




Climate box

UNBOX IT

Climate Box

IO2 Learning Activities

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



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Content

Module 3: Personal Choice – Food & Nutrition	3
Topic 1: Alternative food options	4
Learning Activities	6
What did I eat yesterday?	6
Factfulness	7
Let's go grocery shopping	8
The seasonal calendar for fruit and vegetables	9
Shopping for carrots	10
Windowsill gardening	11
Movie time	12
Topic 2: Food Packaging	14
Learning Activities	16
Food packaging options 1	16
Food packaging options 2	17
Food packaging options and their advantages/disadvantages	18
Food packaging in my daily life	19
We produce our sustainable food packaging	20
Movie time	21
Topic 3: Costs vs. benefits	23
Learning Activities	24
The food saver recipe book	24
My week in food	25
Processed food vs. homemade meals	26
Movie time	27

Module 3: Personal Choice – Food & Nutrition

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.

Content:



Topic 1: Alternative
food options



Topic 2: Food
packaging



Topic 3: Costs vs.
benefits

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:

 M3-U1-H1

 M3-U1-H2

 M3-U1-H3



M3-U1-H5

Further Reading:



Our choices matter (UN Climate Change: Learn, 2019):
<https://www.youtube.com/watch?v=EyvgpqEGjCU>



Healthy Diets from Sustainable Food Systems – Food Planet Health: Summary Report of the EAT. Lancet Commission (2019):
[https://eatforum.org/content/uploads/2019/01/EAT-Lancet Commission Summary Report.pdf](https://eatforum.org/content/uploads/2019/01/EAT-Lancet_Commission_Summary_Report.pdf)



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

Learning Activities

Activity Nr.

M3-U1-A1

Activity Name What did I eat yesterday?

Activity Type Discovery Learning

Duration Approx. 30 Minutes

Nr. of participants Unlimited (as it is an individual task)

Language Level Moderate
 Progressive

Depth of information Basic (no required background knowledge)
 Advanced

Learning Objectives Being aware of the own food consumption habits.

Description

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

Sources	-
----------------	---

Activity Nr.

M3-U1-A2

Activity Name	Factfulness
----------------------	-------------

Activity Type	Research activity
----------------------	-------------------

Duration	<i>Approx. 2 hours</i>
-----------------	------------------------

Nr. of participants	<i>Up to 25</i>
----------------------------	-----------------

Language Level	<input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Progressive
-----------------------	--

Depth of information	<input checked="" type="checkbox"/> Basic (no required background knowledge) <input type="checkbox"/> 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.

Additional Remarks	This activity can preferably be conducted as teamwork.
Online Implementation	This activity can also be conducted online, e.g., you can work in Zoom with break-out rooms and use collaboration tools like Miro or such.

Activity Nr.

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	<input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Progressive
Depth of information	<input checked="" type="checkbox"/> Basic (no required background knowledge) <input type="checkbox"/> 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.

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.

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. The calendar can be created in many ways: with pen and paper, digitally, with pictures from magazines and corresponding captions, etc.

Sources Find examples and inspiration for creating your own calendar on https://de.freepik.com/vektoren-kostenlos/bunter-kalender-von-gemuese-und-fruechten-der-saison_4150494.htm

Activity Nr.

M3-U1-A5

Activity Name Shopping for carrots

Activity Type Quiz

Duration Approx. 15 min.

Nr. of participants Unlimited

Language Level Moderate
 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.

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

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.

Step 2: Back in class (or at home) they can have their own little project - and they'll see - it tastes even better when its self-made.

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.

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 originally in English language but might be watched with subtitles.

Online Implementation If it is not possible to watch the film together, everyone can watch 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 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
- 🌱 Try 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 one-sided 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 time 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:



M3-U2-H1

Learning Activities

Activity Nr.

M3-U2-A1

Activity Name Food packaging options 1

Activity Type Quiz

Duration Approx. 5 minutes

Nr. of participants Unlimited

Language Level Moderate
 Progressive

Depth of information Basic (no required background knowledge)
 Advanced

Learning Objectives Testing your knowledge about the different food packaging options.

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)

Activity Nr.

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.

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 micro-particles, 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.

M3-U2-A4

Activity Name Food packaging in my daily life

Activity Type Discovery Learning

Duration Maximum 1 hour (Step2)

Nr. of participants Unlimited

Language Level Moderate
 Progressive

Depth of information 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.

Description

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.

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

Activity Nr.

M3-U2-A6

Activity Name Movie time

Activity Type Visual Learning

Duration Approx. 2 hours

Nr. of participants Unlimited

Language Moderate

Level Progressive

Depth of information Basic (no required background knowledge)
 Advanced

Learning Objectives Learning about the consequences of plastic pollution.

Description

This activity involves watching a documentary film that addresses the issue of plastic pollution.

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 originally in English language but might be watched with subtitles.

Online Implementation If it is not possible to watch the film together, everyone can watch 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 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&idcartside=85> – 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

Sustainable living is expensive? It doesn't have to be! The aim of this unit is to learn ways to eat cheaply and in an environmentally friendly way.

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

Learning Activities

Activity Nr.

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

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.

Additional Remarks 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 Implementation If it is not possible to do this activity in a classroom setting, it can 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

This activity involves watching a documentary film that addresses the issue of wasting food.

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 originally in English language but might be watched with subtitles.

Online Implementation If it is not possible to watch the film together, everyone can watch 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!