

## GLU 1.5 I buy responsibly and don't waste

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<b>COUNTRY</b>	Poland
<b>AGE GROUP</b>	16 - 19 years
<b>SUBJECTS</b>	geography   social sciences   natural sciences   ethics   maths   foreign language
<b>DURATION</b>	2 lessons (60 minutes each)
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>▪ Education to choice / critical consumption</li> <li>▪ Composting and gardening</li> <li>▪ Food waste</li> <li>▪ Water</li> <li>▪ Sustainable agriculture</li> <li>▪ Food miles</li> <li>▪ Food traditions</li> <li>▪ Food environmental impact</li> <li>▪ Discovering the food chain</li> </ul>
<b>SDGS</b>	SDG 2: Zero hunger SDG 3: Good health and well-being SDG 11: Sustainable cities and communities SDG 12: Responsible consumption and production

### Competences required

- Communication skills and knowledge of English
- Social and civic skills
- A sense of initiative and entrepreneurship
- Cultural awareness and expression

### Learning objectives

- To get to know the scale, causes and consequences of food waste locally and around the world, and relate this issue to one's life.
- To discuss possible solutions to the problem of the waste of food.
- To understand the concept of responsible consumption.
- To learn about different styles of consumption.



## Methodologies

- Discussion
- Screening of TED presentation
- Role play / simulation

## Materials and equipment

- Computer
- Projector
- Flip chart or whiteboard

## Teaching tools

- TED presentation: *The global food waste scandal* (14:08 minutes)
- Worksheets Nos. 1 and 2
- Evaluation questionnaire

## Questions to discuss

In the brief discussion draw attention to the problem of food waste in the context of responsible consumption – how a responsible consumer deals with the excess food, leftovers or waste. Emphasize also that saving food means saving resources.

## Suggested evaluation tools

Students should fill in the above-mentioned evaluation questionnaire.

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## Lesson plans

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## Lesson Plan 1 (60 minutes)

## Activities

Time	Activity description	Additional tips
60 minutes	<p><u>Introduction:</u> Provide the students with basic facts about food waste, e.g. how much food is wasted in your country and around the world.</p> <p>With the students in pairs, groups or as a whole class, ask them to think about and answer the following questions:</p> <ul style="list-style-type: none"> <li>▪ Which food products do we waste most often? Which other resources are wasted when we throw away food?</li> <li>▪ What are the causes of food waste?</li> <li>▪ What are the consequences of food waste?</li> <li>▪ How could we prevent wasting food in everyday life?</li> </ul>	For the first question, draw attention to the resources needed in food production, such as water, energy, human labour, etc.



	<p>Write down the students' answers on a board or flip chart. Then, screen the TED presentation entitled, <i>The global food waste scandal</i>. Continue the discussion.</p> <p>Ask the students what they find especially interesting in the TED presentation, and discuss these issues in more detail.</p>	
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## GLU 1.5 Lesson Plan 2 (60 minutes)

### Activities

Time	Activity description	Additional tips
60 minutes	<p>Announce that, during this lesson, you will play a role-play game called, "Tell me what you eat and I will tell you who you are".</p> <p>Explain that, during the game, the students are supposed to play roles as described on the worksheets. They will play characters that have different eating styles, which is also reflected in their respective lifestyles.</p> <p>Students choose their roles from Worksheet 1 (one role per student), while a copy of Worksheet 2 is handed out to each student.</p> <p>Allow students a few moments to familiarise themselves with their roles, and to match the information from the role description with the scheme from Worksheet 2. Let students move freely around the classroom. The students should be encouraged to discuss their roles with each other.</p> <p>When the game is over, discuss the following questions with the students:</p> <ul style="list-style-type: none"> <li>▪ In your opinion which of the characters in the game eats in the way that is least harmful to the environment?</li> <li>▪ Which of the characters represent/s the model of responsible consumption?</li> <li>▪ What does responsible consumption/being a responsible consumer mean?</li> <li>▪ Is it easy or difficult to be a responsible consumer?</li> </ul>	<p>If needed, before starting the game briefly explain each component of the food system as presented in Worksheet 2.</p>

