



## Making Space for Food

While agriculture takes up 50% of Earth's habitable land, not all the crops that we grow and the **livestock** that we raise require the same land area. This activity aims to help students **visualise** the land area needed to produce a range of foods. Students should gain a better **awareness** of the disproportionate **impact** of livestock, while they practise their **geometry** by calculating areas.

Before you begin the activity, we recommend you go through the background information with your class and read the instructions together.

Your students will be calculating the **land area** needed to grow/raise 100 g of protein. Based on their **calculations**, they will then **measure** out the actual area that is required and answer relevant questions.

### Things you'll need

- A large, open area
- Measuring tape (Preferably 20–50 metres long, your physical education teacher may have access to these). Alternatively, students can use shorter measuring tapes/metre sticks and take extra care while measuring or they could measure their stride with a ruler and count the number of strides they take.
- Markers (Paper, cones, branches, anything that can be placed on the ground and seen from a distance).

### Instructions

**Divide** the class into groups of at least **three** students each. In class, have each group complete their **calculations**. Once you're at your **plotting location** (the big, open area), students can begin **measuring** the area for each food source and start **sketching** the area on their activity sheet once they have marked their area. Students can answer the activity questions once they are back in the classroom.

We welcome feedback and would be delighted to hear your thoughts on this activity. Feel free to send an email to [schools@climatescience.org](mailto:schools@climatescience.org) and we'll be sure to get back to you soon :)

