

Discovering a sustainable Mindset [SysMind]

Design of a Teaching-Training-Setting to improve sustainability

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Subject of the lesson: A sustainable nutrition in school



DISCOVERING A SUSTAINABLE MINDSET

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Guiding questions:

- ♣ Can an interconnectedness of ecology, economy and social equality be worked on this topic?
- ♣ What dilemma situations or different perspectives can be illustrated by the topic?
- ♣ Does the structure of the topic offer interdisciplinary, self-directed processing?
- ♣ How can learner emotions be brought in and considered at the beginning and throughout the learning setting?
- ♣ What opportunities does the topic offer for learner empowerment?

General information about the Teaching-Training-Setting

TOPIC: A sustainable nutrition in school	
Age of the students:	14-18
Number of students	25 - 30
Aim of the lesson	The students should be made aware on the topic of a sustainable nutrition
Learning outcomes/competences	The students can do some reflection on their own eating habits and are able to incorporate a more sustainable nutrition in their daily life
Duration	Depends on which workshop is chosen

Schedule

Time/ minutes	Phase	Steps in Teaching/Training Setting	Methods	Social form	Media/Materials needed
10'	Introduction	<p>Introduction to the topic with some questions about meat consumption, for example:</p> <ul style="list-style-type: none"> • “How often do you eat meat during a week”? • Does sausage also count as meat consumption? • “What are the health-recommendations regarding the amount of meat you eat”? <p>(Most students will realise that they eat way more meat than recommended by health guidelines, which should lead to the question: What is the impact of excessive meat consumption?)</p>	Discussion	Plenum	
25-30'	Theoretical input and working phase	<p>Students watch the video “Should we eat less meat?” and learn about the impact of excessive meat consumption on health, environment and animal-wellbeing.</p> <p>Afterwards, the students gather the information they got from the video and present it do each other.</p>	<p>Individual work</p> <p>Discussion</p>	<p>Individual work</p> <p>Plenum or small groups</p>	<p>Video: “Should we eat less meat? – Some scientific facts” https://www.youtube.com/watch?v=T9_DESp732U</p> <p>→ Takes 13:20 min to watch</p>

4 units a 50'	Workshop (held by the Austrian health insurance fund)	Workshop "Healthy shopping – a climate friendly health promotion by a healthy diet" held by the ÖGK (Austrian health insurance fund) The students learn about the importance of a healthy diet on their wellbeing and which practical things they can do in their daily life	Workshop	Group-work	Link to the workshop: https://www.gesundheitskasse.at/cdscontent/?contentid=10007.837217&portal=oegkportal G'sund Einkaufen -Klimafreundliche Gesundheitsförderung durch eine gesunde Ernährung
Individual	Knowledge transfer	The students try out what they learned in the workshop, for example by... <ul style="list-style-type: none"> ➔ Preparing a meal by using regional and seasonal ingredients for their family/friends (documentation by making fotos, videos,..) ➔ (For people who eat meat): Preparing a pescetarian/vegetarian version of their favorite dish for their friends/family 		Individual work	
2 lessons a 50'	Result	Collecting the recipes of the students and creating a "cookbook" The students can use the tool canva. It's a great tool if several people must work on one project. <i>(It's also possible to do this part interdisciplinary, cause the students could write their cooking recipes in german-class or could translate their recipes in different languages for example)</i>	Group-work	Group-work	https://www.canva.com/

Examples for phases:



Examples for Social Form:



- Introduction
- Working phase
- Knowledge transfer

- Individual-work
- Pairs
- Group-work



Retrospective lesson analysis

- ♣ Is an evaluation of the Teaching - Training Setting planned?
- ♣ How can the experiences I have made improve my teaching?