

WHAT IF YOUR LUNCH COULD CHANGE SOMEONE ELSE'S DAY?



Who is this for? KS3-5 – mixed ability – solo or pairs

Justification/curriculum links: PSHE, Citizenship and Tutor Time aims

How long will this take? 10 minutes (discussion points could extend this if required)

What to prepare in advance:

- Printable worksheet for each student (optional), alternatively, you could do this activity straight from the whiteboard if preferred
- Decide which perspective cards to show according to the age and ability of the class (see slide deck)

ACTIVITY

Activity instructions – approx. 10 minutes

Students are shown a single question – *“What if your lunch could change someone else’s day?”* and then given a card with four perspectives to read and respond to. The goal is perspective-taking, not persuasion.

1. Set the scene – 2 mins – Whole class

Display the slide. Read the opening question aloud. Tell students: *“There are no right or wrong answers. This is about thinking from someone else’s point of view.”*

2. Read & reflect – 4 mins – Solo or pairs

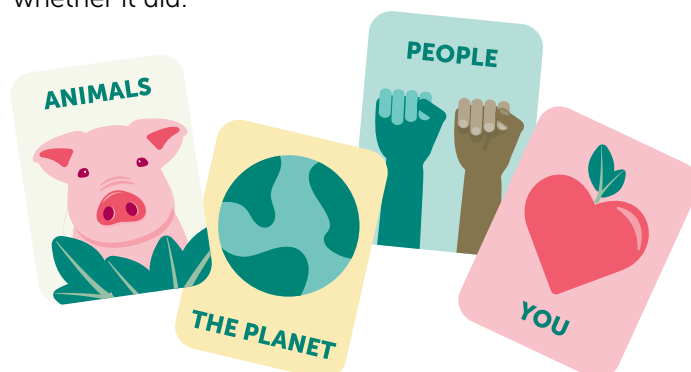
Students read the four perspectives on their card (or use the relevant slide if avoiding printing) and answer the two questions at the bottom of the card/slide. Pairs can discuss – encourage them to pick one perspective that surprised them.

3. Share feedback – 3-4 mins – Whole class

Ask 2–3 students to share which perspective stuck with them and why. Close with: *“We all make choices every day. What matters is that we think about them.”*

Potential questions/discussion point ideas

- What is one thing you would like to say to one of the perspectives?
- Who do you feel more sorry for and why?
- If the non-human animal on that card could speak, what do you think they’d most want people to understand, not about veganism, just about their own experience?
- Did any of the perspectives make you feel uncomfortable? You don’t have to say why – just whether it did.



Option	Alternative activity
Lower KS3	Consider covering terms like “livestock,” “drought,” and “globally” as a class when reading through the four perspectives.
Lower reading ability or SEND	See the alternative slide in the deck which includes images of these perspectives and sentence starters for discussion and/or writing. The short perspective cards could also be read out to the students rather than being read independently alone. There is a word bank for students to refer to in the slide deck.
KS4	Consider touching upon the concept of cognitive dissonance with questions such as: • Sometimes we know something might cause harm but carry on anyway. Can you think of an example from your own life? What makes it hard to change? • Who are the winners and losers in this and why?
KS5	Use the alternative slide which includes the concept of food systems with more complex perspectives, including a fifth perspective of ‘policy maker’. This will extend their learning and challenge their thinking.

If a student says, “I don’t believe this/my family farms”

Validate: “That’s a really important point of view – can you tell us more about what it’s like?” The activity is designed to explore perspectives, not to push one answer. Farming families and rural voices are part of the conversation too.

If a student is vegan and wants to make their case

Gently redirect: “It’s great that you feel strongly – today we’re trying to listen to all four perspectives equally, including the last one about personal choice.”

If the discussion gets heated

Bring it back to the perspective card: “Let’s stay with the perspectives on the card rather than debating each other. Which one do you think is the hardest to argue against?”

Key language to use

Say “choose”, not “can’t eat”. Say “plant-based” as a neutral term. Refer to other animals as “he” or “she”. Don’t frame any option as normal vs alternative.

This is not a lesson only about veganism.

It’s a lesson about empathy, global awareness, and critical thinking – all of which sit comfortably within PSHE, Citizenship, and tutor time aims. No dietary changes are suggested or expected.