

The UN Sustainable Development Goals – Zine Activity – Grade 6

Goal 2 – Zero Hunger

Overview of Lesson Sequence: The purpose of this lesson sequence is for students to explore and learn about the UN Sustainable Development Goal 2: Zero Hunger in a creative way by making a zine. Students will create six to eight unique pages that include information about their goal. There is an additional option for students to respond to a piece of art that portrays Goal 2.

This lesson focuses on Goal 2, but it can be adapted to any of the other goals.

What is a “zine?”

A zine (pronounced “*zeen*”) is a small, self-published booklet or magazine created to express an issue or idea creatively. They can be created for individual use or be photocopied and shared. Zines can be created by cutting paper and gluing in text or images or can be created digitally. Typically, a zine is folded, stapled, or bound together.

A zine can be used in other subject areas (ex. Social Studies, Science, Literacy). Students could research a country or a planet and show their findings in a zine. By creating a zine, students can communicate their findings in a simple, yet creative way.

What are the UN 17 Sustainable Development Goals?

The 17 Sustainable Development Goals (SDGs) are part of the UN 2030 Agenda for Sustainable Development. In 2015, world leaders agreed to the Goals and the 169 targets, intending to create a better world by 2030. In the 15 years that they are in action, areas of action are linked to the people, the planet, prosperity, peace, and partnership. Some of the Goals include ending poverty, ending hunger, and achieving gender equality. For more information, visit <https://sdgs.un.org/2030agenda>.

What is Goal 2: Zero Hunger?

Goal 2 is to “end hunger, achieve food security and improved nutrition, and promote sustainable agriculture.”¹ This goal includes eight targets:

- Target 2.1 Universal access to safe and nutritious food
- Target 2.2 End all forms of malnutrition
- Target 2.3 Double the productivity and incomes of small-scale food producers
- Target 2.4 Sustainable food production and resilient agricultural practices
- Target 2.5 Maintain the genetic diversity in food production
- Target 2.A Invest in rural infrastructure, agricultural research, technology, and gene banks
- Target 2.B Prevent agricultural trade restrictions, market distortions, and export subsidies
- Target 2.C Ensure stable food commodity markets and timely access to information

¹ Project Everyone and the Global Goals Campaign. (n.d.). *2 Zero Hunger*. <https://www.globalgoals.org/2-zero-hunger>

The UN Sustainable Development Goals – Zine Activity

Goal 2 – Zero Hunger

Big Idea(s): What will students UNDERSTAND

Socials 6: Complex global problems require international cooperation to make difficult choices for the future.

Art 6: Visual arts is a unique language for creating and communicating.

Duration:
6-8 classes

Learning Objectives/I Can Statements

- I can identify and explain Goal 2: Zero Hunger from the Sustainable Development Goals (SDGs).
- I can explain the global issues that are linked to Goal 2.
- I can identify ways to help achieve Goal 2.
- I can create a zine using artistic elements.

Curricular Competencies: What will students DO

- Students will use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions about Goal 2 and the UN 17 SDGs.
- Students will ask questions and draw conclusions about Goal 2/the SDGs.
- Students will intentionally select, apply, combine and arrange artistic elements, materials, and tools to create their zine.
- Students will document and present their work in creative ways through their zine.

Content: What will students KNOW

- International cooperation and responses to global issues
- Goal 2: Zero Hunger
- Purposeful application of elements and principles to create meaning in the arts, including the visual arts
 - Elements of design

Materials and Technology

- Printer paper (8.5" x 11")
- Scissors
- Laptops for research
- Research graphic organizer (included)
- Something to write with
- Optional art items:
 - Glue stick
 - Pencil crayons or markers

Pre-Class Preparation

- Have paper and scissors ready
- Have a completed zine either made by yourself or one to show on the projector (optional)
- Know how to fold the paper
- Have art items prepared

<ul style="list-style-type: none"> ○ Washi tape ○ Stickers ○ String or yarn ○ Paint chips ○ Old magazines 	
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Assessment/Evaluation:	Adaptation/Modification
<ul style="list-style-type: none"> ● The completed zine 	<ul style="list-style-type: none"> ● Students could choose which SDG they want to research instead of the whole class focusing on one. ● Students could research/work in pairs or small groups rather than individually. They would still create their own zine.

Inclusive and Equitable Practices	Indigenous Perspectives
<ul style="list-style-type: none"> ● If students struggle with handwriting, they can type out their information and print it, then cut it out and glue it on their page. 	<ul style="list-style-type: none"> ● Have students include a page about how Goal 2 impacts Indigenous Peoples.

Resources
<p>Zine Resources: How to Make a Zine https://www.youtube.com/watch?v=00Hxh4pKwvM</p> <p>How to make a Zine from one piece of printer paper https://www.youtube.com/watch?v=lxqr9e3wCxl</p> <p>How to Make a Zine https://thecreativeindependent.com/guides/how-to-make-a-zine/</p> <p>How to Make a Zine https://www.readbrightly.com/how-to-make-zine/</p> <p>Goal 2 Resources: Investing in Rural People – Goal 2 https://www.ifad.org/en/</p> <p>#Envision2030 Goal 2: Zero Hunger https://www.un.org/development/desa/disabilities/envision2030-goal2.html</p>

Goal 2

<https://www.un.org/sustainabledevelopment/hunger/>

Zero Hunger

<https://www.globalgoals.org/2-zero-hunger>

#TOGETHERBAND Zero Hunger

<https://togetherband.org/pages/zero-hunger>

SDG Resources:

Canada's National Strategy

<https://www.canada.ca/en/employment-social-development/programs/agenda-2030/national-strategy.html>

#Envision2030: 17 goals to transform the world for persons with disabilities

<https://www.un.org/development/desa/disabilities/envision2030.html>

SDG Tracker

<https://sdg-tracker.org/>

17 Goals from the UN

<https://sdgs.un.org/goals>

Lazy Person's Guide to Saving the World

<https://www.un.org/sustainabledevelopment/takeaction/>

SDG Student Resources

<https://www.un.org/sustainabledevelopment/student-resources/>

A Guide for Teaching the Sustainable Development Goals

<http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf>

UNDP - Zero Hunger

<https://www.undp.org/sustainable-development-goals#zero-hunger>

SDG Artwork:

Global Goals by Zara Kurst

<https://www.talenthouse.com/i/660/submission/167961/1344702f>

Art 2030

<http://www.art2030.org/>

Toward 2030: Art Initiative *Don't go to the Canadian site*

<https://www.lavazza.com/en/landing/toward-2030.html>

17 Issues with Leon Lowentraut

<https://art4globalgoals.com/en>

UN Mongolia initiates graffiti art campaign on SDGs

<https://www.un.org/sustainabledevelopment/blog/2017/08/un-mongolia-initiates-graffiti-art-campaign-on-sdgs/>

64 Powerful Street Art Pieces That Tell The Uncomfortable Truth

<https://www.boredpanda.com/environmental-street-art-graffiti-climate-change/>

Lesson Plan

Part 1: Introduction and Research

1. Introduce or discuss the 17 SDGs
 - If your students have already been introduced to the SDGs, begin the lesson with a brief discussion about the SDGs and what they remember.
 - You could show them a video to remind them or to spark discussion:
 - <https://www.youtube.com/watch?v=89tInECFdQ4>
 - <https://www.youtube.com/watch?v=J4P5P62qdNA>
 - *Possible discussion questions:*
 - What are the SDGs?
 - Why are the SDGs important?
 - Do you know any of the SDGs?
 - What is the timeline for the goals to be achieved by?
 - Are we all responsible for helping achieve the goals?
 - What are some ways you can help achieve the goals?
 - What do countries need to do to achieve the goals?
 - How can countries work together?
 - What are some of the challenges?
 - As the teacher, you could discuss multiple questions or pick one focus question.
 - Write the question on the board and write the students' responses.
2. Further discuss Goal 2: Zero Hunger.
 - Discuss why this is an important SDG.
 - What are the causes of hunger around the world?
 - Terms to discuss: famine, malnourished, undernourished
3. Introduce the Zine Project.
 - The focus is for students to think deeper about Goal 2: Zero Hunger. Students can choose different focus areas:
 - Hunger at a local level (Kelowna)

- In Canada
- In a different country
- Children vs. adults
- Where does food come from?
- Explain what a zine is (details on the first page).
- Show students examples (either one you have created or one from online).
- They will be creating these individually to explain Goal 2.
 - *Alternative:* You could also have the students working on different SDGs.
- Students have full creative range on how they want to create each page.
- Ideas for what they need to include:
 - Name of the goal
 - The targets of the goal
 - What are countries doing to achieve the goal?
 - Who is affected by the issue(s) linked to the goal?
 - How can you help locally?
 - What are the statistics?
 - What are some solutions to achieve the goal?
 - What are the challenges in achieving the goal?
- *Teacher option:* It is up to you if you want to give them specific points to include.

Add another element of art: Responding to Art (*optional*): One page of their zine must be choosing and responding to a piece of art that is inspired by Goal 2. See the links in the resource section.

- *Curricular competency:* Art Education 6 – Describe, interpret, and respond to works of art and explore artists’ intent.

4. Make the Zine.

Students will fold the zine before they research to give them an idea of what they will be creating and how much space they will have. However, have them research first before getting them to start drawing and writing.

- Give each student an 8.5” x 11” piece of paper (printer paper).
- Go step by step with them to show how to fold their zine.
 - See the resource section for links
- With a pencil, have them label each section 1-8 so they know what each page is.
- Once they have completed this, have them set it aside for later – when they are done researching.



Photo: How to make a zine from one piece of printer paper (The Oregonian)

5. Start the research.

- Hand out the graphic organizer for research and allow them to start researching.
- If students are choosing their SDG, give them a chance to read about the different goals before choosing one. This could be the end of your first class.

6. End of the class (optional)

- Have students share what they are focusing on or something they found interesting from their research.

Part 2A: Research

1. Continue researching

- It is up to the teacher how long students will need for research.

Part 2B: Respond to Art - Optional

If you want to include a section where students respond to a piece of art that is inspired by their SDG, set aside one block to have all students participate.

1. Introduction: Discuss

- Why use art to show the SDGs?
- Art opens “people’s hearts, minds, and imagination – to inspire action for a healthy and sustainable future” (art2030.org).
- Art allows people to be engaged with the SDGs and it spreads awareness to get people involved.

2. Responding to art: Here are some ways you can respond.

- Initial response: What is the first thing you see or think of when you see the piece?
- Emotional response: How does the piece make you feel?
- Communication/message: What is the piece trying to tell you? What message does it send?
- Description: What do you see in the piece? What does the artist say about it?
- Artist: Who is the artist?

3. Give an example and work through it as a class

- The Global Goals by Zara Kunst:

<https://www.talenthouse.com/i/660/submission/167961/1344702f>

- What goal is shown? Goal 2: Zero Hunger
- We see a thin man, who looks to be living in a desert area and holding “nothing.” In the person’s shadow, we see them smiling, holding a juicy burger.
- This could mean he is really hungry and wants something good to eat.
- His slim figure could tell us that he may not be getting enough to eat (malnourished).
- What does the artist say? Kunst describes “wishing shadow”.



- How does this explain Goal 2? Goal 2 is “No Hunger” and the painting shows a person who looks hungry. It captures your attention because the burger is not real and his expression in the shadow shows that food would make him happy.

*This is just a general overview of how you could respond and discuss artwork with your class. You can have your students think deeper into the different elements of the painting and what the artist intended with this art.

Here are some links to artwork inspired by the SDGs:

<https://www.un.org/sustainabledevelopment/blog/2017/08/un-mongolia-initiates-graffiti-art-campaign-on-sdgs/>

4. For the rest of the class, have students look for art that represents Goal 2.
 - Students fill in the graphic organizer (*optional*) or write notes on a piece of paper.
 - Use the links provided or find your own resources.
 - For their zine, you can choose if you want to have a small photo of the art piece printed for them to glue onto their page. This will help readers understand what they are saying.

Part 3: Making the Zine

1. When students are finished researching, have them start their zine.
 - Make sure each page is labeled 1-8 so when they fold it up, their information is in the correct order. The sections do not follow a chronological order when the paper is fully open.
 - 1 = front page
 - 8 = back page
 - Students should have a cover/title page.
2. Encourage them to use a pencil to do an outline before colouring or gluing.
3. For the written components, students can either print it with a pencil or marker or type their information on a Word Document or Google Doc using text boxes, print it and glue it on. Make sure the textboxes have the correct dimensions for the Zine page.
 - Make sure students know their expectations for this project.
 - It is up to the teacher how many classes they need to finish the project.



Photo: How to make a zine from one piece of printer paper (The Oregonian)

Part 4: Gallery Walk

1. When all of the zines are finished, have students do a gallery walk of their zines.
 - You can have the students place the zines on their desk and the students can rotate around the room viewing each of the zines.
 - You can split them into groups (either random or based on the goal) and have students move around as small groups.
 - You can have students leave feedback:
 - 2 stars and a Wish
 - A general feedback sheet
 - On post-it notes