

# SDG2 Future of Food

## MM2: Food Leadership for the 21st Century



### Micro-Module 2: Food Leadership for the 21st Century

#### Research and Development

### Lesson 5 The Third Earth Charter Pillar: Social and Economic Justice and Leadership

### Subject Areas: CSPE Climate Action and Sustainability English SPHE

#### Lesson Title and Summary: The Third Earth Charter Pillar: Social and Economic Justice and Leadership

The achievement of wellbeing for self as well as others has been claimed to be the driving force behind the pursuit of justice(1). This lesson introduces the concept of social and economic justice and provides an opportunity to analyse existing efforts in leadership to balance equality and equity in these contexts.

#### Vocabulary:

Dignity, Economic Justice, Equality, Equity, Social Justice, Wellbeing

#### In this lesson, the learner will:

- begin to understand the concepts of social justice and economic justice
- identify in what ways people are unequal socially and economically
- brainstorm how they as future leaders may work towards equality and equity in both contexts

#### Materials

- Worksheets: Integrated Approach to Justice
- Worksheet: Inequality Video
- Teacher's Guide: Activities 1 - 2
- 100 x 1 cent coins/counters/marbles
- 3 scoops
- 3 pairs of mittens/ masking tape
- Post It notes
- Coloured pens
- A3 paper
- Variety of Art Materials (pens, papers, scissors, glue, glitter)

(1) (Suarez-Balcazar et al., 2022)



# SDG2 Future of Food Leadership

## Lesson 5 The Third Earth Charter Pillar



### Activity Instructions

#### Activity 1 Justice (20 mins)

1. This is a whole class activity. Divide your class in half. To one half, give scissors, colored pencils, crayons, glitter, glue, and whatever other supplies you have on hand. To the other group, give only plain white paper and some dull crayons/ pencils
2. Ask each person to make the best looking flower that they can, using the materials they have been supplied. After 5 minutes, share work as a whole class.
3. Divide the halves into smaller groups and direct learners to Worksheet: Justice and go through questions checking understanding.
4. Instruct learners to discuss questions in their groups. Set them 5 minutes to discuss.

#### Activity 2 The Scramble Game (30 mins)

*This activity requires some preparation before the lesson. This is a whole class activity. Please see Teacher's Notes.*

1. Follow the step-by-step instructions in the Teacher's Notes. This activity will introduce the concept of economic justice. Invite learners to stand and form a circle in the centre of the classroom for a whole class activity.
2. After the game has finished, direct learners to Worksheet: Integrated Approach to Justice to discuss the Scramble Game questions in pairs.
3. Following discussion, highlight that this pillar and corresponding principles of the Earth Charter are not isolated from all aspects of justice (social, economic, environment). Explain that it is an integrated approach as equity and economic justice without social and environmental justice is not possible.

#### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

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### EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, set the final activity as an out of class group activity to be revisited in another class.

Extension: For a longer class: Option A 1. Explain that the Earth Charter identifies Social and Economic Justice as one of the movement's pillars and that leadership plays an important role.

Explain that leadership comes in many forms. 2. Write "community", "country" and "globally" on the board. and give each group a pack of 3 differently coloured Post It notes and instruct groups to brainstorm how they can work to promote social and economic justice under in their community, their country, globally? Learners note ideas on the different notes.

Option B: Have learners watch the TED-Ed video 'Is inequality inevitable?' and answer the questions on Worksheet: Equality and Leadership or have learners watch the video: What is inequality and social justice? and ask them to summarise their understanding in writing. (See Media Box).

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

**VIDEO** Is inequality inevitable? TED-Ed [6:49min]

[https://youtu.be/rEnf\\_CFoyv0](https://youtu.be/rEnf_CFoyv0)

VIDEO How can we recognise the rights of nature? [2:24min] <https://youtu.be/l5O-Awcx3lc>

ARTICLE Promoting justice through community-based research: International case studies March 2022, *American Journal of Community Psychology* 69(2)  
DOI:[10.1002/ajcp.12584](https://doi.org/10.1002/ajcp.12584)

The Earth Charter <https://earthcharter.org/education-sustainable-development/>

The Earth Charter Resources <https://earthcharter.org/resources/>

### Local Trip / Expertise / Additional Work and Assessments

1. Encourage learners to research initiatives in their local area addressing social and economic justice and create an infographic or presentation of their findings.

Linked Learning: Passion 2 Purpose Lessons: Empathy 1, Values 1 and 2, Shifting Perspectives for Solutions



### ACTIVITY 1 INEGRATED APPROACH TO JUSTICE

#### The Scramble Activity Instruction

*This activity requires some preparation before the lesson. This is a whole class activity.*

- You will need 100 cent coins/counters or marbles.
- A large space to allow for game play
- 3 x pairs of mittens or masking tape to restrict mobility of hands
- 3 scoops

Note: Keep in mind the socioeconomic composition of your students. Guard against having this activity confirm the existing inequalities in wealth and power.

(adapted from <http://hrlibrary.umn.edu/edumat/hreduseries/tb1b/Section2/activity2.html>)

1. Explain that the wealth and power of the world will be distributed by the students amongst themselves. Wealth is represented using small wrapped sweets, and tell learners that they will be allowed to eat the treats when the activity has been completed. The rewards attached should be designed to be meaningful to the participants playing the game. For example, each penny(sweet) could signify a certain amount of extra free time in class or a special treat from the teacher. Design the rewards to be valuable enough to make authentic distinctions between the wealthy and powerful and the poor and weak.

2. There is one rule: At no time may one student touch another. Penalty for breaching this results in learners having to return their wealth.

3. Invite the groups to stand in a circle in the centre of the classroom and hand out the mittens to a three learners and do not explain why at this stage. (the mittens will be used to reduce mobility during the game as a means of emphasising inequality).

4. Scatter the "coins" or "sweets" evenly in the middle of the circle.

5. Give three learners five extra pennies as well as a scoop each. This is to emphasize that some start off with more than others.

6. Instruct all to wait for the order of GO, and that they must gather as many pennies as possible without touching one another.

7. After all the pennies have been collected, have participants report their wealth to the class. Record participants names and number of pennies on a board or chart paper under three categories:

- GREAT WEALTH AND POWER (those with six or more pennies - the smallest group);
- SOME WEALTH AND POWER (those with three to five pennies - the middle group);
- and

## MM2: L5 TG ACTIVITIES 1 - 2

2 ZERO HUNGER



### The Scramble Activity Instruction Continued

- SOME WEALTH AND POWER (those with three to five pennies - the and
- LITTLE WEALTH AND POWER (those with two or fewer pennies - the largest group).

8. After the game has finished, direct learners to Worksheet: Integrated Approach to Justice to discuss the Scramble Game questions in pairs

9. Following discussion, highlight that this pillar and corresponding principles are not isolated from all aspects of justice (social, economic, environment). Explain that it is an integrated approach as equity and economic justice without social and environmental justice is not possible.

### ACTIVITY 2 VIDEO - IS INEQUALITY INEVITABLE?

#### VIDEO Q & A

Q: What example is given to demonstrate economic inequality at the start?

A: South Africa - one of the most unequal countries in the world.

Q: What is the "Genie Index"?

A: A number comparing wealth distribution.

Q: How is it calculated?

A: The wealth distribution of a perfectly equal society to the actual wealth distribution. The variation multiplied by 2 = genie index.

Q: What does 1 and 0 represent?

A: 1 = one person has all, everyone else has nothing. 0 = everyone has exactly the same wealth (perfect equality)

Q: What DOESN'T The Genie Index tell us?

A: How income and wealth are distributed across gender, race, education etc. how easy or difficult it is to escape poverty, how a particular society arrived at present level of inequality.

Q: What three examples are given of other inequalities entangled with economic inequality?

A: Discrimination, Imperialism, Colonialisation.

Q: What did these inequalities result in?

A: Power and class inequalities.

Q: What is one thing suggested is the reason for inequality?

A: Government choices.



## 1. JUSTICE

- Work in Groups of 3.
- Discuss the questions in the speech bubbles below.



WHAT IS JUSTICE?

Is it easier to define what is "fair" or to label an outcome as "unfair"?

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## 2. THE SCRAMBLE GAME

- Play the game
- Discuss the outcomes

Was the outcome/result fair?

Was the process fair?

How did the difference in wealth impact:



your feelings?



your views of each other?



your views of what you could do in real life if you were in these wealth situations?

## MM2: L4 WS INEQUALITY VIDEO

2 ZERO HUNGER



VIDEO: Is inequality inevitable?

VIDEO LINK Is inequality inevitable? TED-Ed [6:49min]

[https://youtu.be/rEnf\\_CFoyv0](https://youtu.be/rEnf_CFoyv0)

Watch the video and take notes to the following questions:



“  
What is the  
"GINI Index"  
and how is it  
calculated??  
”

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“  
What does 1  
and 0  
represent?  
”

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“  
What DOESN'T The  
GINI Index tell us?  
”

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“  
What is one thing  
suggested is the  
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inequality?  
”

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