



IO2 Learning Activities

Project Nr. 2020-1-DE02-KA204-007443





UNBOX

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Module 3: Personal Choice – Food & Nutrition

Content:



We humans all need food to be viable. Our food helps us to be healthy and strong, gives us pleasure and is therefore part of our daily lives. This importance in our lives also explains the enormous significance of adequate food and nutrients in addressing climate change. Without a healthy earth, we cannot have healthy food. That is why this module deals with the question of how we can contribute to the protection of the climate and our environment with our food choices. To this end, topics such as the appropriate packaging of food will be considered and alternative food options as well as the costs of sustainable food are discussed.

Topics:



Topic 1: Alternative food options



Topic 2: Food packaging













Topic 1: Alternative food options



Not only by helping to choose the food we buy, in terms of its packaging, but also in terms of WHAT, we can influence the health of our planet and of ourselves.



A sustainable diet is important to stop climate change, to cope with rising population numbers and thus to enable us and also future generations to live a life worth living.

But what does a "sustainable diet" look like? What are the problems in the diets of many people? And how can I change something?

Methodology:

All units are methodologically structured in such a way that the learners are encouraged to independently search for new information and to prepare it accordingly. Practical and real-life examples and situations are used to generate new knowledge. The trainer is there to support and help with questions that arise, but not to impose knowledge.

Learning Objectives:

- Learning about the consequences resulting from your food consumption choices
- Understanding that moderation is key

Learning Materials:

Handouts:

Мз-U1-H1







M3-U1-H3



M3-U1-H5



Climate box











(UN Better Farming Climate Change: Learn, 2019): https://www.youtube.com/watch?v=EDTwqi2DsZU&t=301s



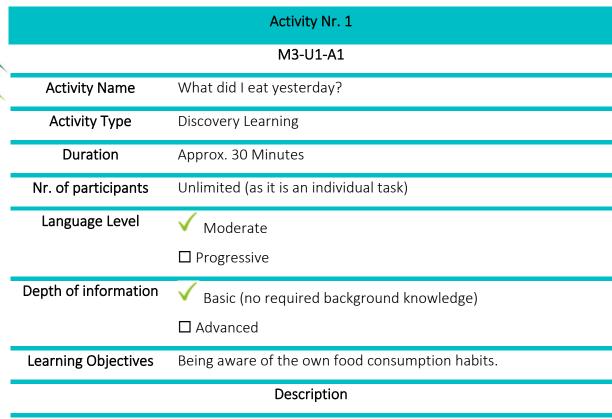




mate box

Learning Activities





Step 1: The participants are asked to write down all the food they ate yesterday, including snacks and drinks.

Step 2: The participants receive the handout (M3-U1-H1) with the reflection questions and make notes on them.

Step 3: The participants compare their notes with the explanations of each question.

We live in a fast-paced world. Food is usually available all the time and in a stressful everyday life, food intake becomes a secondary matter. Therefore, the aim of this activity is to write down what one has eaten on the previous day in order to become aware of it. For this purpose, a questionnaire is used to reflect on one's own consumption.

Additional Remarks Optionally continuation of the activity by the next activity of this unit (M3-U2-A2).











| Online | For this activity the corresponding Learning app can be used to |
|----------------|---|
| Implementation | note down the food during a date and work with that at a later |
| | point in class. |



| Activity Nr. 2 | | |
|----------------------|---|--|
| M3-U1-A2 | | |
| Activity Name | Factfulness | |
| Activity Type | Research activity | |
| Duration | Approx. 2 hours | |
| Nr. of participants | Up to 25 | |
| Language Level | ✓ Moderate | |
| | □ Progressive | |
| Depth of information | Basic (no required background knowledge) | |
| | □ Advanced | |
| Learning Objectives | Getting an overview of the problems of the food industry. | |
| Description | | |

Step 1: The participants receive the handout (M3-U1-H2) with the guiding questions on the research of the main problems of the food industry in terms of sustainability. They are split into groups of 2-4 persons and are asked to work together.

Step 2: Each group should create a factsheet on the topic of "sustainable food & nutrition", based on their findings.



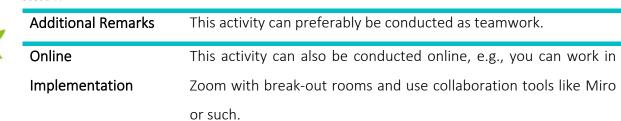


One now knows what he/she was eating yesterday. But one may not yet know much about the production of this food and the impact of the process on the environment. In order to be able to classify the own eating habits and to find a starting point for change, the participants task is now to research the problems of the food industry and to collect the findings in a factsheet.











| | Activity Nr. 3 | | |
|----------------------|---|--|--|
| M3-U1-A3 | | | |
| Activity Name | Let's go grocery shopping | | |
| Activity Type | Discovery Learning | | |
| Duration | Approx. 2 hours | | |
| Nr. of participants | Max. 10 or individually | | |
| Language Level | ✓ Moderate | | |
| | □ Progressive | | |
| Depth of information | Basic (no required background knowledge) | | |
| | □ Advanced | | |
| Learning Objectives | Recognizing where food comes from and what the consequences | | |
| | are. | | |
| Description | | | |

Step 1: In a group of 10 the most, the trainer takes the participants to a supermarket to do grocery shopping.

Step 2: Back in class, the participants can individually or split in groups, check the information on each item regarding the origin, using the guiding questions on the respective handout (M3-U1-H3).



When it comes to sustainable nutrition, there is always the question of regionality. For our grandparents, it was perfectly normal to consume vegetables from their own garden and milk and meat from the farmer next door. Today, our food comes from all over the world. In this activity, the first step is to go shopping and then to check on each item where it was







produced. With the help of the guiding questions, one will find out what the consequences of this development are.





Additional Remarks This activity can be conducted individually, in tandems or in a group. Another possibility is, that the trainer goes shopping in order to shorten the activity and directly jumping to step 2.

| Activity Nr. 4 | | | |
|----------------------|---|--|--|
| | M3-U1-A4 | | |
| Activity Name | The seasonal calendar for fruit and vegetables | | |
| Activity Type | Research activity | | |
| Duration | Approx. 1-2 hours | | |
| Nr. of participants | Up to 25, split into groups of 3-4 people | | |
| Language Level | ✓ Moderate | | |
| | □ Progressive | | |
| Depth of information | Basic (no required background knowledge) | | |
| | □ Advanced | | |
| Learning Objectives | Knowing which fruits and vegetables grow in which months in order | | |
| | to be able to buy locally produced food. | | |
| Description | | | |

Step 1: The participants are split into groups of 3-4 people and are asked to search the internet or books for information about their region in terms of vegetable and fruit production.

Step 2: Using the information they have found, together they should create a seasonal calendar for vegetables and fruit in their region.

Some products like milk or eggs are available all year round. Other products, however, only grow at a certain time of the year - if one still finds them in the supermarket, they have usually been transported a long way. Since growing and harvesting times vary in different

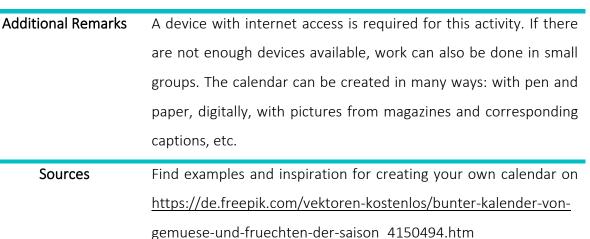








regions due to different climatic conditions, one can create an own individual seasonal calendar in order to have a good overview and being able to shop regionally.



| Activity Nr. 5 | | |
|----------------------|--|--|
| M3-U1-A5 | | |
| Activity Name | Shopping for carrots | |
| Activity Type | Quiz | |
| Duration | Approx. 15 min. | |
| Nr. of participants | Unlimited | |
| Language Level | □ Moderate | |
| | V Progressive | |
| Depth of information | □ Basic (no required background knowledge) | |
| | ✓ Advanced | |
| Learning Objectives | Be able to compare products by weighing in social, environmental | |
| | and health factors of their production. | |
| Description | | |

The trainer presents the participants the following scenario: "Let's imagine you want to buy some carrots. At the nearby supermarket, you find two types of carrots: Sustainable and conventional."









Step 1: The participants then receive the handout (M3-U1-H5) providing statements on sustainable and conventional farming. Everyone is asked to find out more about both types of carrots by sorting the statements onto the two categories of carrots.





Step 2: Afterwards, the trainer asks the participants to answer the question: "Which carrots will you buy and why?"

Additional Remarks The terms sustainable and conventional must be known.

| | Activity Nr. 6 | |
|----------------------|--|--|
| M3-U1-A6 | | |
| Activity Name | Windowsill gardening | |
| Activity Type | Discovery Learning | |
| Duration | Approx. 1 hour (Step1) | |
| Nr. of participants | Unlimited | |
| Language Level | ✓ Moderate | |
| | □ Progressive | |
| Depth of information | □ Basic (no required background knowledge) | |
| | Advanced | |
| Learning Objectives | Being able to grow and nurture herbs, veggies, fruits! | |
| Description | | |

Description

This activity aims to make the participants realize, that they don't need a big garden, not even a balcony, to grow their own vegetables or herbs. Even in the flat or on the windowsill one can grow a lot. Moreover, they'll learn, that once the materials are bought, they'll even save money because the plants will always grow back.



Step 1: In a group of 10 the most, the trainer takes the participants to a garden centre, where they have the task to ask for advice on what they need to grow herbs or vegetables on the

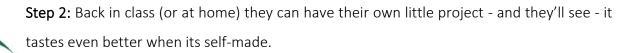






windowsill. They will help choosing the right pots, soil, and seeds. They can also give tips on how to care for them properly.





Additional Remarks This activity can be done in different variations: instead of visiting a garden centre, books can be used, or the internet can be searched; instead of the individual project at home, a plant/herb could also be grown in a training room as a community project, or the garden of the institution could be used; etc.

| Activity Nr. 7 | | |
|----------------------|--|--|
| M3-U1-A7 | | |
| Activity Name | Movie time | |
| Activity Type | Visual Learning | |
| Duration | Approx. 2 hours | |
| Nr. of participants | Unlimited | |
| Language Level | ✓ Moderate □ Progressive | |
| Depth of information | Basic (no required background knowledge) Advanced | |
| Learning Objectives | Learning about the consequences of a meat- and milk product intensive nutrition. | |
| Description | | |

This activity involves watching a documentary film that aims to draw attention to the devastating consequences of the Western diet, which is dominated by the consumption of meat and dairy products.



×

Step 1: The trainer watches the film in class with the participants.







Step 2: Afterwards, the trainer moderates a discussion. Possible questions for this are:



- What aspects of the film were surprising to you?
- What feeling does the film evoke in you?
- Can you name one thing you took away from the film?

| Additional Remarks | The movie is with subtitles | | nglish languag | e but might be watc | hed |
|--------------------|--|-----------------|------------------|---|------|
| Online | If it is not po | ssible to watcł | n the film toget | her, everyone can wa | atch |
| Implementation | questions (w | hich will ther | | to take notes on advance). These car r similar. | |
| Sources | Hope for all by Nina Messinger (2016) (available on amazon video | | | | |
| | or | to | be | ordered | via |
| | https://www.hopeforall.at/wozusehen/#title2) | | | | |

Recap this Unit - What can you do?

- Be more conscious about your food choices: you do not have to be perfect, and you do not need to change all at once – instead make small changes in your diet! Try to eat less meat, and more plant-based foods.
- When shopping think of how far your food has travelled to be available in your supermarket
- Iry to buy locally produced food If seasonal fresh food is not available, think of alternatives like frozen or canned food (which is from your region), or products with longer shelf-life











Topic 2: Food Packaging





When buying food in a supermarket, it is usually already packed in plastic or paper containers. When buying food on a community/farmer's market, it will be packed in the moment you choose it - as well either in plastic or paper containers. When buying food in a restaurant for take away, a plastic or paper container will be used too. Of course, this is initially a very onesided and superficial view of food packaging. That is why further questions are to be clarified in this topic area:

- What kind of food packaging options are available?
- How can one save money and act nature friendly at the same regarding food packaging?
- Which impact does the food packaging have on climate pollution and personal health?

Methodology:

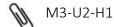
All units are methodologically structured in such a way that the learners are encouraged to independently search for new information and to prepare it accordingly. Practical and real-life examples and situations are used to generate new knowledge. The trainer is there to support and help with questions that arise, but not to impose knowledge.

Learning Objectives:

- Exploring the different kinds of existing packaging options and their advantages/disadvantages for your personal use as well as in matter of the climate health.
- Knowing about strategies to minimize waste resulting of food packaging.
- Being aware of the consequences of plastic pollution.

Learning Materials:

Handouts:

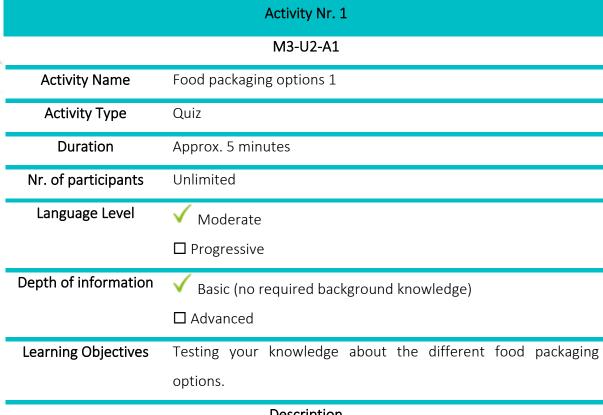




mate box

Learning Activities





Description

The activity is suitable as an introduction to the topic of food packaging. In a short quiz, the participants can test their knowledge on existing food packaging options and possibly learn something new, which makes them curious to learn more.

Step 1: The participants receive the handout (M3-U2-H1) to play the quiz individually.

Step 2: Afterwards, the trainer discusses each question with the participants in the plenary regarding the correct answer and gives feedback.

| Additional Remarks | The quiz can be used in print format or via the Learning App. For | |
|--------------------|--|--|
| | both versions, the possibility to solve the quiz questions including | |
| | feedback should be given. | |
| | | |

Optionally continuation of the activity by the next activity of this unit (M3-U1-A2)









tivity Nr 2







| Activity Nr. 2 | | |
|----------------------|---|--|
| M3-U2-A2 | | |
| Activity Name | Food packaging options 2 | |
| Activity Type | Research activity | |
| Duration | 30 -60 minutes | |
| Nr. of participants | Up to 25 | |
| Language Level | ✓ Moderate | |
| | □ Progressive | |
| Depth of information | Basic (no required background knowledge) | |
| | □ Advanced | |
| Learning Objectives | Learning more about different food packaging options. | |
| Description | | |

This activity revolves around the topic of new/uncommon food packaging options. Nowadays, there is already a variety of different solutions to produce food packaging in an environmentally friendly way. Some packaging is made from so-called waste products, some is even edible, and still others is reusable.

Step 1: The participants are asked to search the internet or books for more food packaging solutions: "What are alternative new food packaging solutions/uncommon but more sustainable food packaging options?".

Step 2: The participants present their results to the others.

| Additional Remarks | A device with internet access is required for this activity. If there |
|--------------------|---|
| | are not enough devices available, work can also be done in small |
| | groups. You may want to specify how the results should be |
| | presented (e.g., as a poster, infographic, etc.). |









Activity Nr. 3



| | M3-U2-A3 | | | |
|----------------------|---|--|--|--|
| Activity Name | Food packaging options and their advantages/disadvantages | | | |
| Activity Type | • Storytelling | | | |
| | Research activity | | | |
| Duration | 60 minutes – 2 hours | | | |
| Nr. of participants | Up to 25 in groups of 4-5 people | | | |
| Language Level | ✓ Moderate | | | |
| | □ Progressive | | | |
| Depth of information | Basic (no required background knowledge) | | | |
| | ✓ Advanced | | | |
| Learning Objectives | Learning more about the impact of food packaging options for your | | | |
| | personal use as well as in matter of the climate health. | | | |

Description

The participants now already know different food packaging options. This activity aims to look for the advantages and disadvantages of these options. These can be related to the health of nature (e.g., one disadvantage of plastic is that it does not compost naturally), or to the health of humans (e.g., one disadvantage of plastic is that it breaks down into microparticles, which then get into the water and enter the human body, where they cause damage).

Step 1: The participants are split into groups of 4-5 people. They are asked to search the internet or books for advantages and disadvantages of food packaging solutions.

Step 2: Afterwards, the participants can present their findings in a short story that illustrates the consequences, negative or positive, of different food packaging (for example, the story of a turtle caught in an old plastic packaging in the sea).

Additional Remarks A device with internet access is required for this activity. Bear in mind that not everyone may want to share their story.















| | Activity Nr. 4 | | |
|---|---------------------|---|--|
| | | M3-U2-A4 | |
| | Activity Name | Food packaging in my daily life | |
| | Activity Type | Discovery Learning | |
| 2 | Duration | Maximum 1 hour (Step2) | |
| | Nr. of participants | Unlimited | |
| | Language Level | ✓ Moderate | |
| | | □ Progressive | |
| Depth of information \checkmark Basic (no required background knowledge) | | Basic (no required background knowledge) | |
| | | □ Advanced | |
| | Learning Objectives | Realizing the amount of food packaging you produce in one day and | |
| | | thinking of ways to change that. | |
| 1 | Description | | |

og the voghurt in the plastic cu

Getting up in the morning, taking the yoghurt in the plastic cup out of the fridge. Walking to the train and buying the coffee in the plastic cup at the kiosk. At lunchtime, taking the sandwich from the foil in the canteen... this list can go on and on.

Step 1: On one day, the participants are asked to take a bag, box or similar and collect in it every package of food of the day.

Step 2: On another day back in class, the trainer works with the participants on the question "How could each of these packages have been avoided?".

For example, through asking the following questions:

- What materials are they made of?
- Can they be recycled?
- Can you reuse them?
- Is there alternative packaging for these products that is more environmentally friendly? Do you already own them?













This activity could be extended by interviewing an expert such as an owner of a Zero Waste shop.



Additional Remarks If a smartphone is at hand, instead of collecting the packages, a picture can be taken, and notes can be written down in the Learning app.

| Activity Nr. 5 | | |
|----------------------|--|--|
| | M3-U2-A5 | |
| Activity Name | We produce our sustainable food packaging | |
| Activity Type | Discovery Learning | |
| Duration | Approx. 2 hours (without the sourcing of the materials, tools, etc.) | |
| Nr. of participants | Up to 25 | |
| Language Level | ✓ Moderate | |
| | □ Progressive | |
| Depth of information | □ Basic (no required background knowledge) | |
| | ✓ Advanced | |
| Learning Objectives | Getting to know strategies to minimize waste resulting of food | |
| | packaging. | |
| | Description | |

This activity can be done following M3-U1-A4. Alternative packaging options are already known and can now be self-made.

Step 1: The participants are asked to choose materials and think about what they can make from them to develop their own sustainable food packaging. There are no limits to creativity: from simply painting bought sustainable bags individually, to sewing bags from old clothes or fabric scraps to homemade wooden boxes for dry food.











Step 2: In groups or individually they can craft, glue, sew... and use their homemade



packaging.

Online The participants can do the task individually at home and Implementation afterwards present their own sustainable food packaging to the others in Zoom.

| Act | ivi | ty | N | r. | (|
|-----|-----|----|---|----|---|
| | | | | | |

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|----|-----|----|-----|----|
| | | | | |

| Activity Name | Movie time | |
|---------------|---|--|
| Activity Type | Visual Learning | |
| Duration | Approx. 2 hours | |
| Nr. of | Unlimited | |
| participants | | |
| Language | ✓ Moderate | |
| Level | □ Progressive | |
| Depth of | Basic (no required background knowledge) | |
| information | □ Advanced | |
| Learning | Learning about the consequences of plastic pollution. | |
| Objectives | | |
| Description | | |



Step 1: The trainer watches the film in class with the participants.



Step 2: Afterwards, the trainer moderates a discussion. Possible questions for this are:

- What aspects of the film were surprising to you?
- What feeling does the film evoke in you?
- Can you name one thing you took away from the film? ٠





| | Additional | The movie is originally in English language but might be watched with |
|---|--------------|---|
| | Remarks | subtitles. |
| 1 | Online | If it is not possible to watch the film together, everyone can watch the film |
| | Implementati | individually, with the request to take notes on the questions (which will |
| | on | then be shared in advance). These can be discussed together afterwards via |
| | | Zoom or similar. |
| | Sources | Plastic Planet by Werner Boote (2009) (available on amazon video or to be |
| | | ordered via |
| | | http://www.wernerboote.com/cms/wernerboote/index.php?lang=2&idca |
| | | <u>tside=85</u> – also in different languages) |
| | | |

Recap this Unit - What can you do?

- Look out for products packaged in alternatives of single-use plastics or zero waste products.
- bring your own reusable packaging when going shopping







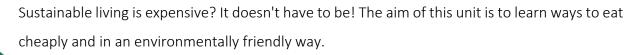






Topic 3: Costs vs. benefits





Methodology:

All units are methodologically structured in such a way that the learners are encouraged to independently search for new information and to prepare it accordingly. Practical and real-life examples and situations are used to generate new knowledge. The trainer is there to support and help with questions that arise, but not to impose knowledge.

Learning Objectives:

• Experiencing strategies to buy and live cheaply and environmentally friendly







mate box

Learning Activities



| | Activity Nr. 1 | | |
|--|---|--|--|
| | | | |
| < | M3-U3-A1 | | |
| Activity Name | The food saver recipe book | | |
| Activity Type | Story/Experience sharing | | |
| | Research activity | | |
| Duration | Approx. 1 hour | | |
| Nr. of participants Up to 25 splits into groups of 3-4 or individually | | | |
| Language Level 🗸 Moderate | | | |
| | □ Progressive | | |
| Depth of information | Depth of information \checkmark Basic (no required background knowledge) | | |
| | □ Advanced | | |
| Learning Objectives | Knowing how to plan meal in order to not throw anything away. | | |
| | Description | | |

It happens again and again: the eyes were bigger than the hunger and we bought too much, cooked too much. What to do with the leftovers? In order not to throw anything away, it is a good idea to create delicious new dishes from many small leftovers. Often it is enough to change the actual favourite dish a little. Or one can simply try something crazy and new. There are no limits to creativity.

Step 1: The participants are asked to think about their favourite dishes: what is needed for them? Which ingredients can be substituted with alternatives in order to have less leftovers?

Step 2: Then, the participants are split into groups of 3-4 people and are asked to write down their recipes with remarks on the alternatives. The recipe book becomes particularly varied when it consists of a collection of the individual contributions of the group. Different people will have different food preferences and ideas and can help others find new inspiration.











The activity can be done individually or in a group, or you can search for ideas on the internet or in books, or you can go to a restaurant to interview people.



| | Activity Nr. | | | |
|----------------------|---|--|--|--|
| | M3-U3-A2 | | | |
| Activity Name | My week in food | | | |
| Activity Type | Research activity | | | |
| Duration | Approx. 30 minutes | | | |
| Nr. of participants | Unlimited as task is carried out individually | | | |
| Language Level | ✓ Moderate | | | |
| | □ Progressive | | | |
| Depth of information | Basic (no required background knowledge) | | | |
| | □ Advanced | | | |
| Learning Objectives | Add the specific learning objectives. They should correspond to the | | | |
| | learning objectives identified for the Unit. | | | |
| | | | | |

Description

The best way to avoid food waste and save money and time is to create a meal plan for the week. Instead of shopping haphazardly, one should just buy what is needed. Alternatively, one can also cook more one day and save part of the meal, freeze it and eat it again at the end of the week - or pack it for the road so expensive fast-food meals will not become necessary.

Step 1: Each participant is asked to make a plan of their weekly activities and plan the meals accordingly.



Making a meal plan can be broken down into simple steps:

• Review your schedule.





- Choose your recipes.
 - Make your grocery list and go shopping.
 - Plug the time needed for cooking into your schedule or pre-cook.
 - Eat, enjoy, and repeat!

 Sources
 Meal planning templates:

 https://www.designwizard.com/template/planner/meal-planning

 templates/

| Activity Nr. | | |
|----------------------|---|--|
| | M3-U3-A3 | |
| Activity Name | Processed food vs. homemade meals | |
| Activity Type | Discovery Learning | |
| Duration | Approx. 2 hours | |
| Nr. of participants | Max. 5 pax per group | |
| Language Level | ✓ Moderate | |
| | □ Progressive | |
| Depth of information | Basic (no required background knowledge) | |
| | □ Advanced | |
| Learning Objectives | Learning about the consequences of plastic pollution. | |
| Description | | |

Sure, it's easy to buy rice pudding in a yoghurt pot instead of making it yourself. But what about the ingredients, are some things perhaps unnecessary (such as too much sugar, which is unhealthy for us?).

Step 1: The participants are asked to choose a ready-made product that they like to eat (e.g., rice pudding, lasagne, frozen pizza or similar).

Step 2: Then, they should compare the ready-made product with the homemade version in terms of ingredients, packaging waste, cost and taste. Possible questions for this are:











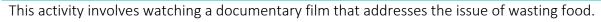




- What about the packaging, is it perhaps made of plastic and aluminium and polluting the environment?
- How much rice pudding is actually in the cup, how much did it cost? How much would it cost to make the same amount?

| Additional Remarks | This activity can be conducted in teams or individually. |
|--------------------|--|
| Online | If it is not possible to do this activity in a classroom setting, it can |
| Implementation | also be done individually at home and the results can be discussed |
| | in the online plenary afterwards. Alternatively, the tasks can be |
| | worked on theoretically in groups in break-out rooms. Ideally, a |
| | ready-made product is bought and cooked (only possible in small |
| | groups and in presence). |

| | Activity Nr. | |
|----------------------|--|--|
| M3-U3-A3 | | |
| Activity Name | Movie time | |
| Activity Type | Visual Learning | |
| Duration | Approx. 2 hours | |
| Nr. of participants | Unlimited | |
| Language Level | ✓ Moderate | |
| | □ Progressive | |
| Depth of information | Basic (no required background knowledge) | |
| | □ Advanced | |
| Learning Objectives | Learning about food waste. | |
| Description | | |



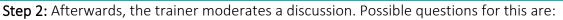




Step 1: The trainer watches the film in class with the participants.







- What aspects of the film were surprising to you?
- What feeling does the film evoke in you?
- Can you name one thing you took away from the film?

| Additional Remarks | The movie is originally in English language but might be watched |
|--------------------|--|
| | with subtitles. |
| Online | If it is not possible to watch the film together, everyone can watch |
| Implementation | the film individually, with the request to take notes on the |
| | questions (which will then be shared in advance). These can be |
| | discussed together afterwards via Zoom or similar. |
| Sources | Taste the Waste by Valentin Thun (2011) (available via |
| | http://tastethewaste.com/info/film) |

Recap this Unit - What can you do?

- Plan your meals ahead to avoid food waste.
- Do not just decide to buy the cheap food option, but consider the costs to people and planet, too. Motto: what goes around, comes around!













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Guiding questions – M3-U1-A1

- 1. Did you prepare your meals yourself?
- 2. If you did not prepare your meal yourself, but bought it ready-made: do you know where the individual ingredients came from? What about the working conditions of the people who prepared your meal?
- 3. To what extent were your meals "processed"?
- 4. How much meat and fish did you eat?
- 5. How many dairy products (milk, eggs, yoghurt etc.) did you eat?
- 6. How many vegetables and fruits did you eat?
- 7. Were the vegetables and fruits seasonal-local?
- 8. What and how much did you drink?
- 9. Approximately, how many calories did you eat?
- 10. How high was the share of so-called "label products" (Bio, FairTrade etc.)?
- 11. Did you drive the car in order to get the meal/groceries?
- 12. How was your food packaged?
- 13. Did you eat everything? If not, what did you do with the leftovers?
- 14. Approximately, how much money did you spend on food?













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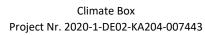




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- 1. Statement: Economy of scale from marketing and distribution.
 - a. Sustainable
 - b. Conventional (x)
- 2. Statement: Keeps freshness for shorter time due to no use of chemicals
 - a. Sustainable (x)
 - b. Conventional
- 3. Statement: Cheaper production due to use of pesticides and lower wages
 - a. Sustainable
 - b. Conventional (x)
- 4. Statement: 10-20% more expensive
 - a. Sustainable (x)
 - b. Conventional
- 5. Statement: Keeps freshness for longer time due to use of chemicals
 - a. Sustainable
 - b. Conventional (x)
- 6. Statement: Good for the soil for water conservation and for biodiversity (e.g. bees)
 - a. Sustainable (x)
 - b. Conventional
- 7. Statement: May be shipped from afar
 - a. Sustainable
 - b. Conventional (x)
- 8. Statement: 10-20% cheaper
 - a. Sustainable
 - b. Conventional (x)
- 9. Statement: Does not have pesticide residue
 - a. Sustainable (x)
 - b. Conventional
- 10. Statement: Not available outside the season
 - a. Sustainable (x)
 - b. Conventional
- 11. Statement: Pesticide residue may be found
 - a. Sustainable
 - b. Conventional (x)
- 12. Statement: Locally sourced
 - a. Sustainable (x)
 - b. Conventional
- 13. Statement: Available all year round
 - a. Sustainable
 - b. Conventional (x)
- 14. Statement: Decent working conditions for farmers
 - a. Sustainable (x)
 - b. Conventional













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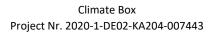


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Quiz – M3-U2-A1



- 1. Which of the following materials is used to make sustainable, compostable disposable tableware?
 - a. Coffee
 - b. Plastic
 - c. Sugar cane
- 2. Is it true that straws are a major polluter for our environment?
 - a. Yes
 - b. No
- 3. In which European countries is disposable plastic tableware already banned?
 - a. Netherlands
 - b. Croatia
 - c. In all European Countries
- 4. How many kilograms of household waste (much of it food packaging) do you estimate each EU citizen produces on average per year?
- 5. How many years does it take for a plastic fork to decompose or break down?
 - a. 1 year
 - b. 200 years
 - c. 800 years













Answers & Feedback





<u>Feedback</u>: It has been known for many years that plastic is a problem for the environment if it is not recycled properly. The problem lies in its longevity, which means that it is left in nature and becomes the undoing of animals, among other things. That is why experts have been researching for many years to find suitable alternative materials that are available in large quantities, easily degradable and therefore sustainable. Two of these materials are coffee and sugar cane.

2. = b

<u>Feedback</u>: The straw is a popular symbol of pollution and banning it - if it is made of plastic - has been hailed as an important step on the part of politicians. In fact, straws account for only about one per cent of plastic waste in the oceans.

3. = c

<u>Feedback</u>: A ban on the use of single-use plastic has been in place across the EU since 2021

4. = 582kg/person in 2019

<u>Feedback</u>: On average, each EU citizen produced 582kg of household waste in 2019, but there are big differences between EU countries, with some producing much more and others much less.

5. = b

<u>Feedback</u>: Since plastic is not compostable, it only breaks down under the influence of sunlight and CO2. Under good conditions, the plastic fork then takes about 200 years to degrade. However, since waste is often buried in holes under the ground, socalled landfills, the plastic fork can theoretically last forever.



Further Reading:

- Information on EU-law banning single- use plastic items: <u>https://www.europarl.europa.eu/news/en/press-</u> room/20190321IPR32111/parliament-seals-ban-on-throwaway-plastics-by-2021
- Statistics on household waste in in the EU: <u>https://ec.europa.eu/eurostat/databrowser/view/ENV WASMUN custom 1090584/</u> default/table?lang=de
- Information on Information on the duration of the breakdown of waste: <u>https://innovate-eco.com/how-long-does-your-garbage-take-to-decompose-or-break-down/</u>
- Study on plastics in the oceans: "Seas at risk" (CEP): <u>https://seas-at-risk.org/what-we-do/clean-ocean/ocean-plastic-pollution/</u>











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Eco friendly food packaging options – M3-U2-A2



Further Reading:

- Information on EU-law banning single- use plastic items: <u>https://www.europarl.europa.eu/news/en/press-</u> <u>room/20190321IPR32111/parliament-seals-ban-on-throwaway-plastics-by-2021</u>
- Statistics on household waste in in the EU: <u>https://ec.europa.eu/eurostat/databrowser/view/ENV WASMUN custom 1090584/</u> <u>default/table?lang=de</u>
- Information on Information on the duration of the breakdown of waste: <u>https://innovate-eco.com/how-long-does-your-garbage-take-to-decompose-or-break-down/</u>
- Study on plastics in the oceans: "Seas at risk" (CEP): <u>https://seas-at-risk.org/what-we-do/clean-ocean/ocean-plastic-pollution/</u>





