future life.

THE TRUE COST OF A T-SHIRT

WATER AND PESTICIDE USE
To make one cotton t-shirt, over 700 gallons of water, 1 pound of fossil fuels, and 1/3 of a pound of insecticides & herbicides are used for the material, production, and transport phases of the t-shirt’s life cycle.

POLLUTION
The clothing industry is the second largest polluter in the world (second only to oil). More than a half trillion gallons of fresh water are used in the bleaching and dyeing of textiles each year. The dyed wastewater is discharged, often untreated, into nearby rivers where it can eventually spread around the globe. Nearly 90% of garments are transported each year by container ships, which means they travel a long way using fuel and producing emissions associated with transportation.

POLYESTER
Polyester, another popular material for t-shirts, is made from petrochemicals. This synthetic material is non-biodegradable, so it is inherently unsustainable. Making polyester uses large amounts of water for cooling as well as lubricants which can then contaminate local water sources. It’s also a very energy-hungry process. Polyester emits almost three times more carbon dioxide in its life cycle than does cotton.

LABOR
An estimated 168 million children ages 5 to 14, many of whom are garment laborers, are forced to work in factories, instead of playing and attending school. Both child and adult garment workers experience dangerous and unfair working conditions. The majority of garment workers in Bangladesh, for example, earn little more than the minimum wage of $30 a month. A living wage, which would be the minimum required to provide a family with shelter, food, and education, is the equivalent of about $55 a month. Many Bangladeshi workers are required to work 14-16 hour days, 7 days a week.

SOURCES


THE TRUE COST OF A T-SHIRT

ANIMALS
Farming practices that use pesticides damage ecosystems and harm the animals who live there. Growing cotton also requires turning wild habitat into farm land. When habitat is lost, plants and animals struggle to survive. All of the air and water pollution that comes from the processing, transport, and manufacturing of textiles affects the health of people and animals.

WASTE AND USE
Americans throw out approximately 82 pounds of textiles each year; that’s more than 11 million tons altogether.

Up to 80% of the t-shirt’s life cycle impact comes from washing and drying by the consumer.

A SOLUTION WITHIN REACH
A 2002 study conducted by economist Robert Pollin showed that doubling the salary of sweatshop workers would only increase the consumer cost of an item by 1.8%. Additionally, a 1999 study by the National Bureau of Economic Research found that consumers would be willing to pay up to 15% more to know a product did not come from a sweatshop.

SOURCES


WILL ANYONE TAKE RESPONSIBILITY?*

**Your mission:** The United Nations, realizing the immensity and seriousness of the problems in the fashion industry, has given your team the following two tasks:
- Determine who is responsible for the human, animal, and environmental problems associated with cheap t-shirts.
- Develop as many practical ideas as you can to resolve this problem. The solutions you create may or may not benefit everyone equally, but they should be suggestions that everyone will conceivably accept and adhere to.

**Your investigation:** You have conducted a series of interviews. After you review each transcript, allocate responsibility for the problem and give a brief explanation for your reasoning. Using the infographic you received earlier along with these interviews, create practical solutions to the problem.

**Your report:** Once your team completes their mission, you will report your findings to the other teams working on this same issue. You will then work to reach a consensus in order to determine which solutions you want to propose to the United Nations.

---

*This activity and all the “interview transcripts” are inspired by “The People vs. Global Sweatshops: A Role Play Developed by the Portland Area Rethinking Globalization Workgroup” written by Renee Bald and Amanda Weber-Welch and published in “Rethinking Globalization: Teaching for Justice in an Unjust World” edited by Bill Bigelow and Bob Peterson (pgs. 177 – 179).*
WILL ANYONE TAKE RESPONSIBILITY?

INTERVIEW TRANSCRIPTS

Interview with Environmental, Animal, and Social Justice Advocate

Q: It seems that clothing manufacturers making and selling lots of clothes to U.S. consumers at cheap prices is a win-win for everyone. Poor people in developing countries get desperately needed jobs and U.S. consumers get really cheap clothes. Why do you have a problem with this?

A: What may appear to be a win-win on the surface – companies selling lots of products and consumers getting good deals on cheap clothes – actually ends up having big costs to people, animals, and the environment. From worker exploitation to damaged ecosystems, it’s time we bring to light all of these hidden costs. We must realize that oftentimes the trade-off to saving a few bucks on a consumer item is real suffering somewhere else.

Q: Wouldn’t the cost of clothes skyrocket if companies were to pay their workers a fair wage?

A: Not at all. Because labor costs make up so little of the actual retail price of a piece of clothing, even if sweatshop workers’ wages were doubled, in many cases it would only result in a 1-3% increase in the cost that the consumer would pay.¹

Q: Many companies that operate in developing countries say they are already paying their workers the legal minimum wage. If companies are following the law, how is this a problem?

A: A minimum wage does not always mean a living wage. When workers receive a living wage, it means that they are earning enough to pay for the basic necessities of life: food, clothing, and shelter. When the minimum wage is less than a living wage, which is often the case, the worker usually has to make do with less than the basic necessities. For example, according to the campaign called Labour Behind the Label, the Bangladeshi minimum wage is only 18% of a living wage.²

Q: Aren’t the economic benefits created by the fashion industry worth the price of whatever environmental damage they cause?

A: Many times the fashion industry’s manufacturing practices lead to environmental damage. For example, gas emissions are released into the air or processing chemicals are leached into nearby water sources. Meanwhile, it’s the animals and plants in the local ecosystem that suffer, as well as the local communities—often poor ones—who experience damage to their health. It’s also important to remember that the majority of the economic benefits that these companies produce goes to a very small minority of wealthy individuals. Usually, the owners of high-end fashion companies make billions of dollars while the factory workers who actually make the clothes don’t even earn a living wage.

² Learn more about the campaign at LabourBehindTheLabel.org.
**Interview with a T-Shirt Company CEO (Chief Executive Officer)**

Q: Several years ago your company closed its factories in the United States and moved them to China. More recently you moved your factories once again, this time from China to Bangladesh. In both cases, the workers lost their jobs: first the U.S. workers and then the Chinese. Why did you do this?

A: It was a very hard decision for our company and nobody likes to fire anyone. However, it is required by law that, as C.E.O. of our company, I make decisions that make our company as much money as possible. If I don’t do this, our shareholders could sue me. We initially moved our factories to China because the cost of labor was much cheaper and there were fewer environmental regulations to comply with. This saved our company lots of money. As wages started to slowly rise in China, we realized we could save even more money if we moved our factories to Bangladesh where wages are even lower and environmental regulations are even less strict. Since we save so much money having our factories in Bangladesh, we can benefit both our customers by saving them money (since our t-shirts are even cheaper) and our shareholders by making them even more money.

Q: Don’t you think it is unfair that workers in Bangladesh make barely enough money to survive, work 14-16 hours a day, and often work in unsafe or unhealthy factories where they can get injured or sick?³

A: Our company isn’t responsible for the laws in Bangladesh. There it is perfectly legal for our company to pay workers the wages we offer and to provide the kind of working conditions that we do. Consider this: since the late 1970s, Bangladesh’s poverty rate has fallen from about 70% to less than 40%. And even though about half the country still lives on less than a dollar a day, income has risen for many Bangladeshis. Health and education have also somewhat improved for its citizens. It’s important to remember that we aren’t forcing anyone to work in our factories. People choose to work there. Besides, without our factories, these people might not have a job at all.

Q: Who do you think is most responsible for sweatshops?

A: I think it’s up to the U.S. consumers who buy our shirts to demand whatever kind of product they want us to make. They have the option to buy clothes that some people refer to as ethical fashion. These are clothes where the workers are paid a fair wage and where the negative environmental impact is kept to a minimum. If the consumers really wanted to solve the problem of sweatshop labor and environmental destruction, they could put their money where their mouth is and turn away from fast fashion and embrace ethical fashion instead.

What percentage of responsibility do you think the C.E.O. should assume for the problems associated with cheap t-shirts?

_______%

Explain your reasons:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

______________

WILL ANYONE TAKE RESPONSIBILITY?

Interview with a Bangladeshi Government Leader

Q: Bangladeshi citizens working in sweatshops make barely enough money to survive, work 14-16 hour days, and often work in dangerous factories where they can get injured. Why don’t you change the laws, so they are paid more money and work in safer conditions?

A: There are many people who live in poverty in Bangladesh and they desperately need these jobs. To get companies to open factories in our country in order to create new jobs, we entice them with the promise that they won’t have to pay their workers a lot of money. We feel it is better for these workers to have a low-paying job than no job at all.

Q: The Bangladeshi government has been accused of arresting environmental protesters and workers who try to create unions to get better pay and working conditions. Why wouldn’t the government want a cleaner environment and their workers to be treated better?

A: If companies had to adhere to stricter environmental regulations, pay their workers more money, and improve their working conditions, their profits would drop. As you know, companies want to make as much money as possible. If we allowed workers to organize or if we enforced stricter environmental laws, the companies—just as they did in China—would leave Bangladesh. They would go to other countries like Cambodia and Haiti where environmental regulations are weaker and where they can pay their workers even less.

What percentage of responsibility do you think the Bangladeshi government leader should assume for the problems associated with cheap t-shirts?

__________________ %

Explain your reasons:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
WILL ANYONE TAKE RESPONSIBILITY?

Interview with a U.S. Cheap T-shirt Consumer

Q: The person who made your t-shirt makes barely enough money to survive and works 14-16 hour days. A lot of damage was done to the environment and many animals were harmed as a result of that t-shirt. Why would you support a company that does this by buying products from them?

A: When I bought the t-shirt, I didn't think about those things. I bought the shirt because the brand is really cool, and I like the way it looks on me. Plus, it only cost $8 which is a really great price. My family doesn't have a lot of money, so I'm always looking for the cheapest deal.

Q: Now that you know how these workers are treated, how the environment is damaged, and how animals suffer and die as a result, will you do something about it? Would you be willing to boycott the company or buy from a company that makes ethical products?

A: Probably not. I really like this brand because it's super popular. And c'mon, I'm just one person. It's not like I can really make a difference. If the problem is really that bad, someone would have already done something about it.

Q: Who do you think is responsible for preventing factories from being sweatshops?

A: Probably the greedy CEOs of the companies are to blame. They make millions of dollars and don't share that money with their workers. Plus, they don't do the slightest thing to protect the environment. If they would stop being so selfish, then their workers would be better off and the environment would be cleaner. I also think the governments of countries where workers are mistreated should create stronger laws to protect their citizens and the environment.

What percentage of responsibility do you think the U.S. cheap t-shirt consumer should assume for the problems associated with cheap t-shirts?

_________________ %

Explain your reasons:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
**WILL ANYONE TAKE RESPONSIBILITY?**

*Interview with Bangladeshi Sweatshop Worker*

**Q:** No one is forcing you to take these sweatshop jobs. If these jobs are so horrible, why don’t you just work somewhere else?

**A:** There are very few jobs—let alone good-paying jobs—in my country, so we have hardly any other options. The companies that run the factories here know this, so they take advantage of us by paying us very little and treating us badly. Whenever we complain to the government about the working conditions, the government always seems to side with the factory owners instead of us. While I know making any money at all is helpful, that does not excuse the company for treating us so poorly either.

**Q:** Workers in the U.S. once faced the same horrible conditions you now face. They formed unions to make things better for themselves. Why don’t you just do the same thing?

**A:** Whenever we try to form unions, the companies threaten to fire us and sometimes they use violence against us. Some workers who tried to organize were even killed. That really frightened me! And I need to take care of my family. If we were to lose our jobs, I couldn't buy even the most basic items that allow us to survive. I am trapped.

**Q:** You often allow your own children to work in these factories. How can you take them out of school and force them to work in a sweatshop? Don't you care about your own children?

**A:** If the companies paid me enough money to support my family, I wouldn’t have to make my children work. I could keep them in school, so they could get an education and have a better life than I do. But since I am paid so little, I have no choice but to take my kids out of school, so they can earn money for the family. If they didn't work we couldn't afford the most basic things like food, clothing, and a place to live.

What percentage of responsibility do you think the Bangladeshi sweatshop worker should assume for the problems associated with cheap t-shirts?

__________________ %

Explain your reasons:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Now that your team has read through the interview transcripts, brainstorm as many solutions as you can think of to resolve the many problems caused by the manufacturing of cheap clothing. Keep in mind all of the ways that t-shirts have an effect on people, animals, and the environment. (Use additional paper.)
THEME: THE HIGH COST OF FASHION

THE DIRT BEHIND DIAMONDS AND GOLD

ESSENTIAL QUESTION
How does our desire for material goods lead to unintended effects?

OVERVIEW
Students learn about the true origins of diamonds and gold as well as the impact these mining industries have on people and the environment. They start by brainstorming words and phrases that they associate with both minerals. After reading about the impact of mining and selling diamonds and gold, students will critique their initial associations with these material goods. Next, they consider alternative gift options to diamonds and gold. Finally, students create brochures to educate others about what they learned.

OBJECTIVES
Students will be able to...
- Describe the impact that diamond and gold mining have on people and the environment.
- Identify reasons for the continuation of both diamond and gold mining industries.
- Examine the reasons for and against buying diamonds and gold.

DAY 1:
1. Warm Up (15 min.)
- Let students know that today’s lesson is about diamonds and gold.
- Distribute the Diamonds and Gold Warm Up worksheet and ask students to brainstorm any words or phrases that they associate with diamonds and gold in a stream of conscious writing exercise for two minutes.
- Instruct students to share their brainstorm with a partner, and identify any similarities and differences in their ideas.
- Create a Diamonds and Gold T-chart on the board. Title the left-hand column as Positive Associations and the right-hand column as Negative Associations.
- Ask volunteers to share what they wrote. As they share, invite the rest of the class to raise their hands if they wrote the same or a similar association. Allow students to decide if they would include each
answer in the *Positive or Negative Associations* column and then sort the terms accordingly.

- When students have finished sharing, facilitate a short discussion about the class’s overall attitude about diamonds and gold.
- Introduce the essential question: *How does our desire for material goods lead to unintended effects?*
- Explain that in today’s lesson they will be examining the life cycle of diamonds and gold. They will compare their current associations with these items to their associations after doing a guided reading.

2. **Diamonds and Gold Conflicts Reading (20 min.)**

- Distribute the *Diamonds and Gold Conflicts* reading.
- Choose a volunteer to read the first paragraph and then allow that student to choose another volunteer to read the next paragraph. Then have that person choose another until the whole text is finished. Ask students to only choose someone who raises their hand so that a student who does not want to read in front of the class is not made to feel uncomfortable.
- Throughout the reading, pause periodically to ask the following:
  - How are the diamond and gold mining industries causing harm to the environment?
  - In what ways are the diamond and gold mining industries connected to human rights violations?
  - In what ways, if any, are consumers responsible for the impact that the mining of these minerals is having on people, animals, and the environment?
  - What actions can people take on a personal or systemic level to mitigate harm caused by the mining of diamonds and gold?

3. **Group Word Association Poster (25 min.)**

- Split the class into small groups and give each group a sheet of scrap paper, a poster board or other large sheet of paper, colored pencils, and crayons.
- On their scrap paper, ask the groups to jot down words, phrases, and ideas that they now associate with diamonds and gold based on the reading.
- Ask the group to create a word collage based on what they brainstormed using the poster board. Let the groups know that they can include images as well.
- When the groups finish, provide them with an opportunity to present their word collages to the class. Refer to the T-Chart from the beginning of the class, and as they present ask them if their words, phrases, and ideas fit into the *Positive or Negative Associations* column and add the words to the T-Chart accordingly. (Write the new content in a different color so that it will be easier to compare and contrast what was brainstormed at the beginning to the content from the word collages.)
- After all the groups present, invite the class to use the T-Chart to compare and contrast their initial thoughts to their current thoughts.
Ask students if they have any final reflections that they want to share about what they learned.

DAY 2:

4. Reality or Perception (10 min.)

- Post the following phrases on the board: *It's the thought that counts; It means more when it's from the heart; It's who you are, not what you have; When you're gone, you can't take it with you.*
- Provide students a few moments to discuss the following with a partner:
  - What do these phrases mean to you?
  - Do you think they are true? Why or why not?
  - How do these phrases compare and contrast with some of the attitudes associated with diamonds and gold that were discussed during the previous class?
  - How do these phrases compare and contrast to messages that we receive from advertisements?
  - In what ways do advertisements influence our desire for material goods, such as diamonds and gold?
- Allow time for a few students to share with the whole class what they and their partners discussed.

5. Aligning Values with Actions (15 min.)

- Ask students to brainstorm ways people who believe in the phrases discussed could show others they care about them.
- Allow for responses and then add the following points if needed:
  - Rather than buying something expensive, people can give other types of gifts to reduce the negative consequences for people, animals, and the environment.
  - Consider these three gift categories:
    - Sentimental gifts (e.g., a photo of the two people together, a craft project produced by the gift-giver, a framed poem written by the gift-giver)
    - Activity (e.g., going on a hike, visiting a museum, cooking a plant-based dinner together)
    - Material gifts (e.g., recycled/upcycled items, eco-friendly items, local art)

EXTENSION PROJECTS

- Writing: Use this prompt for an extended writing assignment:
  
  On the Baunet website, in their *Why Do We Associate Diamonds with Trust and Love* article (see Resources), they explain some of the historical context that gave value to diamonds. Additionally, they describe some of the industry’s marketing tactics. For example, they discuss the slogan *Diamonds are Forever*, coined in the 1930s, as well as the targeting of young, high-wage earning men considered to be of “marrying” age. The article states, “even if the association between a diamond ring and love has arisen from decades of targeted advertising … the conclusion remains this: there is no woman on earth who would not consider a diamond ring as a sign of deep affection!”
  - Do you agree with this claim? Why or why not?
  - Who, if anyone, might this statement exclude, hurt, or offend?
  - How does this statement impact our society and social expectations?
  - In what ways does this statement influence the way you look at diamonds and advertising?

- Research: While new diamond and gold jewelry may appear to be luxury items, there are lots of items that many people rely on every day that are only made possible by the use of minerals. Ask students to choose an item created with minerals (e.g., cars, cell phones, computers, electric wiring, baseball bats) and ask them to research details about the mining of the minerals used in the item based on at least three sources (see Resources for a few suggested websites). Instruct students to answer the following questions, and gather any other relevant information, to develop a slideshow presentation to share with the class:
  - What is the function of the item? How does it positively influence our lives? How does it negatively influence our lives?
  - What mineral(s) is/are used in the development of the item?
  - Where are these minerals obtained?
  - What process is used to access the mineral(s)?
  - Are there any negative impacts to people, animals, or the environment in extracting the mineral? If so, what are they?
  - What, if any, more just, humane, and sustainable alternative options could replace the item?
Divide the class into groups of 3 to 4 students.

Task each group with developing a list of five specific gift suggestions for family/friends that would cause no (or low) negative impact to people, animals, or the environment and that are aligned with the phrases discussed earlier. They need to think of at least one gift example for each of the three categories described above. Encourage students to think outside of the box.

Allow time for groups to share a couple of their gift ideas.

Ask students the following questions to compare these gift ideas to giving diamonds and gold as gifts:

- How would you react to receiving one of these gifts instead of diamonds or gold? Why?
- How do you think others would react? Why?

6. Awareness Project (25 min.)

Distribute the Diamond and Gold Awareness & Alternatives Brochure guidelines and Diamond and Gold Awareness & Alternatives Brochure template. Also, have them take out the Diamonds and Gold Conflicts reading from the previous day as a reference (provide new copies as needed).

Review the guidelines with students and ask if they have any questions about the project.

Instruct them to create a three-panel/trifold brochure to educate their friends and family about both the conflict issues related to diamond and gold mining as well as sentimental gift alternatives that do not cause harm to people, animals, and the planet.

Tell students to draft their brochure on scrap paper before creating their final version.

Allow students to complete the activity as homework if additional time is needed.

7. Wrap Up (10 min.)

Provide an opportunity for students to share and display their brochures.

Then ask the following questions:

- Are these gift options realistic?
- Will you actually commit to making these alternative gift choices that you have recommended? Why or why not?
- Would others in your life appreciate them more or less than traditional jewelry? Why?
- What have you learned about materialism and consumerism?
- How does our desire for material goods lead to unintended effects? (Referring to the essential question.)

RESOURCE LINKS


DIAMONDS AND GOLD WARM UP

Name(s) ___________________________________________ Date ____________________________

Directions: Brainstorm any words or phrases that you associate with diamonds and gold.

DIAMONDS AND GOLD AWARENESS & ALTERNATIVES BROCHURE GUIDELINES

List of panels:

- Side One (Inside):
  - Inside left panel: Write two short paragraphs describing the human and environmental effects of diamond and gold mining or provide that same information through multiple bullet points.
  - Inside middle panel: Create a persuasive slogan to encourage the reader of the brochure to express their care for people through gifts that do not contribute to human rights violations or ecological devastation.
  - Inside right panel: Provide gift suggestions that are alternatives to conventional gifts.

- Side Two (Outside)
  - Outside left panel (inside flap): Images of the gift ideas
  - Outside middle panel: Images of the diamond and gold mining industries
  - Outside right panel (front page): Image and title
Have you ever stopped to think where diamonds and gold come from? Both have to be mined beneath the earth’s surface, often at the expense of people, animals, and the environment. In many places, the mining process disturbs ecosystems and results in huge amounts of air, water, and land pollution.¹

Often the people who live in communities where mining occurs are left with the damage to the environment² and do not receive the money from the sale of the diamonds or gold.³ Imagine if someone dug up something very valuable in your backyard, made a huge amount of money, and left you with nothing but a huge mess. How would you feel? The majority of gold that is excavated is due to a high demand for jewelry, an unnecessary but desired fashion item.⁴ Most of the remaining gold is actually microscopic, which means that it is difficult to find and the earth is ravaged in the pursuit of discovering it. Entire mountain caps are blasted off and then piled into a mound. Cyanide, a poisonous chemical, is poured over the rocks for years to separate the gold from the rock. All of this ruination is done for one ounce of gold that will be turned into a bracelet or ring.⁵

According to a New York Times article, several disasters have occurred due to mining. The worst one took place in Romania in 2000 "when mine waste spilled into a tributary of the Danube River, killing more than a thousand tons of fish and issuing a plume of cyanide that reached 1,600 miles to the Black Sea."⁷

The Environmental Protection Agency explained that hard-rock mining is responsible for more toxic waste than any other industry in the United States. Some argue that metal mines are so damaging to the environment that they might as well be characterized as nuclear waste sites.⁸ Unfortunately, despite the harm mining is causing to the environment, as well as the people and wildlife who live nearby, it is a practice that continues across the world in the American West, Latin America, Africa, and Europe.

² Ibid.
⁵ Ibid
⁶ Ibid
⁷ Ibid
⁸ Ibid

Some mining companies have been accused of destroying rivers, bays, and coral reefs by dumping an enormous amount of waste into the local waterways. Other companies have cut thousands of acres of rainforest, displacing or killing many species of animals in the pursuit of mining.⁶

Mining site: © Used under a Creative Commons CCO Public Domain License
Open diamond pit: © Vladamir used under a Creative Commons 3.0 Unported License
Digging and mining for diamonds and gold is dangerous and exhausting. In many places, workers are paid very little.\(^9\) Sometimes even children are involved in doing this intensive work. It seems ironic that most of these laborers live in extreme poverty, even though they are the ones who find and handle these extremely valuable resources.\(^10\)

Throughout history, diamond mining has been a cause of violence and wars. For example, in Western Africa, rebel groups and sometimes even governments are willing to do whatever it takes to control territories with diamond mines.\(^11\)

The organization Human Rights Watch (HRW) regularly traveled to eastern Zimbabwe in 2009 and discovered the horrific human rights abuses of hundreds of people in the name of controlling diamond fields. By interviewing more than 100 victims and witnesses of these crimes, HRW documented the use of torture, forced labor, and murder by the Zimbabwean military.\(^12\) If diamonds continue to be seen as valuable as they are, without real intervention, these atrocities will continue to happen.

It is important for American consumers to recognize how they are connected to mining activities that take place in the United States and other countries. Mining occurs at the expense of people, their communities, wildlife, and the environment. If these minerals lost their monetary value, there would be little interest in owning mining fields or destroying the land to get to these resources. Imagine if consumers stopped purchasing diamonds and gold so that there was no demand for them. People could decide they do not need expensive gifts to feel special or to express their love or commitment to someone they care about. For those who are looking for jewelry, they could get creative and eco-friendly options. Jewelry can be made from sustainable wood and cork, coconut, glass and other materials. It can also be made from recycled materials ranging from metals to even seatbelts. For more traditional jewelry, one could search for conflict-free, eco-friendly, and fair-trade jewelry from suppliers that are known to make a commitment to ethical sourcing. Some even make their own diamonds in laboratories. Second-hand jewelry from thrift stores or pawn shops are another option. Since these items have already been purchased, the money used to buy them no longer supports the mining companies or their exploitative practices.

Sometimes change comes from modifying old traditions with more just, compassionate, and sustainable options. However, it will take more than individuals boycotting new diamond and gold jewelry to create change because this is a large systemic problem. People can also contact government officials and demand that the United States no longer mine for resources in unsustainable ways nor import any minerals that are mined at the expense of people, wildlife, and the planet. It is important for people to ask themselves if the beauty of diamonds and gold is worth supporting violence against humanity and other species as well as the destruction of our natural world.

---


\(^{11}\) Ibid

\(^{12}\) Ibid
THEME: THE HIGH COST OF FASHION

WHAT ARE WE WEARING?

ESSENTIAL QUESTION
In what ways are we responsible for the impact that our consumer choices have on people, animals, and the environment?

OVERVIEW
Students will start by thinking about what it means to take responsibility for their actions. They will participate in the Standing on the Line activity where they are given a series of statements and challenged to decide to what extent they agree or disagree with each one. Then, the concept of responsibility will be connected to consumer choices related to fashion. Students will read one of four handouts describing positive and negative aspects related to clothing materials made of animals. Working in small groups, they will teach their peers about their respective topics. Students will then engage in a role-play as store co-owners who need to reach consensus about which clothing materials their store will or will not sell. Each group will present and explain the business decisions they have made. Finally, students will connect the role-play activity to their own behaviors and consider what their level of responsibility is, if any, for the consumer choices they make.

OBJECTIVES
Students will be able to…

- Examine ways in which consumers are responsible for the impact that their purchasing choices have on people, animals, and the environment.
- Engage in active listening and respectful dialogue to reach consensus.
- Develop a position on an ethical dilemma and provide evidence for their position.

1. Warm Up (15 min.)

- Post the following statement on the board: We are responsible for the consequences of our actions. Ask students to express what this statement means to them.
- Facilitate a discussion around the students’ initial reactions. Explain that for many of them the meaning of that statement might seem obvious; however, it may not always be clear what consequences are caused by their actions. Explain that the following activity will
challenge them to decide when they think they are responsible for certain outcomes.

- Explain the *Standing on the Line* activity instructions to students. Let them know that you will read a series of statements. After each one, they will decide the degree of responsibility a person would have for each situation. They will stand on the right side of the room if they strongly agree with the statement, on the left side of the room if they strongly disagree, or somewhere in between these two extremes to express varying degrees of agreement or disagreement. (If they are unsure, they can choose to stand in the middle; however, try to encourage them to take a position.)

- Read the statements from the *Standing on the Line Statements* handout out loud.

- After each statement, briefly allow time for students to discuss why they are standing in the place they are on the line. As statements are read, if students move, ask them why they agree or disagree with the statement more or less than the previous statement. (Note: Balance the amount of time allocated for discussion with the amount of time needed to get through most, if not all, of the statements.)

- When the activity is over, ask students the following:
  - How would you compare and contrast the statements?
  - Which statements were you inclined to agree with and why?
  - Which statements were you inclined to disagree with and why?
  - What did you learn about yourself and your opinion on what you think you are responsible for?

- Introduce the essential question: *In what ways are we responsible for the impact that our consumer choices have on people, animals, and the environment?*

- Discuss how most people agree they are responsible for the impact caused directly by their actions, but there are differences of opinion on how much we are responsible for the impact caused indirectly by our actions. Explain to students that for today’s lesson they will be exploring the indirect impact of their choices by critically thinking about specific types of clothing.

2. **Independent Reading (15 min.)**

- Pass out the *Store Owners’ Business Meeting* worksheet and all the *Material Brief* handouts so each student receives one of the four handouts on either: wool, leather, fur, or silk.

- Review the directions of the *Store Owners’ Business Meeting* packet together as a class.

- Ask student volunteers to read the scenario and the directions for Parts I, II, & III so students are aware that they are role-playing a co-owner of a store and preparing a brief presentation for their business partners.

- Ask students to read their handout to themselves.

- As they read, have them underline key details in response to these questions:
  - What are the advantages of using this material for clothing?
  - What are the disadvantages of using this material for clothing?

---

**EDUCATOR SPOTLIGHT**

**Kim Korona**

In this lesson, students will consider the harm caused to animals by the production of wool, leather, fur, and silk when deciding if these are industries that they want to support. Every person needs to decide what their own ethical positions are regarding the use of animals for clothes. However, people can only begin to think about their role and responsibility in making purchasing choices when they are aware of the hidden “costs” of the products they buy. While this lesson uses fashion as the focus, my hope is that it will encourage students to consider the level of responsibility they have for the impact of all their consumer choices on people, animals, and the environment. In my experience, students are very eager to learn about the hidden costs of consumer choices and to think critically about those choices in order to use their newly gained knowledge to make more informed decisions as they are able. Additionally, they are often interested in considering what policies could be put into place to reduce the negative consequences products have on other living beings and the planet.

**RESOURCE LINKS**

*“Carrying Responsibility,”* Time for Change
http://timeforchange.org/self-determination.html

*“Do You Accept Responsibility for Your Actions?,”* Good Choices: Good Life
www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility/

*“The Rewards of Accepting Responsibility,”* Good Choices: Good Life
www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility/

*“Animals Used for Clothing,”* Animal Ethics
www.animal-ethics.org/animal-exploitation-section/animals-used-for-clothing-introduction/

**RESOURCE LINKS CONTINUED ON NEXT PAGE**
How are animals and the environment impacted by the production of this material?

What are the alternatives to this material? What are the advantages and disadvantages of the alternatives?

3. Problem-Solving and Ethical Decision-Making (20 min.)

- When students are finished reading their brief, they should find three other students who each had a different reading to form a group of four.
- When their group is formed, students should work together to complete Parts I, II & III of the worksheet.
- Once each group has completed their worksheet, ask one co-owner from each group to be the spokesperson and share their group’s responses to the follow-up questions on the worksheet.

4. Wrap Up (10 min.)

- After each group presents, facilitate a class discussion and ask the following questions:
  - How do you think this activity relates to our earlier discussion about taking responsibility?
  - Think about the reasons behind the decisions you and your classmates made about what you wanted to sell as store owners. Keeping that in mind, return to the essential question: In what ways are we responsible for the impact that our consumer choices have on people, animals, and the environment?
  - Should we change our consumer choices when we think a product that we use causes harm to people, animals, or the environment? Why or why not?
  - If so, how will what you learned today influence your personal clothing choices?
  - What actions can you take to have a larger systemic impact on the fashion industry?

EXTENSION PROJECTS

- Research & Design: As a follow up to this lesson, challenge students to design an outfit for an ethically-conscious fashion show (see Resource Links for fabric options). Students will conduct research to create a design with humane elements. Then they will write a description of their design, explaining why it is humane by addressing details such as what the materials are made of; whether or not they are reused, repurposed, or recycled; the working conditions of the people who made the materials (if they are new); if the materials were transported; what resources were needed to manufacture and produce the materials; and the cost of the materials. Allow students to display their designs in a gallery walk and consider having the class vote on the designs that they think are the most humane, explaining why. (We recommend assigning this activity after also teaching the lessons The Cost of a T-Shirt and Who Decides What is Cool?)
- Raising Community Awareness Event: To enhance the Research & Design extension activity, consider having the students organize a fashion and advertising awareness night for their school community. Students can display their designs and their ethical clothing descriptions. Student presenters can discuss some of the ethical concerns related to the fashion industry and the options currently available that they consider to be socially responsible. Additionally, students can talk about the way advertising pressures people, especially tweens and teens, to wear certain items in order to “be cool.”
- Essay Writing: As a follow up to the discussions in this lesson, ask students to write a short essay to answer one of the following questions:
  1) What ethical and sustainability concerns arise when considering wearing wool, leather, silk, or fur?
  2) In what ways, if any, are consumers responsible for the production, manufacturing, consumption, and/or disposal of clothing products they purchase?
  3) Which actions do you recommend people take to resolve ethical concerns related to wearing wool, leather, silk, and fur?
  4) What is your position regarding the use of animals for clothing?

RESOURCE LINKS

CONTINUED FROM PREVIOUS PAGE


Patton, Lindsey. “What is the Most Animal and Eco-Friendly Material for Clothing,” One Green Planet

PROBLEM-SOLVING AND ETHICAL DECISIONS NOTE

Ensure your students have practiced how to communicate and reach consensus in productive ways. Prior to this activity, review some basic group work agreements and ask them to brainstorm ways they can disagree without being disagreeable. A little preparation and stating clear expectations can help to keep things peaceful while allowing for discussions in which there will be a variety of different opinions.
STANDING ON THE LINE STATEMENTS

1. When I litter, I am responsible for the harm caused to the environment.

2. When I see someone else litter, I am responsible for saying something.

3. When I walk by and see litter, I am responsible for cleaning it up.

4. If I have a dog, I am responsible for that dog’s care.

5. If I see an injured dog, I am responsible for finding a way to help the dog.

6. When I see a commercial about money needed to help dogs at an animal shelter, I am responsible for donating to the campaign.

7. If I spread a rumor about someone and they become upset, I am responsible for how that person feels.

8. If I hear a classmate spreading gossip about someone, I am responsible for standing up for the person being talked about.

9. If I hear about a national social media campaign to help victims of bullying, I am responsible for taking part in the campaign.

10. If I buy something that is labeled “hazardous to the environment” and use it, I am responsible for the harm caused to the environment.

11. If I buy something that I don’t know is hazardous to the environment and use it, I am responsible for the harm caused to the environment.

12. If I pick up litter in the park, I am taking responsibility for my community.

13. If I see an injured bird and ask an adult to help me contact the local wildlife rehabilitation center, I am taking responsibility for the care of the bird.

14. If I buy a product that contains no hazardous or toxic ingredients, I am taking responsibility for the protection of the environment.
Wool is a warm material. Often used in socks and sweaters for cold temperatures, wool has a reputation for keeping people warm. It is somewhat water resistant, so it can also keep people drier than other materials in rainy weather. It has a natural protective layer of oil that repels stains and dust. Wool is a natural fiber and is biodegradable. Some people find wool itchy and some are allergic to it.

Wool is most commonly taken from sheep, but other animals are used as well, including alpacas and llamas. To obtain large quantities of wool, sheep are sometimes raised in herds of tens of thousands. Sometimes forests are clear-cut to make space for the large herds to graze. Raising animals in such large quantities makes it difficult to provide them with individual attention, and many sick or injured sheep go without veterinary care.

The majority of wool comes from Australia where Merino sheep are “selectively bred to produce unnaturally high quantities of wool.” Since these sheep are bred to have such thick coats, they can overheat during warmer months. Additionally, their thick wool and wrinkles retain moisture, making their bodies ideal nesting sites for flies to lay eggs. The fly larvae can cause a disease called “fly strike” which can be fatal to sheep.

Industrial farmers solve this problem through a cheap and painful procedure called “mulesing,” a process in which some of the sheep’s flesh is cut from the rear end. The smooth scar tissue detracts flies because it does not retain moisture. To reduce the amount of fecal matter that sticks to a sheep’s hind legs where flies also tend to lay eggs, all breeds of sheep have their tails docked or cut off with no pain killers when they are lambs. As an alternative to both of these methods (i.e. mulesing and docking), the sheep could be cleaned throughout the year with a warm, damp cloth, but doing so is considered too costly to farmers.

Sheep shearing © Cataffa used under a Creative Commons CC BY-SA 3.0 Unported License

Sheep shearing © Cataffa used under a Creative Commons CC BY-SA 3.0 Unported License

Sheep shearers are paid by the sheep, not by the hour, so they have an incentive to go as fast as possible while using a sharp tool that can injure the sheep by nicking or cutting them during the shearing process. Sometimes, when sheep no longer produce a sufficient amount of wool, they are sent to slaughterhouses to be killed for cat and dog food. In Australia, it is common for the sheep to be corralled onto overcrowded ships where they travel for over a month, under poor conditions to slaughterhouses in Southeast Asia to be killed for human consumption.

Some common fabrics that people wear instead of wool are cotton flannel (organic cotton to be environmentally-conscious) and fleece, both of which are also known for keeping people warm.

3 “Sheep Raising and Wool Production,” http://factsanddetails.com/world/cat57/sub383/item2121.htm
5 Ibid
6 Ibid
7 Ibid
8 “Sheep Raising and Wool Production,” http://factsanddetails.com/world/cat57/sub383/item2121.htm
Leather is very durable, so it lasts a long time. Many consumers think that it is “fashionable,” “classic,” and “cool.” Leather is made of animal skin, most often from cows.

While some people think leather is just a by-product* of the meat industry, the demand for it actually helps keep the meat industry in business. The meat industry is more profitable when people purchase leather.12 Ostrich farms, for example, are a growing market in South Africa. These farms are raising the animals specifically for their skin. 80% of the money generated by these farms is from using the animal to make leather while 20% of the profits come from selling the meat of the ostrich.13 In other words, both industries go hand-in-hand, and when either product is purchased, it is supporting the use of animals for both.

Farming cows for beef and leather generates a lot of methane, which is a greenhouse gas linked to climate change. If there is demand for leather, there will be a continued interest in breeding more cows, increasing the amount of methane generated. There is also a high demand for calf skin leather because it is very soft and the most comfortable to wear. This product comes from calves: either newborn cows who are also used for veal** or those who are unborn and prematurely taken from their mothers.14

Many of the cows whose skins are used to make leather lead lives that are full of suffering and fear. The cows must be skinned and killed to obtain the leather. The process is believed to be very frightening to cows because they can hear and sometimes see their fellow cows being slaughtered.15

The skin of a cow must be “tanned,” most commonly done with chromium, a chemical known to cause cancer, to turn it into leather.16 Sometimes chromium waste is dumped onto land where it can seep into local water sources or directly into waterways in large concentrations, causing serious pollution and health hazards for anyone near the processing areas.17 The most common leather alternative is pleather, but it is not the most sustainable material since it is plastic, which is petroleum-based. Some of the most innovative minds in the fashion industry are working with new types of material to reduce the fashion industry’s impact on the planet. For example, they are making “leather” out of a variety of sustainable materials: pinatex from pineapple plant leaves; paper which is durable, biodegradable, and water resistant; muskin which is made of mushrooms, and looks similar to suede; and recycled rubber from durable items such as old car and bike tires, and commonly used for items such as belts and purse straps. Since some of these options are still very new, the items made from these materials may be expensive and not easily accessible.18 However, if there is consumer demand for these products, that can change.

---

* A secondary product made in the manufacturing of something else
** Meat that is made of a male calf who is fed an iron-deficient diet to make the animal weak and the flesh tender

14 Ibid
15 Ibid
18 “These are the Most Eco-Friendly and Vegan Alternatives to Leather,” MOCHNI, https://www.mochni.com/these-are-the-most-eco-friendly-and-vegan-leather-alternatives/
MATERIAL BRIEF: SILK

Silk is very soft. Consumers think of it as luxurious and are often willing to pay more for it. It is a natural fiber used to make a lightweight yet strong fabric. Many dresses worn on elegant occasions are made of satin from silk (satin can also be made of polyester or a blend of both materials) because it has a nice look to it, but it is also a very durable material.

Most silk comes from one of a few types of insects, but the most common is the silk moth also known as the Bombyx mori. The natural life cycle of the silkworm starts when a female moth lays her eggs. The eggs hatch into caterpillars and experience four molting stages before weaving a cocoon of silk fibers around themselves. While in the cocoon, the caterpillar turns into a pupa (an immature insect between the larval and adult stages of development). The pupa eventually transforms through the chrysalis* process into a moth, chewing out of the cocoon.

However, silk is mass-produced in the fabric industry, so people breed silkworms on a large scale for the purpose of harvesting their silk. After the silk cocoon is spun and before the pupa can break out of the cocoon fiber as a moth, the cocoons are plunged into boiling water or gassed to kill the chrysalis so that the cocoon fibers can be made into silk threads. In order to make 1 yard of silk, 3,000 silkworms must be killed. It is estimated that the silk industry kills hundreds of thousands of silkworms each year.

There are many fibers available that look and feel like silk and some are less expensive, such as nylon (which is petroleum-based) and rayon (which is semi-synthetic, derived partially from a plant). Some other thin and lightweight plant-based material options to consider are linen, hemp, milkweed seepod fibers, and silk-cotton tree filaments. Interestingly, some scientists are creating “microsilk” in laboratories, after developing proteins similar to the DNA of spiders and their webs, which can be spun into strands for knitting.

*A sheltered state or stage of being or growth

23 Ibid
Fur is a material that consumers associate with luxury and consider a symbol of status. People interested in this product are often willing to pay more for real fur. It is a warm material that feels soft to the touch. However, many consumers have ethical concerns about wearing real fur. Most animals whose fur is taken for products like coats and boots with fur trim are raised on fur farms. They are confined in facilities that are often dirty and uncomfortable. This confinement causes extreme stress for the animals who live there.

The only way to obtain fur from animals is to kill them. The industry uses methods to kill the animals that will keep their fur intact. The most common ways of doing this are electrocution or gassing, both of which are often done while the animals are still fully conscious. Fur is also taken from wild animals who are intentionally caught in “leg-hold” traps. These traps are banned in Europe but are still used in the U.S. and Russia. They trap the animal’s leg in sharp metal clamps, causing excruciating pain. Since these traps are left out and are not constantly monitored, animals who are not being hunted for their fur can also become trapped. Some animals become so frantic that they will bite off their own leg in order to escape. They may be starving while trapped and may be kept from their young who depend on them for survival.

The fur industry uses many different species of animals to make fur coats, including rabbits, lynx, coyotes, and raccoons. The fur industry kills a lot of wildlife to stay in operation. To make one fur coat, it takes a lot of animals: 150-300 chinchillas or 200-250 squirrels or 50-60 minks or 15-40 foxes. Additionally, fur produces more greenhouse gases and water pollution than any other textile.

Faux fur products which are made from a synthetic material, polymer fibers, provide a very realistic option for someone interested in the look of a fur coat that is not made from actual animals. Some companies, such as Vaute Couture, focus on making high-end (expensive and fashionable) clothing out of eco-conscious materials, including organic cotton and recycled fibers. Vaute Couture is known for their warm and stylish winter coats which are 100% animal-free and environmentally-friendly, while also providing a comparable alternative to traditional fur coats.
Co-Owners’ Business Meeting

Scenario: You and your three friends are going into the fashion business together. You want to discuss the prospect of selling clothing made of wool, leather, fur, and silk at your department store. Each co-owner of the group will read their Material Brief (on one of those four items) which was prepared by an intern* and will present their findings at today’s business meeting. As a group, you will discuss the pros and cons of selling clothing items made of these materials by taking into consideration each material’s impact on your business, people, animals, and the planet. Your group must come to consensus on whether or not you will sell clothing made from each of the four materials and explain why.

Part I: Preparing for Your Meeting by Gathering Information
Read your Material Brief and underline key details in response to the following questions:
• What are the advantages of using this material for clothing?
• What are the disadvantages of using this material for clothing?
• How are animals and the environment impacted by the production of this material?
• What are the alternatives to this material? What are the advantages and disadvantages of the alternatives?

Part II: Present the Material Brief Information
Each co-owner will take turns presenting the information from their Material Brief. After each co-owner presents, the group will discuss each of the following questions. Another group member will take notes using the graphic organizer provided.
• What do you think about the advantages and disadvantages of this material?
• How do you feel about the way animals and the environment are impacted in the production of this material?
• If we purchase clothing made of this material and sell it, in what ways are we responsible for the impact this product has on people, animals, and the planet?
• What are the alternatives for this product?
• Would you consider selling this alternative material instead? Why or why not?
• Do you think we should sell this product at our store? Why or why not?
• What other thoughts or concerns do you have about this product?

Part III: Reach Consensus and Reflection
Use active listening skills and respectful dialogue to reach consensus about what merchandise you will and will not sell at your store. Once you reach consensus, provide your decision in writing in the space provided and answer the additional questions to reflect on your group’s process.

* Intern refers to a student or trainee who works, sometimes without pay, at a trade or occupation in order to gain work experience.
Part II: Present the *Material Brief* Information

As a group, discuss each material following the process described in the Part II directions. Ask one person to be the questioner and another student to be the recorder to take notes during the discussion using the graphic organizer below.

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>DISCUSSION NOTES ON THE MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wool</td>
<td></td>
</tr>
<tr>
<td>Leather</td>
<td></td>
</tr>
<tr>
<td>Silk</td>
<td></td>
</tr>
<tr>
<td>Fur</td>
<td></td>
</tr>
</tbody>
</table>
Part III: Reach Consensus and Reflection

As a group, take some time to review the information that has been presented. Discuss together the pros and cons of each material. While taking into consideration each co-owner’s point of view, reach consensus as to what you will and will not sell at your store. As you discuss, consider the following: (1) Are there alternatives that you might use instead? (2) Could you sell this material if it is being reused rather than made for the first time? (3) Would you want to buy this locally? (4) Would you sell this material if you could find a source that you knew you could trust to be humane?

1. Once you make a decision, record what your group agreed to for each material: wool, leather, silk, and fur.

2. Explain why your group made the decisions you made.

3. How did your group decide what to sell and what not to sell?

4. In what ways (if any) do you think that you, as the store owners, are responsible for the impact that the items you sell will have on people, animals, and the planet?

5. How was the process of coming to a consensus? How did all of the co-owners feel about the final decisions that were made?
The food that ends up on our plate is the result of complex processes and systems that impact much more of our world than we often realize. In these lessons, youth will examine the impact that our food system has on our health, farmworkers, animals, and the environment. They will question assumptions they have about food, explore factors that influence their food choices, and read about inspiring food justice advocates. They will also learn about ways that they can work towards a more humane food system through their personal consumption choices and systemic change.

- Questioning Our Assumptions
- Why We Eat What We Eat
- Food Fighters: Real Stories of Food Justice Advocates
**THEME: WHAT’S ON OUR PLATE?**

**QUESTIONING OUR ASSUMPTIONS**

**ESSENTIAL QUESTION**

How can questioning our assumptions help to better inform our opinions, choices, and decisions?

**OVERVIEW**

Students will learn the difference between drawing conclusions based on assumptions or facts. They will learn how to examine their assumptions using the three stages of questioning assumptions: discovery, research, and fact-based conclusions. Students will then utilize this process to analyze commonly-held assumptions about farming and farm animals.

**OBJECTIVES**

Students will be able to...

- Define an assumption and identify the three stages of questioning assumptions.
- Apply the three stages of questioning assumptions to their thoughts about farms and farm animals.
- Examine how research can influence opinions, choices, and decisions.

**DAY 1:**

1. **Warm Up (5 min.)**

   - Begin the class by asking students if they know what assumptions are. Allow for student responses and discussion. Provide the following definition: accepting something as true, or certain to happen, without concrete proof. Explain that they will be learning more about assumptions over the course of a few lessons.

   - Share an assumption that you once held to model that everyone makes assumptions. Emphasize how your assumption changed when you gained more information to show students that beliefs can change based on new information.

   - Here is an example of an assumption that you can use if needed: Mitchell used to assume that fish didn’t feel pain. Growing up, he went fishing with his dad and uncles all the time. Mitchell remembers asking them whether it hurt the fish or not when they removed the hook from the animal’s mouth. They said that it didn’t,
so Mitchell assumed that was true. It wasn't until he was in a high school biology class and he learned about fish that he questioned that assumption. Mitchell researched fish online and discovered that they do feel pain.

- Ask students if they can think of any examples of historical assumptions that were made by people until they learned otherwise through discovery or science. (Be prepared to provide examples, such as believing that the earth was flat or that the sun orbited the Earth.)

2. Assumption or Fact (20 min.)

- Provide students with the Assumption or Fact cards. Before class print enough sets of cards for all the pairs and groups you expect to have. Cut the cards out and keep the cards on similar topics together, so that students can compare and contrast them and decide which conclusion is based on an assumption and which is fact-based. Make sure to rearrange the order of the cards so that sometimes the assumption card is seen first, and sometimes the fact-based card is seen first.

- Divide students into pairs or small groups. Challenge them to distinguish between which cards draw conclusions based on an assumption and which cards draw conclusions based on facts. They will separate the cards into two piles: assumptions or facts.

- Once students have completed the activity, review the cards they placed in each pile and ask them to justify their categorization of the cards. If there are differences of opinion about a specific card being an example of an assumption or fact, facilitate a class discussion for students to share their opinions until there is agreement and understanding.

- As a follow-up to the activity, ask these questions:
  - What differences did you notice between the Assumption cards and the Fact cards?
  - What is the danger in making assumptions?
  - How can we avoid making assumptions?
  - In what ways can you apply what you learned in this activity to your own life?

3. Three Stages of Questioning Assumptions (15 min.)

- Explain that there are three stages to questioning our assumptions: discovery, research, and fact-based conclusions. Describe each with the explanations provided below. (Consider providing these descriptions on the board or chart paper.)
  - Discovery – Realizing when something happens that challenges an assumption we believe to be true
  - Research – Investigating an assumption we have in order to determine whether or not it is accurate
  - Fact-Based Conclusions – Utilizing accurate information to develop more informed opinions, to make more informed choices, and to prevent ourselves from spreading misinformation

- Ask students to choose one of the cards from the Assumption pile. With their group, or as a whole class, ask them to do the following:

WARM UP NOTE
It may be challenging for some students to think of assumptions on the spot. Be prepared to provide additional examples of your own previously held assumptions, including examples of harmless and funny assumptions to lighten the mood.

ASSUMPTION OR FACT NOTE
During this activity make a point to explicitly discuss how making assumptions about other people and animals is what can lead to or reinforce stereotypes. Getting to know others, asking questions, and truly listening to people we meet are ways to dispel assumptions we might make about one another in order to foster a more well-informed and respectful culture. To delve into this topic more deeply, consider adapting and teaching the Find Your Voice lesson on page 182 of our Justice for All: Educating Youth for Social Responsibility K-5 guide. This lesson empowers youth to find their voice in order to challenge and break stereotypes they have faced based on assumptions that have been made about their identities.

TECHNOLOGY INTEGRATION
- Allow your students to use the website Thinglink (www.thinglink.com) to annotate an image that is related to their Discovery card topic in order to provide information that challenges people’s assumptions about that topic. For example, this Thinglink (http://bit.ly/2jmNuOB) shows an image of a factory farm with annotations that challenge people’s assumptions about store-bought food and the conditions of animals raised on factory farms. Have students come up with at least one scientific fact and one statistical fact in their Thinglink annotations, and if possible, allow them to share their Thinglinks with each other and the larger school community.
Brainstorm potential ways that someone might have a *discovery moment* related to that assumption. (This is all hypothetical, so encourage them to be creative.)

Think of ways that this assumption could be researched. (If needed, remind students that research can include gathering information from books and other media sources as well as from talking to someone directly.)

Consider changes that someone might make based on this new information.

**Note:** In this discussion, it is important to emphasize that in doing research a person may find out that their assumption was accurate, but now they have facts to support what they believed. Explain that they may also learn that their assumptions are incorrect, and this will lead to having a more informed opinion and making more informed decisions.

### 4. Reflections (5 min.)

- Ask the following reflection questions:
  - What did you learn about assumptions?
  - In what ways do the stages of questioning assumptions help us to break assumptions?

- Challenge students to pay attention to their thoughts, opinions, and beliefs between now and the following class. Ask them to try to identify one assumption that they made or to think about any of their previously held assumptions that they later realized were not accurate. Tell them that they will have an opportunity to share at the start of the next class.

- As an optional activity, have students complete the *Three Stages of Questioning Assumptions* worksheet as an in-class activity or as part of their take-home challenge. Explain that you want them to think of an assumption that they once held. Ask them to finish the sentence starters on the worksheet with regard to this assumption.

---

**DAY 2:**

### 5. Review (5 min.)

- Review the definition of *assumption*, the difference between drawing a conclusion based on assumptions and based on facts, and the *three stages of questioning assumptions*.

- Ask students if they have identified any examples of assumptions that they made or previously held. Give students an opportunity to share if they wish.

### 6. Analyzing Agricultural Assumptions (25 min.)

- Discuss how it is common for people to have assumptions about farms and farm animals because many people have never visited a farm or met a farm animal (with the exception of minimal time at a petting farm). When people lack experience or information on a topic, they often develop assumptions about that topic. If people had more experiences with farms and the animals who live there—such as seeing the way most farms operate first-hand, witnessing how most farm animals are raised, and understanding the social, emotional, and intellectual lives of farm animals—then they would not rely on assumptions about them.

---

**EDUCATOR SPOTLIGHT**

**Mickey Kudia**

Now more than ever it is important that we teach young people to think critically and to question their assumptions and the assumptions of others. Many of the problems facing our world are due to the fact that people have not questioned beliefs and actions that actively harm people, animals, and the environment. This is especially true when it comes to our food choices and the treatment of animals on factory farms. Most people have never visited a farm or met a farm animal, so they often rely on their assumptions to guide their understanding of this topic. This lesson helps students to examine how we form assumptions, question assumptions, and reevaluate our beliefs and opinions when we gain new information. Most importantly, I hope students recognize that being able to admit something they thought or believed was inaccurate is commendable. I also hope that they are able to respect and support others when they do the same.

**RESOURCE LINKS**

- Johns Hopkins University’s Center for Sustainable Living  
  [www.foodsystemprimer.org/](http://www.foodsystemprimer.org/)

- Protect Farm Animals, The Humane Society of the United States  
  [www.humanesociety.org/issues/campaigns/factory_farming](http://www.humanesociety.org/issues/campaigns/factory_farming)
Explain to students that they are going to apply what they learned about assumptions and the three stages of questioning assumptions to farms and farm animals.

For the activity, give students a Discovery card that contains a short story about a person identifying an assumption that they hold about farms or farm animals. They must research this assumption and explain how the information they researched could influence this person's opinions and behaviors.

Distribute the Discovery cards and the Analyzing Agricultural Assumptions worksheet. Ask students to work individually or in groups to complete the worksheet.

Ideally, students will be able to conduct their research online, but if web access is not available provide printed articles related to the topics as an alternative. (See the suggested links under the resource section for possible articles and websites.)

Allow students adequate time to research and complete their worksheet.

7. Share with Group (10 min.)
Ask students to share with the entire class their Discovery card, their research, and how they think the information gained might influence the decisions of the person on the card.
When each presenter finishes, invite the class to share additional ideas for how the information might influence the decisions of the person on the Discovery card.

8. Wrap Up (5 min.)
Ask students these follow-up questions:
- In your own words, what did you learn from this lesson?
- How can you apply what you learned to your own life?
- How can you be more aware of your own assumptions?
- How can you help other people to recognize their assumptions?
- How can questioning our assumptions help to better inform our opinions, choices, and decisions? (Referring to the lesson’s essential question.)
- In analyzing assumptions, what did you learn about your own opinions of farms and farm animals? In what ways might this information influence your choices or future decisions?

EXTENSION PROJECTS

- Research Paper: This lesson includes a short research portion that can be expanded into a full research paper or presentation. Instead of asking students to quickly research and present their Discovery card in class, ask them to gather more extensive information on their topic and create a formal presentation. These papers/presentations should contain information that addresses all three stages of the questioning assumptions process, including ways that the information learned will influence the students' opinions, decisions, and actions. Consider asking students to create a digital slideshow using PowerPoint or a similar presentation software.

- Writing: After students have presented their Discovery cards to the class, ask them to write a reflective essay on the Wrap Up question: In analyzing assumptions, what did you learn about your own opinions of farms and farm animals? In what ways might this information influence your choices or future decisions?
<table>
<thead>
<tr>
<th>Assumption</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch out for Madeline’s 8-year-old dog, Junebug. She’s probably aggressive and will hurt you because she is a Pitbull.</td>
<td>Madeline’s 8-year-old dog, Junebug, is a Pitbull. She graduated from her humane training class and learned good behaviors.</td>
</tr>
<tr>
<td>Duncan, your dad’s black cat, is bad luck. You can’t trust black cats. They are sneaky, and they will pounce on you.</td>
<td>Duncan, your dad’s black cat, has made his life better. Your dad said he was lonely living by himself, but now Duncan keeps him company. Duncan is always calmly waiting for him on the couch when he comes home.</td>
</tr>
<tr>
<td>Patrice must be good at math because her mom is a math teacher.</td>
<td>Patrice is struggling with math. Even though her mom is a math teacher and helps her study, she received a C- on her last three math tests.</td>
</tr>
<tr>
<td>That man is probably homeless because he is a lazy alcoholic. How else would someone end up living on the street?</td>
<td>I met Charlie who is homeless. He told me that he was laid off from work and could not find another job. He ended up losing his home when he could no longer afford the rent.</td>
</tr>
<tr>
<td>Dante does not care about his appearance. He came to work with a wrinkled shirt and pants.</td>
<td>Last night Dante stayed up late helping his son with his science project. He woke up late and didn’t have time to iron his clothes before work.</td>
</tr>
<tr>
<td>Roshana is nice because she is pretty.</td>
<td>Roshana is nice because she never leaves anyone out. She has never said anything mean about anyone else, and she invited the entire class to her party.</td>
</tr>
<tr>
<td>Lyle can’t drive because he is in a wheelchair.</td>
<td>Lyle is able to drive because he uses a specially designed car for people who are paralyzed.</td>
</tr>
<tr>
<td>All the dogs at the shelter are there because of poor behavior.</td>
<td>While volunteering at the shelter, I learned that dogs are there for all different reasons: families moving and not taking their animals with them, people realizing that they don’t have the time or the resources to properly care for their dogs, or the dogs run away and have no ID tag.</td>
</tr>
<tr>
<td>This must be a great neighborhood because the mayor said it was in his address to the city.</td>
<td>This is a great neighborhood because they have a community garden, an artist co-op, and free events at the community center all organized by local volunteers, supported by city officials, and well-attended by residents.</td>
</tr>
<tr>
<td>Taavi does not care about school. He has been falling asleep in class for the past couple of days.</td>
<td>School is important to Taavi because he knows that he needs to do well to become an anthropologist, which is his dream. He has been feeling exhausted and is not able to stay awake. Since his fatigue is affecting his school performance, Taavi asked to see a doctor, who informed him that he has mononucleosis.</td>
</tr>
<tr>
<td>The soccer coach argued that Michaela could not have been involved in bullying Tabitha because Michaela is their star goalie.</td>
<td>Tabitha’s father wanted to talk to the soccer coach about the possibility of Michaela bullying his daughter. He knew of two other children on the team who also said she bullied them.</td>
</tr>
</tbody>
</table>
Discovery Card #1

Christopher always thought that pigs were not very intelligent, but he watched a video on the Internet of a pig playing a video game. The video also said that pigs are one of the most intelligent animals. Christopher knows that he shouldn't believe everything he sees on the Internet and wants to research whether or not pigs are intelligent.

Discovery Card #2

Layla always thought that most animals are treated kindly on farms, but her friend Jazmin, who is vegetarian, told her that she doesn't eat meat because the animals are treated cruelly. Layla is skeptical of what Jazmin said and wants to research how animals on farms are actually treated. Then she will decide for herself whether she thinks they are harmed and treated cruelly on farms.

Discovery Card #3

Xavier never thought that his food choices had any effect on the environment, but he drove past a billboard with the message “Factory Farms Destroy the Environment” written on it. Xavier knows not to believe every sign he sees, so he wants to research how his food choices might affect the environment.

Discovery Card #4

Jeanette's favorite book is Charlotte's Web. Jeanette always thought that all farms in the United States treated animals the way they were treated in the book. She was at the library and saw a flyer that said “Stop Factory Farming.” It went on to say that the majority of farms in the United States raise animals in inhumane conditions. Jeanette wonders if the information she saw on the flyer is accurate, so she wants to research how most farms operate in the United States.

Discovery Card #5

Tyrece always thought that cows produced milk for people and that people needed to drink milk from cows to be healthy. He drinks milk all the time. During his biology class, he learned that all mammals produce milk for their young. He wondered if that was true, then why would people need the milk from cows to be healthy? He also wondered if calves were getting the milk they needed from their mothers since people were taking the milk to drink. He decides to research the way dairy cows are raised on farms and whether or not people need to drink milk from cows to be healthy.
**Discovery Card #6**

Bianca’s mother works on a large-scale farm that produces eggs. The chickens are crammed into overcrowded cages with very little room to move and they never get to stretch their wings, scratch the dirt, or lie under the sun. Bianca always thought that the majority of farms today raise their egg-laying hens this way. When she was talking to her friends at school about the way hens are raised they didn't believe her. She has only seen the farm her mom works at, so she decided to research the way hens are raised on other farms to learn more about how they are treated and their living conditions.

**Discovery Card #7**

Tai wears a wool coat in the winter because it keeps him really warm. He always thought sheep were not harmed to make wool clothing because he figured being sheared was the same as a person getting their hair cut. Recently Tai’s friend Regina told him that she does not wear wool because most sheep raised on farms for wool are not treated well. Tai is not sure if what Regina said is true, but he wants to do research to learn more.

**Discovery Card #8**

Jovana always thought turkeys were raised on nice farms where they had lots of space to walk around, explore, and enjoy the outdoors. However, on Thanksgiving day, when she saw the president “pardon” a turkey from being used for a Thanksgiving dinner, she began to wonder what the lives of most turkeys are actually like. Jovana wants to investigate how turkeys are treated on farms in the United States, and what happens to the turkey who is “pardoned” on Thanksgiving.

**Discovery Card #9**

Landon grew up eating meat, eggs, and dairy, and he always thought everyone else did too. He saw a newspaper article that said the number of vegetarians and vegans has been steadily increasing in the United States for the past few years. He wasn’t sure if the newspaper article was accurate, so he wanted to research more about this statistic to see if more people are in fact become vegetarians and vegans. If it’s true, then he also wants to learn more about the reasons why so many people are changing their eating habits.

**Discovery Card #10**

Kenyatta always thought that transportation (cars, buses, planes, and boats) was the largest contributor to climate change. When she went to the store, someone handed her a pamphlet that said, “Animal agriculture is the largest contributor to climate change.” Kenyatta was really surprised to see this and wants to research whether or not it is accurate.
ANALYZING AGRICULTURAL ASSUMPTIONS

Name(s) _____________________________________________ Date ____________________________

Directions: Read your assigned Discovery card to learn about the assumption(s) held. Then check for the accuracy of the assumption through research. Finally, identify how the information gained from research will influence the opinions, decisions, or choices of the person in the Discovery card scenario.

1. Discovering the assumptions: Read the Discovery card and identify the assumption(s).

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Checking the accuracy of this assumption: We researched this assumption and found that…

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

We used the following sources of information:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Using the information gathered to develop informed opinions and/or make informed decisions: How might the new information you gathered through research affect the opinions, decisions, or choices of the person in your Discovery card scenario? What, if anything, will you do differently with this new information?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
THREE STAGES OF QUESTIONING ASSUMPTIONS

Name(s) ___________________________________________ Date __________________

1. **Discovery** – Realizing when something happens that challenges an assumption we believe to be true
2. **Research** – Investigating an assumption we have to determine whether it is accurate
3. **Fact-Based Conclusions** – Utilizing accurate information to develop more informed opinions, to make more informed choices, and to prevent ourselves from spreading misinformation

I. **Think of a false assumption you have previously believed to be true.**
   *In the past, I assumed that___________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

II. **Explain the three stages of questioning assumptions you experienced.**
1. **Discovering the assumptions.**
   *I discovered this assumption when _____________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. **Checking the accuracy of this assumption.**
   *I researched (or could have researched) this assumption by _________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. **Using the information to make informed decisions, opinions, or choices.**
   *With this new information, I now ________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
THEME: WHAT’S ON OUR PLATE?

WHY WE EAT WHAT WE EAT

ESSENTIAL QUESTION

To what extent are my choices my own?

OVERVIEW

There are many factors that influence our food choices, and they often change throughout our lives. In this lesson, students are challenged to think critically about both internal and external influences that have an effect on the foods they decide to eat. By helping young people to recognize these influences, they will better understand their own food choices. This understanding will empower them to make more conscious food choices.

OBJECTIVES

Students will be able to…

- Identify examples of internal and external influences on people’s food choices.
- Examine their own food choices and the degree to which internal and external influences affect them.

DAY 1:

1. Warm Up (10 min.)

- Begin the class by handing out the Warm Up activity handout.
- Ask students to write a list of five different foods they ate in the past week in the Foods I Ate column of the handout. (These foods can be snacks, candy, drinks, or parts of meals they ate.)
- Then, ask students to write why they chose to eat or drink each of those foods in the Why I Ate This Food column. Students might explain any number of reasons, such as they liked the way it tasted, it was what was available at school or home, it was good for their health, or it was shared with them.
- Allow students to discuss their responses with a neighbor. Then have some students share their responses with the whole class.

2. Food Choices (10 min.)

- Introduce the essential question of the lesson: To what extent are my choices my own?
EXPLAIN that they will explore the essential question by examining their food choices and discussing the following:

- Factors that influence our food choices
- The negative and/or positive impacts of these influences on our food choices
- Why it is important to think about these influences
- How being aware of these influences may or may not change our food choices

Distribute the Why We Eat What We Eat worksheet to each student (printed front to back). Go over the first example together with the whole class.

Have students complete the worksheet in small groups. Remind them to think about the influences they discussed in the Warm Up activity. Then have them share what they wrote with the class. Let students know that it is okay if they are not able to provide many responses at this time. Explain that you want them to compare and contrast their knowledge and opinions at the beginning of the class to their knowledge and opinions at the end. Let them know they will be able to add to the worksheet throughout the class as they learn more about this topic. (At this point, collect the Warm Up activity and tell students that they will complete the reflection at the end of the second lesson.)

**3. Food Choice Influences Reading (25 min.)**

- Distribute the Food Choice Influences reading. Ask students to read the document in pairs or individually.
- Have students underline key details and identify the central idea. Invite some students to share their summaries with the class.
- Based on the reading, ask students to add anything new they learned about food choice influences to their Why We Eat What We Eat worksheet. (Collect these worksheets at the end of class and save them until the following class.)
- Ask students the following questions:
  - How have you (and other people) been influenced to make certain food choices?
  - Which of these influences promote poor food choices?
  - Which of these influences promote positive food choices?

Ask students to think about their food choices before their next class and to think about what might be influencing those choices.

**DAY 2:**

**4. Review (5 min.)**

- Return the Why We Eat What We Eat worksheets to the students.
- Remind them of the essential question: To what extent are my choices my own? Ask them if the previous lesson has made them think differently about this question.
- Provide an opportunity for students to share any food choices they made since the previous day and the factors that influenced their choice.

**EDUCATOR SPOTLIGHT**

**Mickey Kudia**

In middle school, young people are developing a sense of personal identity. One way to support this process is by giving them tools to understand why they make some of the choices they do as well as ways to make more thoughtful and conscientious decisions based on their values. I think our food choices are a particularly important area for students to analyze because these decisions affect their health and the well-being of other people, animals, and the environment. If they can begin to make more informed and intentional food choices at this age, it will benefit them throughout their lives.

**RESOURCE LINKS**

**Johns Hopkins Center for a Livable Future’s Food Environments Primer**
www.foodsystemprimer.org/food-and-nutrition/food-environments/

**Healthy Food Access Overview**

**Healthy Living**

**Physicians Committee for Responsible Medicine**
www.pcrm.org/health
5. Food Choice Influences Activity (30 min.)

- Introduce the Food Choice Influences activity and provide the following instructions for the activity:
  - Select 2-3 Food Choice Influences cards to start.
  - Then think of a food/meal you might choose, taking the combination of these influences into consideration.
  - Explain why you might make that food choice based on your Food Choice Influences cards.

- It is recommended that you model the activity first. For example, imagine you pick the following three influences cards: You feel stressed, You care a lot about animals and prioritize foods that do less harm to animals, and Your parents generally eat healthy and they stock your kitchen with fruits and vegetables. You could explain the following:
  - I would eat an apple or carrot sticks because I want something quick to eat when I’m stressed and, since these food options are plant-based, they don’t harm animals. My parents keep the kitchen stocked with that type of food, so it will be easy to access.

As a follow-up, consider adding:
  - Some food influences might be more powerful than others. So, instead of choosing to eat apples or carrot sticks as I previously stated, I might choose to eat potato chips because when I’m stressed, I sometimes eat junk food even though I have access to healthier options. Sometimes junk food helps me to feel satisfied in the moment since I associate it with comfort, even if it is not nutritious and might make me feel worse later.

- After you have modeled the activity, break students into small groups. The groups will pick 2-3 cards at a time. Each group will discuss what they might eat taking these influences into consideration and decide on a food choice together. (Be sure to copy enough sets of the Food Choices Influences cards for the number of groups you have. You will need to cut these cards out in advance.)

- When each group has agreed upon a food choice, they will share their choice with the class and explain why they might make that choice.

- After students have had adequate time, ask them the following reflection questions as a group:
  - Were there any Food Choice Influences card combinations that you found particularly interesting or difficult?
  - Were there any Food Choice Influences cards that you thought were particularly powerful in their ability to influence your food choices?
  - What are some additional food choice influences that have an effect on you, or that you think have an effect on other people, that were not addressed in the Food Choice Influences cards?
  - Did you learn about anything that influences your food choices from this activity? Explain.

EXTENSION PROJECTS

- Research Project: Have students conduct a research project on one negative external or internal influence that affects food choices. Challenge students to identify potential solutions to help combat that negative influence. For example, students can research how access to certain foods influences people’s choices and they can learn about actions people are taking to increase access to healthful and sustainable foods. Give students the option to interview someone who is working in the community to help make it possible for people to make better food choices. For example, students can interview people who are working to increase access to healthful foods through community gardens, food co-ops, or farmers’ markets. Another option is for them to interview advocates who are working to inform others about the impact that certain food choices have on animals, workers, or the environment. Then they can create a presentation to share what they learned.

- Media Literacy/Art: Ask students to create advertisements with an aim to persuade people to make ethical and/or healthy food choices.

- Technology Integration: Teach your students to create compelling and persuasive explanations of what they learned with infographics. If you have access to devices, consider allowing students to use a site like Piktochart (www.piktochart.com) to create an infographic about how we make food choices. Using the Food Choice Influences reading, students can articulate their understanding of these different influences on the infographic through pictures, icons, and text. Publish the infographics as digital posters for a gallery walk, or print and display them around your school.

EXTENSION PROJECTS CONTINUED ON NEXT PAGE
Based on the activity and discussion, ask students to add new factors and/or thoughts and notes to their Why We Eat What We Eat worksheet. Provide them with an opportunity to reflect on how much they learned in the lesson. Have them return to the essential question with the new understandings they have gained.

6. Wrap Up (10 min.)

- Pass out the Why We Eat What We Eat: Reflection prompts.
- Ask students to circle one food from the list they created at the beginning of the previous lesson.
- Based on this particular food choice, have them write a response to the following prompts. If time permits, allow students to share their responses with a partner and/or with the class.
  - Identify the internal and/or external influences that led you to make this food choice.
  - Do you think these influences had a positive or negative effect on you?
  - What effects did these influences have on animals, other people, and the planet?
  - Would you make the same food choice in the future? Why or why not? If not, what would you choose instead?

EXTENSION PROJECTS
CONTINUED FROM PREVIOUS PAGE

- Nutrition Science: Provide students with the Food Nutrition Lab worksheet and review it with them. Discuss how energy is obtained from food through metabolic processes which oxidize fats, protein, and carbohydrates. Explain that some foods provide us with more sustainable energy than others. Ask students to compare and contrast the nutritional value of a variety of foods to determine how healthful they are. Explain that they will document their findings on their worksheet. You can refer students to this Michigan State University Extension webpage to learn more about different types of sugar and how to convert grams of sugar into teaspoons: http://msue.anr.msu.edu/news/how_to_convert_grams_of_sugars_into_teaspoons. You can refer to the Center for Disease Control webpage for information on how to convert sodium to salt: https://www.cdc.gov/salt/sodium_toolkit.htm and have students also convert the grams of salt into teaspoons. Consider providing them with salt and sugar so that they can measure out and easily envision the number of teaspoons of salt and sugar in a single serving of each food they are analyzing. (Examples of food items: chips, cereal, soda/pop, juice box, crackers, candy, jelly, raisins, apple slices, baby carrots.)
WARM UP ACTIVITY

Name ___________________________  Date ___________________________

<table>
<thead>
<tr>
<th>Foods I Ate This Week</th>
<th>Why I Ate This Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

WHY WE EAT WHAT WE EAT: REFLECTION

Name ___________________________  Date ___________________________

1. Circle one of the food choices that you identified above. Identify the internal and/or external influences that led you to make this food choice.

________________________________________________________________________

________________________________________________________________________

2. Do you think these influences had a positive or negative effect on you?

________________________________________________________________________

________________________________________________________________________

3. What effects did this food choice have on animals, other people, and the planet?

________________________________________________________________________

________________________________________________________________________

4. Would you make the same food choice in the future? Why or why not? If not, what would you choose instead?

________________________________________________________________________
### WHY WE EAT WHAT WE EAT

<table>
<thead>
<tr>
<th>Factor that influences our food choices</th>
<th>Could this factor influence our food choices in positive ways?</th>
<th>Could this factor influence our food choices in negative ways?</th>
<th>Additional notes/thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Food prices</td>
<td>The cost of going out to eat can be more expensive than cooking at home, so it might encourage you to cook at home more often.</td>
<td>Your food choices could be limited due to the price of food. You might not be able to afford the foods you actually want to eat.</td>
<td>Sometimes healthier food is more expensive in the short-term, but it will reduce future medical costs by helping you to stay healthier through diet. Healthful foods bought in bulk are usually less expensive than processed foods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOOD CHOICE INFLUENCES

Many factors can influence what we choose to eat. Generally, these influences can be put into two categories: internal and external. Internal influences are factors that come from within ourselves and external influences are factors that come from outside of ourselves. It is important that we identify these influences so that we can analyze whether they are having a positive or negative impact on our food choices.

Internal Influences on Food Choices

Who we are as individuals has a huge influence on the foods we eat. For example, people have preferences for certain tastes. One person might crave spicy foods while another person enjoys sour candy. Our taste preferences can change over time, and we can learn to appreciate new flavors as well.

How we feel can also influence what we eat. For example, when people are tired, they might choose to eat convenience foods because they do not feel like preparing a meal. If they are feeling energetic, a person might choose to make a more nutritious meal or try cooking something new.

Another internal influence is people's priorities. Some people prioritize the nutritional benefit of a meal no matter what the cost, while others want to spend as little money as possible. Some people focus on making sure their food aligns to their ethical values. For example, they might choose a vegan meal because they do not want to eat animals, they might only eat locally grown foods to support local farmers, and they might choose to eat organic foods to avoid foods sprayed with pesticides that harm the environment.

External Influences on Food Choices

External influences come from outside ourselves. One example of an external influence is our friends and family. People instinctively copy the behaviors of people in their lives, often without even realizing they are doing it. For example, if the people in your life eat healthful foods, you will be more likely to eat healthful foods too. Our culture and traditions often influence our eating choices as well. Many people enjoy eating food associated with their family’s culture and the holidays they celebrate. We often eat foods that have been passed down to us from generation to generation as a way to stay connected to our heritage.

What we have access to is another external influence. As children, we eat what our families cook and buy for us because that is usually our only option. As people get older, their options can still be limited depending on which food stores and restaurants are in their neighborhood. For example, in some communities there are often few to no supermarkets. This can force people to eat from convenience stores and fast food restaurants which often only have highly processed, packaged foods that are unhealthy. When it is difficult to obtain nutritious foods in one’s neighborhood, it is referred to as inequitable food accessibility (unequal access to food). However, many people who lack access to nutrient-rich foods are working to increase the availability of fresh fruits and vegetables in their neighborhoods by creating community gardens and organizing farmers’ markets.

Advertising also has an influence on our food choices. Every year, companies spend billions of dollars to convince people to buy certain foods. Most of these advertisements are for processed, nutrient-poor foods with addictive ingredients, such as sugar, salt, and fat. Companies can make more profit from selling these foods because the more people eat them, the more they crave them. Since these foods are not nutrient-dense, they often leave people hungry and fatigued. These advertisements are targeted toward children in an effort to influence kids to persuade their parents to buy certain products. There are concerns that advertising to children is unethical because children are easily manipulated and this form of advertising often encourages children to develop unhealthy eating habits that can continue into adulthood.

These are only a few of the internal and external factors that influence our food choices. By examining these and other influences, we can hopefully make more informed and intentional food choices.
<table>
<thead>
<tr>
<th>Internal Influence Card:</th>
<th>Internal Influence Card:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You feel hungry.</td>
<td>You feel stressed.</td>
</tr>
<tr>
<td>You have a preference for spicy foods.</td>
<td>You have a preference for sweet foods.</td>
</tr>
<tr>
<td>You like saving money and prioritize spending less money on food.</td>
<td>You care a lot about the environment and prioritize eating foods that do less harm to the environment.</td>
</tr>
<tr>
<td>You care a lot about animals and prioritize eating food that does less harm to animals.</td>
<td>You care a lot about workers’ rights and prioritize eating food that comes from sources where workers are treated fairly.</td>
</tr>
<tr>
<td>You care about your family’s traditions and your family makes particular foods on holidays that you all celebrate together.</td>
<td>You care about your health and prioritize eating foods that are nutritious.</td>
</tr>
</tbody>
</table>
### FOOD CHOICE INFLUENCES CARDS

<table>
<thead>
<tr>
<th>External Influence Card:</th>
<th>External Influence Card:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You're hanging out with friends, and they're all eating convenience foods like chips and soda/pop.</td>
<td>Your parents generally eat healthful food, and they stock your kitchen with fruits and vegetables.</td>
</tr>
<tr>
<td>You live in a neighborhood where the closest supermarket is far away, but there is a convenience store only a block away.</td>
<td>You're hanging out with friends, and they’re all eating convenience foods like chips and soda.</td>
</tr>
<tr>
<td>You went to an elementary school that taught you about the importance of eating nutritious meals.</td>
<td>Your doctor told you that you should avoid foods high in LDL (“bad cholesterol”), such as dairy (ice cream, milk, butter), processed foods, and fried foods.</td>
</tr>
<tr>
<td>You volunteer at a local community garden and get free fruits and vegetables.</td>
<td>A fast food restaurant near your home has been advertising a new discount meal all week.</td>
</tr>
<tr>
<td>Ever since you were a child, you have watched television shows where your favorite characters promoted eating sugary, nutrient-poor snacks during commercial breaks.</td>
<td>You don’t have health insurance, so you can’t afford to go to the doctor for health advice. You search the internet to learn about which foods are healthy to eat, but it is confusing and the articles you read contradict each other.</td>
</tr>
</tbody>
</table>
### Food Nutrition Lab

**Prediction:**
Which food do you think will be the most nutritious? Which food do you think will be the least nutritious? Justify your predictions.

**Analyzing Results:**
1. Based on your results, how would you rank the foods you analyzed from most to least nutritious?

2. How does your analysis compare to your prediction?

3. Will this information influence your food choices in the future? Why or why not?

<table>
<thead>
<tr>
<th>Name of Food</th>
<th>Salt grams/serving</th>
<th>Sugar grams/serving</th>
<th>Fat grams/serving</th>
<th>Additional nutritional information (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THEME: WHAT’S ON OUR PLATE?

FOOD FIGHTERS: REAL STORIES OF FOOD JUSTICE ADVOCATES

ESSENTIAL QUESTION
How can we ensure our communities are healthy, just, and sustainable?

OVERVIEW
Students first discuss what justice means and then connect the concept of justice to how our food is produced. They will work in groups to research specific topics related to our current food system to understand some of the practices that prevent us from having a healthy, just, and sustainable food system. Each group will become an expert on their assigned topic and will be responsible for teaching the rest of the class about their issue. Then each student will read about one of three food justice advocates (lauren Ornelas*, Bryant Terry, or Ron Finley) to understand how they have taken action to create positive change. Students will share what they learned with a partner and then they will discuss how they can apply what they learned to their own lives.

OBJECTIVES
Students will be able to…

- Define the term food justice.
- Examine, compare, and contrast strategies for creating more healthy, just, and sustainable food systems.
- Describe one action they can take to improve our food systems.
- Create at least one connection between food justice advocacy and their personal choices.

DAY 1:
1. Warm Up (15 min.)

- Ask students what justice means to them. (As an alternative option write this question on the board and ask students to answer the question through a quick two minute journal free-write.) Allow students to share their responses. If it is not stated, explain that justice can be defined as fairness, equity, or moral rightness.
- Follow up by asking students how they feel when something is unjust or unfair.

*lauren Ornelas spells her first name with a lowercase “l.”

GRADE LEVEL 6-8

TIME NEEDED Two 60 min. periods

SUBJECTS Social Studies, English Language Arts

STANDARDS
Common Core
ELA-Literacy: RI.6.1, RI.7.1, RI.8.1
RI.6.2, RI.7.2, RI.8.2

ISTE: Standard 3—Knowledge Constructor

MATERIALS
- Defining Food Justice Vocabulary/Terms worksheet
- Food Justice Vocabulary/Terms handout
- Internet Research: Food Justice Issues worksheet
- lauren Ornelas* reading
- Bryant Terry reading
- Ron Finley reading
- Food Justice Advocate Questions worksheet

VOCABULARY/TERMS
- Food justice
- Advocate
- Unequal access to food
- Empower
- Sentient
- Mitigate
- Sustainable
- Vegan
- Black Panther Party
- Food insecurity
- Affluent
EDUCATOR SPOTLIGHT

Mickey Kudia

Learning about all the problems related to food can be overwhelming; however, our food systems can be changed. This lesson focuses on people who are tirelessly working to create a healthier, more just, sustainable food system through strategic solutions. It is important to share their stories to inspire young people to take action as well.

RESOURCE LINKS

Food Empowerment Project
www.foodispower.org

USDA: Animal Agriculture
www.usda.gov/topics/animals/animal-production

Chicago Magazine, The Food Desert

Farmworker Justice
www.farmworkerjustice.org/

Scientific American, How Dangerous is Pesticide Drift
www.scientificamerican.com/article/pesticide-drift/

TEDxTalk: lauren Orenelas
https://youtu.be/blfVA0a-CBc

TEDMED Talk: Bryant Terry
https://youtu.be/cL8e9xM9zoA

Bryant Terry’s website
www.bryant-terry.com

Ron Finley on Game Changers
https://youtu.be/owDCnGmhdAs

Ron Finley’s website
http://ronfinley.com

2. Defining Food Justice Vocabulary/Terms (15 min.)

- Explain that most people want to be treated fairly and believe in justice for all, but opinions differ in what that actually means and looks like in real life.

- Let students know that this lesson is going to focus on a specific type of justice: food justice.

- Tell students that food justice refers to the ability for individuals and communities to access healthful foods (demonstrated in the Warm Up enhancement activity) as well as foods that are produced in a way that is just (fair) and sustainable (able to maintain a process or resource at a certain rate or level).

- Distribute the Defining Food Justice Vocabulary/Terms worksheet. Explain that the words and terms listed on the worksheet are related to the lesson topic as well as content that students will encounter in the readings that they will be given during the second day of this lesson.
For each term, ask students if they know the definition; have seen/heard the word, but are not familiar with the definition; or if they do not know the word at all. If they think they know the word, have them write down the definition in the space provided. Monitor how accurately they are defining the terms.

- If students mostly know the definitions or at least have seen/heard the words, then they should be prepared to do the readings. Tell them that as they read they will be able to use context clues to determine the definitions of any unfamiliar words.

- If students appear to be struggling with defining the words, have them share the definitions that they do know with the class. Tell them that when they read they will be able to use context clues to determine the definitions of any unfamiliar words. The one word that they must know before the lesson continues is sustainable. Make sure that everyone has the definition written down: able to maintain a process or resource at a certain rate or level.

3. Food Justice Research and Presentations (30 min.)

- Let students know that they are going to learn about the following four issues that prevent people from accessing healthful, just, and sustainable foods:
  - unequal access to food
  - factory farming
  - treatment of farmworkers
  - pesticides used on crops

- Divide the students into small groups, assigning each group one of the issues listed above to research. Give each group the Internet Research: Food Justice Issues worksheet and provide them with the following instructions:
  - Each group will complete the “Our topic is” section of the worksheet for the first part of the activity. The follow up sections will be completed later.
  - Ask students to designate each group member as one of the following: researcher, reader, writer, and presenter. Emphasize that it is everyone’s role to participate in the discussion in order to decide what information they think is important and what they should write down.
  - Have them search online (refer to the Resource Links for suggestions) and take notes on their assigned topic. They should keep track of their sources in the space provided on their worksheet.
  - As a group, using the notes gathered, have them create a one to three sentence description of their topic and then explain how their topic relates to the lack of access people have to healthful, just, and sustainable food.

**EXTENSION PROJECTS**

- **Writing:** Ask students to write a short essay explaining how they can apply the same food justice advocacy strategies they just learned about to other examples of injustice toward people, animals, and/or the environment.

- **Speaking:** Have students take the same topic from the above extension activity but instead of an essay ask them to develop a presentation that includes examples of volunteerism or advocacy related to creating a healthy, just, and sustainable community, for their own class, other classes in the school, or their parents and local residents.

- **Research Project:** Encourage students to choose one of the food justice advocates to investigate further. They can write a research paper and/or slideshow presentation that explores and evaluates the advocates’ strategic efforts to change our food system.

- **Media Literacy:** Based on Lauren Ornelas’s work, challenge students to create a public service announcement that persuades people to avoid foods that are produced through slave labor and/or animal abuse.

- **Health and Design:** With Bryant Terry’s program as an example, instruct students to create their own healthy and sustainable cooking class or work with a teacher to incorporate some of their recipe ideas into a school cooking class.

- **Experiential:** Using Ron Finley’s work as an inspiration, provide students with an opportunity to volunteer at a community garden, to create and grow a school garden, or to plant seeds in class to take home.
When the groups are ready, have each one share their findings with the class. Remind them that they are responsible for sharing accurate information with the rest of the class in order to help everyone learn about the issue. Ask the rest of the students to be attentive listeners, so they can learn from their fellow classmates. As they listen and learn about each issue, they should complete the remainder of their worksheet.

Allow for some time after each group presents for the students to ask clarifying questions.

**FOOD JUSTICE RESEARCH NOTE**

Alternatively, if you do not have access to computers for them to complete this activity, after breaking the students into their groups, ask them to research the topic using their cell phones, if this is allowed at your school, in order to complete the notes section of their worksheet. They can also do the research at home or at a library in order to complete the first and last section of their internet research worksheet (topic notes & sources). During the following class the group can work together to complete the middle two sections: their description and deciding on which ways their issue prevents people from having access to healthful, just, and sustainable food. If none of these research options are viable, create short research packets using the Resource Links.

**DAY 2:**

4. **Food Fighters for Food Justice Reading: Part 1 (15 min.)**

- Remind students of the essential question: *How can we ensure our communities are healthy, just, and sustainable?*
- Review the four issues related to food injustice that were presented during the previous class.
- Tell students that they will read about a food justice advocate, someone who is working on solutions to these issues.
- Assign each student one of the three readings about a food justice advocate (lauren Ornelas, Bryant Terry or Ron Finley).*
- Ask students to independently read about the advocate they were assigned. Remind them to refer to the *Defining Food Justice Vocabulary/Terms* worksheet from the previous class. Have them use context clues as they read to fill in the rest of the definitions.
- Then have them answer the *Part 1* questions on the front side of the *Food Justice Advocate Questions* worksheet.

* We quote the food justice advocates in the readings. One of Bryant Terry’s quotations includes the word “crap.” We wanted to respect the integrity of his statement so we left it intact. Some educators may find this word offensive or inappropriate for their students. If it is an issue, you can insert a blank line for the word or handle it as you see fit for your group.

5. **Food Fighters for Food Justice Reading: Part 2 (20 min.)**

- Instruct students to find a partner who was assigned a different food justice advocate.
- Ask them to take turns sharing what they learned by giving a brief summary about their food justice advocate based on their reading and their *Part 1* answers.
- Then ask the pairs to work together to answer the *Part 2* questions on the back of the *Food Justice Advocate Questions* worksheet.

6. **Class Discussion (15 min.)**

- After students have had adequate time to complete the *Part 2* questions on the back of the *Food Justice Advocate Questions* worksheet, facilitate a full class discussion.
- Review the questions on the worksheet.
  - First, ask students to provide a summary of their food justice advocate reading. Make sure all three advocates are addressed.
Next, ask students how the three advocates are different.
Then, ask students to share their pair’s answer to the question: How are the two advocates similar?
Finally, ask students to share their pair’s answer to the question: Imagine if the two advocates worked on a project together. What might they do together that would utilize both their skills and passions?

If it is not already stated in the discussion, explain that each of the people they learned about used a different approach to make our food system more healthy, just, and sustainable: Ornelas is educating people about how their food is produced; Terry is teaching young people how to cook nutritious meals through the “b-healthy” program; and Finley is growing community gardens. Nevertheless, all three advocates stress the importance of community and working together to create change.

7. Wrap Up (10 min.)

Ask students the following questions:

- How can we apply what was discussed about creating healthy, just, and sustainable food systems to ourselves and our community?
- What is one simple action you can take right away?
- Do you have any ideas for larger projects that you could undertake?
- Are there projects that we could undertake as a class?
**FOOD JUSTICE VOCABULARY/TERMS**

Name ___________________________________________ Date ______________________

**Directions:** Read over each word or term. Decide how familiar you are with it by checking one of the first three boxes. If you think you know the word well, then write the definition in the space provided.

<table>
<thead>
<tr>
<th>Word/Term</th>
<th>Know it well</th>
<th>Have seen it/Heard it</th>
<th>No idea</th>
<th>Definition/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affluent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Panther Party</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empower</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Insecurity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mitigate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unjust/Just</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOOD JUSTICE VOCABULARY/TERMS

1. **Affluent**
   Having an abundance (large amount) of wealth, property, or other material goods; rich

2. **Black Panther Party**
   A revolutionary black American organization active in the 1960s and early 1970s, formed to work for the rights of African-Americans

3. **Empower**
   To give ability to, enable or permit

4. **Food Insecurity**
   A condition of limited or uncertain access to adequate and healthful food

5. **Mitigate**
   To make less severe, serious, or painful

6. **Sentient**
   Capable of sensing and perceiving things; able to experience feelings

7. **Sustainable**
   Able to maintain a process or resource at a certain rate or level

8. **Unjust/Just**
   Something that is considered morally wrong or unfair / something that is morally right or fair

9. **Vegan**
   Someone who does not: eat any animal products (meat, eggs, dairy, or honey), wear any products made of animals (fur, leather, wool, or silk), use any products that were tested on animals (personal care products and cleaning products)
INTERNET RESEARCH: FOOD JUSTICE ISSUES

Name _______________________________ Date _______________________________

Directions: Your group will be assigned a food justice issue to research. Fill in each section below with notes and answers based on your research. Make sure to list in the Sources box all of the websites you used to gather information about your topic and complete this activity.

Our topic is ___________________________________________________________

Notes about the issue:

Describe the issue in one to three sentences:

In what ways does this issue prevent people from accessing healthful, just, and sustainable foods?

Sources:
### INTERNET RESEARCH: FOOD JUSTICE ISSUES

**Topic #2 is**

Describe the issue:

In what ways does this issue prevent people from accessing healthful, just, and sustainable foods?

**Topic #3 is**

Describe the issue:

In what ways does this issue prevent people from accessing healthful, just, and sustainable foods?

**Topic #4 is**

Describe the issue:

In what ways does this issue prevent people from accessing healthful, just, and sustainable foods?
lAUREN ORNELAS* – EMPOWERING POSITIVE FOOD CHOICES WITH KNOWLEDGE1

laurén Ornelas is the founder and executive director of the Food Empowerment Project (F.E.P). She works to empower people to make more just food choices that help people and animals by providing consumers with information and resources.

One of the topics her organization focuses on is how chocolate is produced. As described on the F.E.P. website, many chocolate products come from cocoa farms that use slave labor and contain milk that comes from cows who are treated inhumanely.

Ornelas wants people to use this information to make food choices that are humane and ethical.

As she explained in her TEDx Talk, “We eat several times a day and each food choice says something about ourselves. I believe our individual food choices and collective voices can have an impact.”

To help people boycott chocolate companies that profit from slave labor and animal abuse, the F.E.P. website includes a list of chocolate companies that do not source their cocoa beans from slave labor and do not use animal products.

Ornelas is also known to be a very persuasive communicator. She does this by being sincere, honest, and patient. These traits have allowed her to help many people make more informed food choices.

“I make the most informed food choices that I can make because I want to lessen the suffering of sentient beings. I wanted to turn this pain [of theirs that] I felt into power.”

She goes on to say in her TEDx Talk, “You and your food choices can change the world and mitigate suffering the world over.”

*lauren Ornelas spells her first name with a lowercase “l.”
2 Food Empowerment Project: http://www.foodispower.org/slavery-chocolate/
BRYANT TERRY – BUILDING HEALTHY COMMUNITIES THROUGH COOKING

Bryant Terry is a chef, educator, and author who founded “b-healthy,” a program that empowers young people in New York City to cook healthful and sustainable meals. He is also the author of several cookbooks which incorporate vegan food, soul food, and African-American cuisine.

Even though Terry promotes a nutritious diet now, he did not always eat a healthful diet himself. He describes himself as being a “junk food junkie” when he was in high school.

“I was addicted to the high salt, high fat, high sugar, low nutrient, low vibration, processed, fast food, industrialized crap junk food and beverage that every billboard and soda-sponsored scoreboard encouraged me to eat every single day,” said Terry in his 2015 TEDMED presentation.

This all changed when Terry heard the song “Beef” by KRS-One and was inspired to become a food activist.

“[The song] brilliantly describes the negative impact of factory farming on animals, on human health, [and] the environment. When I heard him kick these lyrics, I couldn’t speak for the rest of the day,” said Terry.

Hearing that song and reading the book The Jungle by Upton Sinclair were “transformative moments” in his life that changed how he viewed food.

When he was in graduate school, Terry was further inspired when he learned about the free breakfast for children program that was created by the Black Panther Party in the late 60’s. This program fed children living in poverty a healthful meal before school. At the same time, he was frustrated because every day on his way to the university, he would see children eating nutrient-poor foods.

Then in 2002, he channeled his passion for cooking and his frustration with unjust food systems into the award-winning “b-healthy” program, which is a cooking program that empowers young people in New York City to fight for a more just food system.

“[In b-healthy] we take cooking as a way to engage young people and to educate and empower them; and give them the skills to own and drive the solutions to community food insecurity; and help educate them about community organizing and political education,” said Terry.

The program is changing people’s lives. He explains that “…people who once felt powerless, understand the power and the [ability] that they [have] to own and drive the solutions to community food and justice.”

Terry concluded his TEDMED talk by saying, “When people ask me what I’m serving up, I tell them, ‘a piping hot iron skillet of healthy, just, and sustainable food systems.’”

---

1 TEDMED. (2016, August 16). Stirring up political change from the kitchen [Video file]. Retrieved from https://youtu.be/cL8e9xM9zoA
2 Bryant Terry’s website: http://www.bryant-terry.com/longbio/
Ron Finley has planted dozens of gardens along the curbs in South Central, Los Angeles and has inspired numerous people living in urban areas to take action to change their food systems and their communities.

As he explains during his interview in 2015 on Game Changers, “A gardener — that’s gangster. Being educated — that’s gangster. Building your community - that’s gangster to me. So these [are] the kind of messages to me that these people need to hear.”

Finley decided to take action due to his frustration with the lack of healthy foods in his local grocery store, while seeing that in wealthier, more affluent neighborhoods, people had access to fresh fruits and vegetables.

“Why can’t we have the same thing? And it just let me know that all this was by design and my whole thing is, okay, we need to change the design. And I thought to change it with my garden and start growing my own food,” said Finley during his interview on the podcast Game Changers in 2015.

Finley started by growing a garden on the parkway of his property, but this was a violation of the laws and a citation was issued for his arrest. Finley fought to change the laws and succeeded. The citation was overturned and Finley continues to build gardens throughout his community.

Finley explained his passion for urban gardening: “It’s not just about the food. It’s about people. Now you’re engaging communities. Now your people are growing and participating in their food. They have skin in the game. You’re changing the biodiversity of the soil in your neighborhood. You’re bringing in pollinators. You’re bringing in bees, butterflies, hummingbirds. You’re changing the ecosystem when you put in a garden. We are part of the ecosystem, so that garden is changing us.”

He goes on to explain, “And then the beauty factor. You get to walk out your door and experience nature every day. It’s going to change you. I don’t care how jaded you are.”

FOOD JUSTICE ADVOCATE QUESTIONS: PART 1

Name ___________________________________________ Date ______________

Directions: Independently answer these questions about the advocate you were assigned.

1. What is the advocate’s name? __________________________________________

2. How is this person helping to make our food systems more just, healthy, or sustainable? __________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

3. What inspired this person to take action? __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

4. What do you think about the work this person is doing? __________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________

   __________________________________________
FOOD JUSTICE ADVOCATE QUESTIONS: PART 2

Name __________________________________________ Date ____________________

Directions: Partner with someone who read about a different food justice advocate. Take turns giving a brief summary about your advocates based on what you read and your answers to Part 1. Then answer the following questions together.

1. Who is the advocate your partner read about? ____________________________________________

2. How are the two advocates similar (in addition to being food justice advocates)? ________________________________

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. Imagine if the two advocates worked on a project together. What might they do together that would utilize both their skills and passions? ____________________________________________

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
<table>
<thead>
<tr>
<th>6-8</th>
<th>Agreements for Peace</th>
<th>Community Circle</th>
<th>STEP</th>
<th>Boxed In</th>
<th>Understanding Peer Pressure</th>
<th>Understanding Others Through Perspective Taking</th>
<th>Where Has All the Water Gone?</th>
<th>Forest Protectors</th>
<th>Who Decides What Is Cool?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.6.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.7.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.8.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.6.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.7.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.7.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.8.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.8.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.6.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.7.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.8.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS-ESS2-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS-ESS3-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Standards Index for Lessons Part II (CCSS, ISTE, NGSS)

<table>
<thead>
<tr>
<th>6-8</th>
<th>True Ads</th>
<th>Deconstructing Food Labels</th>
<th>How to Spot Greenwashing</th>
<th>The Cost of a T-Shirt</th>
<th>Dirt Behind Diamonds and Gold</th>
<th>What Are We Wearing?</th>
<th>Questioning Our Assumptions</th>
<th>Why We Eat What We Eat</th>
<th>Food Fighters</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RH.6-8.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RH.6-8.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.6.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.6.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.7.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.7.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.8.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.8.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.6.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.7.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.6.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.7.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.8.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.6.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.7.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.7.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.8.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.8.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS-ESS2-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS-ESS3-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS-ETS1-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Index of Standards

Common Core State Standards (CCSS), International Society for Technology in Education (ISTE), and Next Generation Science Standards (NGSS)

## CCSS Key:
- RH: Reading History/Social Studies
- RI: Reading Informational Text
- RL: Reading Literature
- SL: Speaking and Listening
- W: Writing

### Grade 6

#### CCSS:
- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- **SL.6.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **W.6.1:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

### Grade 7

#### CCSS:
- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.7.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **RL.7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- **SL.7.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.7.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

### Grade 8

#### CCSS:
- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grade 6-8

ISTE:

Standard 3: Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Standard 4: Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Standard 5: Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Standard 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Standard 7: Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Grade 6-8

NGSS:

MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

MS-ESS2-4: Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.

MS-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.