

SUSTAINABILITY IN FOODS

Authors:

Stefan Haering and Christiane Bolte-Costabiei

SUMMARY

Students will introduce their peers in the partner class to three foods that they like to eat. Beforehand, they will have researched how sustainable different brands of the same food items are. For the introduction, they will choose the brands that they have found to be the most sustainable.

GOALS

Students can investigate the sustainability of various foods.

Students will know how the US and Germany categorize and define sustainable foods.

LANGUAGE GOALS

Students know the names of food products.

Students know important terms related to sustainability in food products.

Students can introduce themselves

DURATION

1-2 Weeks

LANGUAGE

English

MATERIALS

Worksheet for All Students: Getting to Know One Another Task
SUSTAINABILITY IN FOODS

DESCRIPTION

Students will introduce their peers in the partner class to three foods they like to eat. Beforehand, they will have researched the sustainability of different brands of the same foods. Students can use a checklist (provided on the worksheet) to do their research online or by going to a store.

For the introduction, the students will choose the products that they have proven to be the most sustainable and present them to the partner class. Students in both classes will meet with each other to share and discuss their findings.

TEACHER PREPARATION

Teachers will choose the medium for an asynchronous exchange. In case a synchronous exchange should take place, they will choose the conference tool to be used.

As an introduction, teachers will choose relevant videos to share with the students.

Teachers will decide if the classes should present to the whole class or in groups - this applies to the synchronous as well as the asynchronous options.

Material

See document *OVERVIEW OF TOOLS*

CLASS INTRODUCTION

Teachers will send their students information about the process, duration, and content of the project.

Teachers will explain the assignment to the students and give them access to the chosen mediums.

Material

Worksheet for all Students: Getting to Know Each Other Assignment
SUSTAINABILITY IN FOODS

EXCHANGE

Teachers will begin with a video. Here are a few examples:



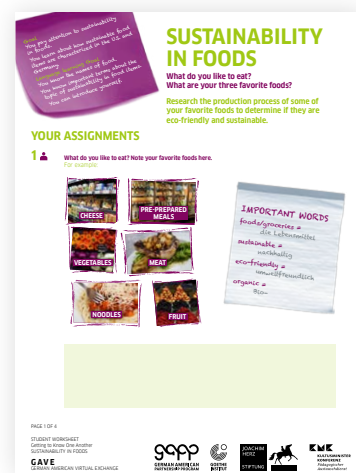
<https://www.youtube.com/watch?v=c1rZyWg1xrE>



<https://www.cbd.int/ldb/2020/Health-Food>



<https://www.youtube.com/watch?v=f0ZxyoN9ax0>



SUSTAINABILITY IN FOODS

Authors:

Stefan Haering and Christiane Bolte-Costabiei

MEDIUMS

Teachers will use the established tools of communication between themselves and their students.

Students can use apps such as PicCollage or any other presentation app.

The app should allow for photo and text uploads.

DIFFICULTY



EXCHANGE *continued*

Individually, students will brainstorm foods they like to eat. Afterwards, they will reconvene as a class and generate statistics about the most popular foods.

As a class, students will consider what it means for food to be sustainable and then examine one particular brand of a type of food they eat frequently.

Online, they will research if this brand sources and/or produces their products sustainably. If the product is not sustainable, they will research which alternatives are available. While doing so, they should research if the foods are “Fairtrade,” “organic,” and/or “local.”

Once the students have repeated this process for three different brands of the same food, they will create a collage or mini presentation and present either in groups or to the whole class (this can be done synchronously or asynchronously). Students should ask questions after their peers’ presentations in order to dive deeper into the topic.

REFLECTION

Online or in the classroom, students will reflect on which cultural differences, distinctions, and similarities they observed from the task. See activities in the document *METHODS FOR REFLECTION IN THE CLASSROOM*.

For the reflection, there are key questions available. See the document *REFLECTION QUESTIONS FOR STUDENTS*.

PERSONAL NOTES