

This programming is supported by a grant from the US Department of Education.

Unit Title: Food Sustainability in Relationship to Climate Change

Lesson plan designed by Hala M. Abdou, halamabdou@gwmail.gwu.edu

Language and Level / Grade	Arabic Language Year 3&4 9-12 Grades	Approximate Length of Unit	3 weeks
Performance Range	Advanced level. Advanced- Mid Advanced- High	Approximate Number of Minutes Weekly	50 min X 5 days = 250 minutes/week
Theme/Topic	Food Sustainability : Richness, challenges & ways to protect and maintain		
Essential Question	Is الإستدامة / the concept of food sustainability different from one country to another ? What role do individuals have in addressing Food Sustainability and what can we do to protect it?		
Social Justice Standards	<p>Diversity #8: Students will respectfully express curiosity about the history and food experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Action #18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p>Action # 20: Students will work with friends, family and community members to make our world better/fairer for everyone and will plan and coordinate actions in order to achieve our goals.</p> <p><i>Include any social justice standards that are relevant to the lesson from Learning for Justice, which can be found at https://www.learningforjustice.org/frameworks/social-justice-standards</i></p>		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● Collaborate with speakers of Arabic and other languages, to analyze environmental issues and challenges using an interdisciplinary approach (Intercultural communication competence). ● Interpret and relate/compare information about food sustainability in Arabic-speaking cultures and countries and what countries are doing to protect and conserve it. ● Discover, in interaction with others, new knowledge about food sustainability, challenges that it faces and action that is being done to make an impact on three of the UN’s Sustainable Development Goals (13, 14, 15). ● Make judgments about how to deal with these challenges, coming together to transform our planet by protecting resources, and nature to make an impact. (Intercultural citizenship) ● Engage in open dialogue to solve real-world, relevant challenges. Ask and answer questions in an open-minded way about what we can do to protect food sustainability. Speak publicly and present pertinent information and make recommendations about what to suggest that we do locally and globally to protect the land, ocean, and species that have been harmed or endangered. 		

This programming is supported by a grant from the US Department of Education.

Summative Performance Assessment Tasks			
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks. • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	Interpretive Mode		
	<p>Read, in groups, different articles about SDGs 13, 14, 15, and prepare a summary for other groups who have not read the same materials, showcasing their understanding of a specific aspect of food sustainability that was introduced in the readings.</p>	<p>Watch, in groups, different videos on food sustainability on land and water and prepare a summary for other groups, exposing their understanding and interpretation of what was suggested in the videos.</p>	<p>Analyze, in groups, different sets of statistics about food sustainability and how human activity impacts it. Prepare a visual presentation and interpretation for other groups, who have not analyzed the same statistics, illustrating their understanding of the data.</p>
	Presentational Mode		Interpersonal Mode
	<p>Polished/Pre-prepared: Work with a partner to design a multimedia presentation or a trifold poster presentation to teach others about the unique food sustainability in one Arabic Speaking country and explain what they are doing to protect it. Using research about SDG (مرحياً بكم في الأمم المتحدة) 13, 14, and 15 within that country, explain their context and different things that can be done locally and globally. This presentation will help other students be reflective about decisions they make to take action.</p>	<p>Small Group Conversation: Each student will share their poster presentation in a small group, then will answer questions asked by the other students. They will use the jigsaw to write the ideas that they learned and then the group will have a conversation, considering the perspectives of the target culture, to discuss what makes the food sustainability unique in each country and make recommendations about what we can do to have an impact in our context.</p> <p>Global Climate Action Day: Students will have an opportunity to build knowledge together, as they participate in and present at, the Global Climate Action Day. Countries are organized geographically in a large space with tables, allowing</p>	
<p>On Demand: After listening to the poster presentations, reflect on all the people who are impacted in the various countries by climate change and</p>			

This programming is supported by a grant from the US Department of Education.

	<p>pollution of the air, land and water. Consider multiple perspectives on who contributes to these problems and who can help solve these challenges. Write your suggestions about what can be done in our country and other Arabic-speaking countries around the world. Base your recommendations in the research you have done and have learned from the presentations.</p>	<p>students to visit Arabic-speaking countries to learn and ask questions about how each student can have an impact locally or globally. At each station/country, students will write what they can do on their passport based on their new learning. On the day of the fair, students will present to other Arabic-speaking students in the target language. They will also present to students from environmental science classes, in English, as part of an interdisciplinary unit with the science teachers.</p>
Standards		
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	Relating Cultural Practices and Products to Perspectives	
	<p>Investigate: In my own and other cultures, I can make comparisons about food sustainability, the challenges it faces around the world and the action taken to protect it. Product: I can compare action campaigns about food sustainability based on research of one target culture country. Practice: In my own and other cultures, I can identify steps to make a difference locally and globally and start an action campaign to transform our planet. Interact: I can recognize how different communities are more impacted by threats to food sustainability around the world.</p>	
<p>Connections (Sample Evidence)</p>	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	<p>Describe and understand how food sustainability is impacted by climate change, and how they are contributing to solutions.</p>	<p>Investigate: In my own and other cultures, I can make comparisons about food sustainability, the challenges it faces around the world and the action taken to protect it.</p>
<p>Comparisons (Sample Evidence)</p>	Language Comparisons	Cultural Comparisons
	<p>I can communicate with peers to describe and understand how cultures define food sustainability, how they are impacted by climate change, and how they are contributing to solutions.</p>	<p>Product: I can compare action campaigns about food sustainability based on research of one target culture country. Describe and understand how cultures define food sustainability.</p>

This programming is supported by a grant from the US Department of Education.

Communities (Sample Evidence)	School and Global Communities	Lifelong Learning	
	Behavior: I can recognize how different communities are more impacted by threats to food sustainability around the world.	Students can discuss action plans and make recommendations about action at the local and global level.	
Connections to Other Standards			
Toolbox			
Can Do Statements			
Interpretive	(L & R) Students can identify unique aspects of food sustainability and the challenges it faces. (R) Students can interpret charts and data about the impact of climate change on ecosystems. (L) Students can understand how communities are impacted by loss of food sustainability and identify how some communities are impacted more than others. (L & R) Students can identify action steps and ways that people collaborate to make an impact.		
Presentational	(W) Students can explain how cultures celebrate nature and their unique food sustainability. (S) Students can describe how all living beings are connected and how threats to ecosystems and food sustainability impact communities. (S & W) Students can make suggestions and recommendations about how to take action locally and globally to protect food sustainability.		
Interpersonal	Students can exchange information, asking and answering questions, about how food sustainability impacts our life experiences. Students can express opinions, feelings, or preferences about how to contribute to solutions to the problems and express empathy about those who are most impacted by climate change. Students can discuss action plans and make polite recommendations about action at the local and global levels.		
Supporting Functions		Supporting Structures / Patterns	Priority Vocabulary
<p>*Describing: Describe the food sustainability and challenges that it faces in Arabic-speaking countries and other countries around the world.</p> <p>*Explaining: Ask and answer questions to better understand the lived experience of others</p>		<p>Questions: Ask & answer questions about what we can do to protect food sustainability.</p>	<p>Nature & food sustainability: building off vocabulary about planet, nature, natural resources, expanding into diversity of resources, species of plants, birds, animals, habitats, land</p>
		<p>Negation: لا - لم - لن</p>	
		<p>Adjectives:</p>	

This programming is supported by a grant from the US Department of Education.

and the impact of food sustainability in their lives. *Identifying & Listing: Make critical judgments and recommendations about how to have an impact. *Expressing an opinion: Make suggestions and recommendations about how to make a difference locally and globally.	صاعقة - العالمي - الحراري - سلام - أمن - المرتفع -	formations, interconnection amongst species, ecosystems, what we depend on from various ecosystems around world Access & dependence on natural resources: equitable access to water,
	Preposition: حيثما - في - مع - في كل عام - ما بين - إلى - من الجوع - إن - بما - يتم - ما يقرب -	

Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	Student will watch the video(Arabic Script + Listen in English). Identify main ideas and share: “what makes Ireland a World Leader in Sustainable Food Systems?” Food Vision 2030 video “What do grandmas have to say about the era of a clean environment?” BBC Arabic	Students can identify and describe what the unique aspects of sustainability are.	الحياة اليومية - تلوث المياه - مشكلة خطيرة أزمت كبيرة - عدم كفاية - نظم إدارة - جوانب - بيئية	Describe and Identify the unique aspects of food sustainability in Ireland.	Interpretive Reading/ Interpersonal Speaking

This programming is supported by a grant from the US Department of Education.

<p>Day 2</p>	<p>Student will watch the video(Arabic Listening + W in E). To identify main ideas to share: Water and Food Security Right to food and climate change Why eating locally is better for climate change.</p>	<p>Students will be able to write their definitions for food sustainability.</p>	<p>الموارد الطبيعية الإستدامة - الأمان - التغيير المناخي- ضمان حق الطعام/ المياة الطعام المحلي - استهلاك المصادر المحلية</p>	<p>Explain and write a definition for food sustainability in your own words to share the main ideas.</p>	<p>Interpretive listening/ Presentational Writing</p>
<p>Day 3</p>	<p>Students will read the article “The Arab Environment in Ten Years. Instability Challenges Sustainability” United Nations Goals. السيناريوهات الزراعية في منطقة الشرق الأوسط Agriculture, Middle East, Sustainable Development</p>	<p>Students can List their reasons about why Food sustainability is important in the Arab /our community?.</p>	<p>البيئة - عدم الإستدامة - التحديات - حقوق الإنسان في العيش - التغيير</p>	<p>-Express your reasons / opinion about why Food sustainability is important in the Arab /our community. -Students co-create definitions essential to understanding concepts</p>	<p>Interpretive Reading/ Presentational Writing/ Interpersonal Speaking</p>

This programming is supported by a grant from the US Department of Education.

<p>Day 4</p>	<p><u>-Food Security: A human Right</u></p> <p>Students will watch the video and read in Arabic.</p> <ul style="list-style-type: none"> - Student will watch “Eating locally grown food to boost sustainability” - <u>The diet helps fight climate change</u> 	<p>Students can describe and give opinions about the benefits of food sustainability. Also, suggest some ways to protect it.</p> <p>Students can ask and answer questions about what we can do to make a difference.</p>	<p>الطعام المحلي - الوجبة لها أثر على التغيير في المناخ - يؤدي/ تؤدي إلى</p>	<p>Describe the reasons that we benefit as humans from food sustainability and what you suggest that we do to protect it. Ask and answer questions about what we can do to make a difference.</p>	<p>Interpretive Listening/ Presentational Writing/ Interpersonal Speaking</p>
<p>Day 5</p>	<p>Students will visit <u>The Zayed Sustainability Prize</u> in the UAE’s pioneering global award that recognises and rewards small to medium sized enterprises (SMEs), nonprofit organizations (NPOs), and global high schools with impactful, innovative, and inspiring sustainable solutions. Ex: Solution زيادة الوعي</p>	<p>Students can be part of the solutions and will be able to:</p> <p>Use a graphic organizer/ model to show how they can be part of the solution.</p> <p>-PICK 1 of 2 project ideas to develop further! -Use tools, resources and</p>	<p>جائزة - جائزة الملك زايد للإستدامة. تنمية - الحل - مصادر - محاربة - المشروع - التلوث - تأثير - إختراع - محاربة - تنظيف البيئة - معسكر القضاء على التلوث.</p>	<p>Students will use a graphic organizer to determine what else can be done to make a difference. Share opinion, what is one important thing that can be done based on the information from the UN?</p> <p>Brainstorm array of ideas before creating final presentation and</p>	<p>Presentational Writing/ Interpersonal Speaking</p>

This programming is supported by a grant from the US Department of Education.

	<p>طلاب يحاربون التلوث في العراق بالرسم على الجدران. Nile cleanup campaign Nile cleanup campaign</p>	<p>technology to make the best idea for a finished product!</p> <p>-SHARE your final product with an audience</p>		<p>synthesis of ideas.</p> <p>Demonstrate critical thinking skills to solve real-world challenges.</p>	
--	--	---	--	--	--

Resources	
<p>Day #1:</p> <p>What makes Ireland a world lead in Sustainable Food Systems?"</p> <p>-Food Vision 2030 video</p>	

This programming is supported by a grant from the US Department of Education.

-[“What do grandmas have to say about the era of a clean environment?”](#) *BBC Arabic*

Day#2:

- [Water and Food Security](#)
- [Right to food and climate change](#)
- [Why eating locally is better for climate change.](#)

Day#3:

[Students will read the article “The Arab Environment in Ten Years. Instability Challenges Sustainability”](#)

-[Food Security: A human Right](#)

Day#4:

- Student will watch “Eating locally grown food to boost sustainability”
- [The diet helps fight climate change](#)

Day#5:

Students will visit

[The Zayed Sustainability Prize](#)

“Project ideas”

[طلاب يحاربون التلوث في العراق بالرسم على الجدران.](#)

-[Nile cleanup campaign](#)
[Nile cleanup](#)
[campaign](#)