

**MUAS SYLLABUS: WORKSHOP FOR STUDENTS (1)**
**Developed within the Strategic Partnership project**

<b>Number of the project</b>	2016-1-PL01-KA203-026652		
<b>Title/name of the project</b>	Innovative Education towards Sustainable Food Systems		
<b>Title of the Lecture (original and translated into EN)</b>	Biolebensmittel in die vier Themenfelder der Nachhaltigkeit einordnen (EN) Categorizing organic food into the four fields of sustainability		
<b>Student Lecturer (University)</b>	Geraldine (FH Münster University of Applied Sciences)		
<b>The aim of the Lecture</b>	The overall aim is to provide the pupils with an insight into the topic of sustainability and its definition and importance. At the end of the lesson the pupils can identify and explain the four fields (ecology, economy, health, social) of a sustainable diet.		
<b>Description (schedule)</b>	<b>Topic</b>	<b>Time</b>	<b>Medium</b>
	General information about sustainability and introduction to a sustainable diet with its four thematic fields	15 minutes	PowerPoint presentation
	Presenting organic food as an example of supporting biodiversity, GM-free agriculture etc. and the tasks that follow	10 minutes	Worksheets + Handout PowerPoint + Video
	Discussing the solutions of the task set	15 minutes	Capturing statements via the blackboard
	Summarizing the solutions	5 minutes	Collecting the results in the plenum
	<p>In a first step, definitions for the terms „sustainability” and „sustainable diets” as well as the introduction to its four fields are given and explained.</p> <p>In the second step, the example of organic food is contextualized within the four fields of a sustainable diet.</p>		
<b>Time needed to carry out the Lecture</b>	45 minutes		
<b>Materials &amp; tools necessary to carry out the lecture</b>	2 worksheets, a blackboard for summarizing the results, a laptop, beamer and speakers to show films, internet, tables and chairs for the amount of participating pupils (pupils need to write)		
<b>Target group (background, study level)</b>	5 <sup>th</sup> grade high school		
<b>Prerequisites</b>	Understanding the terms ‘economy’, ‘ecology’, ‘social’ and ‘health’		

<b>Suggested size of scholar's working groups if applicable</b>	No groupwork in the lecture, but the pupils in the 5th grade could work in pairs and in 7th grade in bigger groups
<b>Effects / learning outcomes (knowledge, skills and social competences)</b>	The pupils can explain the meaning of the term 'sustainability' as well as the four fields of a sustainable diet. Also, they are able to contextualize different examples within them.
<b>If applicable, background literature</b>	<p>Heinis, Monika; Kunze, Cornelia; Weber, Steffi: <i>Ernährung - gesund und nachhaltig</i>, Dr. Felix Büchner- Verlag Handwerk und Technik GmbH</p> <p>Bickel, Regula; Rossier, Raphael (2015) in: Forschungsinstitut für biologischen Landbau (FiBL) (Hrsg.): <i>Nachhaltigkeit und Qualität biologischer Lebensmittel</i>, 2. Auflage</p>
<b>Additional comments</b>	The topic would be more fitting for a 7 <sup>th</sup> grade since then there would be a wider basis of knowledge to work with.

**MUAS SYLLABUS: WORKSHOP FOR STUDENTS (2)**
**Developed within the Strategic Partnership project**

<b>Number of the project</b>	2016-1-PL01-KA203-026652
<b>Title/name of the project</b>	Innovative Education towards Sustainable Food Systems
<b>Title of the Lecture (original and translated into EN)</b>	Nachhalige Ernährung Sustainable Food Consumption
<b>Student Lecturer (University)</b>	<b>Anna-Lena (FH Münster University of Applied Sciences)</b>
<b>The aim of the Lecture</b>	The aim of the lecture is to give students an insight into the topic sustainable food consumption in order to reflect on their own food consumption.
<b>Description (schedule)</b>	<ul style="list-style-type: none"> <li>- Introduction of the lecture: showing organic and fair-trade food to the pupils; explanation of sustainable food consumption</li> <li>- Definition of sustainability, six criteria of sustainable food consumption:             <ol style="list-style-type: none"> <li>1.) Eat more vegetarian food</li> <li>2.) Consume organic food</li> <li>3.) Cook more by yourself</li> <li>4.) Prefer fair-trade food</li> <li>5.) Buy regional and seasonal food</li> <li>6.) Save resources in your household (15 minutes)</li> </ol> </li> <li>- Group work (20 minutes) about the six criteria of sustainable food consumption by working with a text. The students should find out which phrases of the text are part of their criteria of sustainable food consumption</li> <li>- Students present and explain their solution of the group work (10 minutes)</li> <li>- Take home messages to help students to integrate sustainable food consumption in their daily life</li> </ul>
<b>Time needed to carry out the Lecture</b>	45 minutes
<b>Materials &amp; tools necessary to carry out the lecture</b>	Digital projector, power point presentation, worksheets (printed), document camera, typical 'sustainable' products (e.g. fair trade chocolate, organic fruit or vegetables), two pieces of paper to attach on the wall (right or left means 'yes' or 'no'; for asking questions to the pupils to get to know them like "Do you know the term "sustainability"?), handout
<b>Target group (background, study level)</b>	7th grade (age 12-13)

<b>Prerequisites</b>	No previous lectures on or knowledge of sustainability required
<b>Suggested size of scholar's working groups if applicable</b>	Groups of 5
<b>Effects / learning outcomes (knowledge, skills and social competences)</b>	The students... <ul style="list-style-type: none"> <li>- reflect on their personal food consumption.</li> <li>- Can explain sustainability.</li> <li>- know why sustainable food consumption is important.</li> <li>- know the six criteria (Eat more vegetarian food; consume organic food; cook more by yourself, prefer fair-trade food; buy regional and seasonal food; safe resources in your household) of sustainable food consumption</li> <li>- integrate the new knowledge in their everyday lives.</li> </ul>
<b>If applicable, background literature</b>	<p><b>KOERBER, K., KRETSCHMER, J.</b> (2006): Ernährung nach den vier Dimensionen. Wechselwirkungen zwischen Ernährung und Umwelt, Wirtschaft, Gesellschaft und Gesundheit. Ernährung &amp; Medizin 21: 178–185.</p> <p><b>KOERBER, K., MÄNNLE, T., LEITZMANN, C.</b> (2012). Vollwert-Ernährung. Konzeption einer zeitgemäßen und nachhaltigen Ernährung. Stuttgart: Haug-Verlag.</p> <p><b>KOERBER, K.</b> (2014). Fünf Dimensionen der Nachhaltigen Ernährung und weiterentwickelte Grundsätze – Ein Update. Ernährung im Fokus, S.260-269.</p> <p>United Nations, World Commission (1987): Report of the World Commission of Environment and Development. Our Common Future. Oslo, S. 54</p> <p><b>BRUNNER et al.</b> (2007): Ernährungsalltag im Wandel. Chancen für Nachhaltigkeit. Wien.</p> <p><b>GREENPEACE E.V.</b> (Hrsg.) (2008). Footprint: Der ökologische Fußabdruck Deutschlands. Hamburg. Link: <a href="http://www.footprint.at/fileadmin/zf/dokumente/Footprint_Deutschland_2008__2_.pdf">http://www.footprint.at/fileadmin/zf/dokumente/Footprint_Deutschland_2008__2_.pdf</a> . Last access: 05<sup>th</sup> March 2018]</p> <p><b>HEINRICH-BÖLL-STIFTUNG, INSTITUTE FOR ADVANCED SUSTAINABILITY STUDIES, BUND FÜR UMWELT- UND NATURSCHUTZ DEUTSCHLAND UND LE MONDE DIPLOMATIQUE</b> (Hrsg.) (2018). Fleischatlas: Daten und Fakten über Tiere als Nahrungsmittel. Berlin.</p> <p><b>VERBRAUCHERZENTRALE BUNDESVERBAND E.V. /STIFTUNG WARENTEST</b> (Hrsg.) (2010). Informationen für Lehrerinnen und Lehrer: Essen – (K)eine Klimasünde. Berlin. Online verfügbar unter:</p>

	<a href="https://www.verbraucherbildung.de/sites/default/files/downloads/201001_essen_klimasuende_ue_stiwa_vzbv.pdf">https://www.verbraucherbildung.de/sites/default/files/downloads/201001_essen_klimasuende_ue_stiwa_vzbv.pdf</a> . Last access: 2 <sup>st</sup> December 2018.
<b>Additional comments</b>	

**MUAS SYLLABUS: WORKSHOP FOR STUDENTS (3)**
**Developed within the Strategic Partnership project**

<b>Number of the project</b>	2016-1-PL01-KA203-026652
<b>Title/name of the project</b>	Innovative Education towards Sustainable Food Systems
<b>Title of the Lecture (original and translated into EN)</b>	<b>Preisverleihung: Klimafreundlichster Apfel im Februar 2018 / Award for the environmentally friendliest apple of February 2018</b>
<b>Student Lecturer (University)</b>	<b>Johanna Leister (FH Münster, University of Applied Sciences)</b>
<b>The aim of the Lecture</b>	<p>The pupils should know which criteria an apple must meet to be environmentally friendly: difference between organic and non-organic farming, difference between regional and non-regional fruits, difference between fresh, seasonal and stored, non-seasonal fruits.</p> <p>The pupils should be able to answer the question: Which apple is the environmentally friendliest apple at this time of the year?</p>
<b>Description (schedule)</b>	<p>1. <b>Introduction</b> by warmly welcoming the scholars as part of the award show for the environmentally friendliest apple of February 2018 (adaptable), where they themselves are the jury and the student is the presenter. Introducing the six candidates: one organic apple from Germany, one non-organic apple from Germany, one organic apple from Spain, one non-organic apple from Spain, one organic apple from New Zealand and one non-organic apple from New Zealand. Pointing out that the goal of the lecture is to award the environmentally friendliest apple.</p> <p>2. <b>“Opener”</b>: Finding out about how deep the scholar’s background knowledge is by creating a mind map about: “What do you know about the term “environmentally friendly”?”.</p> <p>Making sure that scholars know that you can measure how environmentally friendly a product is by knowing how much energy it spends and how much CO<sub>2</sub> it emits (on blackboard: “the less energy it spends and the less CO<sub>2</sub> is emitted, the environmentally friendlier is the production of food”).</p> <p>3. <b>Introducing the group work</b>: One group will get information about the differences between organic and non-organic farming, the second group will find out more about seasonal and non-seasonal, stored fruits and the third group will gather knowledge about regional and non-regional food.</p> <p>4. <b>Implementing the group work</b>. Supporting the scholars when it comes to difficulties or questions. In the end each group rates how environmentally friendly the different apples are in context of their own group topic.</p> <p>5. Instructing the <b>presentation</b> of the group work in front of the class: scholars bring together their results in a big table at the blackboard. After every group presented their results, the scholars vote for the environmentally friendliest apple of February 2018.</p> <p>6. Giving <b>Feedback</b> and repeating the content of the lecture.</p> <p>7. Explaining why this lecture has been carried out (describing the SUSPLUS project).</p>
<b>Time needed to carry out the Lecture</b>	45 minutes
<b>Materials &amp; tools necessary to carry out the lecture</b>	Blackboard, six different apples, worksheets, label for the different apples, group tables, chairs

<b>Target group (background, study level)</b>	5 <sup>th</sup> – 7 <sup>th</sup> Grade, any kind of school.
<b>Prerequisites</b>	Background knowledge about environmentally friendly behavior is preferable.
<b>Suggested size of scholar's working groups if applicable</b>	Six scholars per working group
<b>Effects / learning outcomes (knowledge, skills and social competences)</b>	<p><b>Knowledge:</b> to get to know the terms organic, seasonal and regional; to be able to decide which apple you should buy in which time of the year to harm the environment the least.</p> <p><b>Skills:</b> Working with seasonal calendars, working with world maps, working with texts, compromising information of a text into a few words to sum it up, working in groups, presenting in front of the class.</p> <p><b>Social Competences:</b></p> <p>a) Group work: considering other scholars and their knowledge and skills, helping them out or letting oneself be helped by the others. Working cooperatively to facilitate the ability to work in teams.</p> <p>b) Presenting the results of the group work: Showing solidarity.</p> <p>c) Learning Outcomes: Strengthening the social responsibility by learning how not to harm the environment and therefore to act in a sustainable way for themselves and future generations.</p>
<b>If applicable, background literature</b>	<p><b>BMUB</b> (Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit) (ed.) (2011): Obstanbau und Obstmarkt in Deutschland. Link: <a href="https://www.umwelt-im-unterricht.de/hintergrund/obstanbau-und-obstmarkt-in-deutschland/">https://www.umwelt-im-unterricht.de/hintergrund/obstanbau-und-obstmarkt-in-deutschland/</a>, data access 7<sup>th</sup> February 2018.</p> <p><b>BLANKE, M.</b> (n. d.): Der klimafreundliche Apfel von nebenan. Energiebilanz und CO<sub>2</sub>-Fußabdruck in der Nahrungskette. Link: <a href="http://www.dlr-rheinpfalz.rlp.de/Internet/global/themen.nsf/f3b02579753cf01fc12574ea003ea950/57448A10F058B164C12579EA0023B28C/\$FILE/PAS%20Innofrutta%2004_07_IF_Titelstoy.pdf">www.dlr-rheinpfalz.rlp.de/Internet/global/themen.nsf/f3b02579753cf01fc12574ea003ea950/57448A10F058B164C12579EA0023B28C/\$FILE/PAS%20Innofrutta%2004_07_IF_Titelstoy.pdf</a>, data access 16<sup>th</sup> February 2018.</p> <p><b>BECKHOFF, J.</b> (n. d.): Saisonzeiten bei Obst und Gemüse. Der Saisonkalender. Link: <a href="https://www.bzfe.de/inhalt/saisonzeiten-bei-obst-und-gemuese-3130.html">https://www.bzfe.de/inhalt/saisonzeiten-bei-obst-und-gemuese-3130.html</a>, data access 16<sup>th</sup> February 2018.</p> <p><b>FRÜHSCHÜTZ, L.</b> (n.d.): Bio: Was ist anders? Lebensmittel aus ökologischer Erzeugung. Link: <a href="https://www.bzfe.de/inhalt/bio-was-ist-anders-2012.html">https://www.bzfe.de/inhalt/bio-was-ist-anders-2012.html</a>, data access 16<sup>th</sup> February 2018.</p>
<b>Additional comments</b>	

**MUAS SYLLABUS: WORKSHOP FOR STUDENTS (4)**
**Developed within the Strategic Partnership project**

<b>Number of the project</b>	2016-1-PL01-KA203-026652
<b>Title/name of the project</b>	Innovative Education towards Sustainable Food Systems
<b>Title of the Lecture (original and translated into EN)</b>	Virtuelles Wasser EN: Virtual Water
<b>Student Lecturer (University)</b>	<b>Ramona (FH Münster University of Applied Sciences)</b>
<b>The aim of the Lecture</b>	The aim of the lecture is to give students an insight into the topic ‘virtual water’ in order for them to start reflecting on their personal (food) consumption.
<b>Description (schedule)</b>	<ul style="list-style-type: none"> <li>- Introduction and general information on virtual water (10 minutes)</li> <li>- Quiz – individual work or in teams of two (15 minutes)</li> <li>- Solution to the quiz and explanation (15 minutes)</li> <li>- Take home messages (2 minutes)</li> <li>- Time for questions (3 minutes)</li> </ul>
<b>Time needed to carry out the Lecture</b>	45 minutes
<b>Materials &amp; tools necessary to carry out the lecture</b>	Digital projector, power point presentation, quiz (printed)
<b>Target group (background, study level)</b>	7th grade (age 12-13)
<b>Prerequisites</b>	No previous lectures on or knowledge of sustainability required
<b>Suggested size of scholar’s working groups if applicable</b>	Individual work or teams of two (for the quiz)
<b>Effects / learning outcomes (knowledge, skills and social competences)</b>	<p>The students</p> <ul style="list-style-type: none"> <li>- can explain virtual water.</li> <li>- have a sense of the amount of virtual water used for different products.</li> <li>- understand why the topic is important and relevant for everyone.</li> <li>- get ideas about what they can do in their everyday lives to reduce their personal consumption of virtual water.</li> </ul>
<b>If applicable, background literature</b>	<p>Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit (BMUB) (2015): Wasserfußabdruck. Online: <a href="https://www.umweltbundesamt.de/themen/wasser/wasserbewirtschaften/wasserfussabdruck#textpart-1">https://www.umweltbundesamt.de/themen/wasser/wasserbewirtschaften/wasserfussabdruck#textpart-1</a></p> <p>Inspiration for the presentation: Vereinigung Deutscher Gewässerschutz e.V., online: <a href="http://virtuelles-wasser.de/startseite_virtuelles_wasser.html">http://virtuelles-wasser.de/startseite_virtuelles_wasser.html</a></p> <p>Water Footprint Network, online: <a href="http://waterfootprint.org/en/">http://waterfootprint.org/en/</a></p>
<b>Additional comments</b>	



**MUAS SYLLABUS: WORKSHOP FOR STUDENTS (5)**
**Developed within the Strategic Partnership project**

<b>Number of the project</b>	2016-1-PL01-KA203-026652
<b>Title/name of the project</b>	Innovative Education towards Sustainable Food Systems
<b>Title of the Lecture + workshop (original and translated into EN)</b>	Lebensmittelrends und nachhaltige Entwicklung – einige kritische Aspekte Food trends and sustainable development – some critical aspects
<b>The aim of the lecture &amp; workshop</b>	Pupil should understand the connection between their decisions in food consumption and the development of a sustainable food system
<b>Description &amp; time schedule</b>	<ul style="list-style-type: none"> <li>- Brainstorming: What does the term “sustainability” means? Collection of memos on pin board</li> <li>- Lecture: Definition of the term “sustainability” and the five dimensions</li> <li>- Comparing different muesli bars: which one would they like to eat and why? Brainstorming: what do all this snacks have in common?</li> <li>- Definition of the term “superfoods” and a critical view on them in the five dimensions of sustainability</li> <li>- Lecture: Definition of the term “regionality” and introducing local superfoods with their advantages in the five dimensions of sustainability</li> <li>- Preparation of energyballs and smoothies with local superfoods</li> </ul>
<b>Time needed to carry out the lecture &amp; workshop</b>	90 minutes (45 minutes lecture, 45 minutes preparation)
<b>Materials &amp; tools necessary to carry out the lecture &amp; workshop</b>	Digital projector, computer, power point presentation, memo papers and pens, pin board, muesli bars, ingredients for energy balls, kitchen stuff like blender, knives and cutting boards
<b>Target group (age of pupils)</b>	Pupil between 7 <sup>th</sup> and 10 <sup>th</sup> grade (age 13 to 16)
<b>Prerequisites</b>	No special knowledge required; basical information about nutrients advantageous
<b>Effects / learning outcomes (knowledge, skills and social competences)</b>	Pupils... <ul style="list-style-type: none"> <li>- Know the term “sustainability” and the different dimensions</li> <li>- Know the term “superfoods”</li> <li>- Can connect their consumer decisions and the effect of sustainable systems</li> <li>- Know local superfoods and their advantages compared to exotic superfoods</li> </ul>

	Learn how to prepare snacks from local superfoods
<b>If applicable, background literature</b>	<p>K. M. Brunner, et al. 2007. <i>Ernährungsalltag im Wandel. Chancen für Nachhaltigkeit</i>. Wien: Springer Verlag</p> <p>Schmelzer, T., 2016. <i>Wirtschaftswoche</i>. [Online] Available at: <a href="https://www.wiwo.de/technologie/forschung/ernaehrungstrends-warum-superfood-nicht-super-ist/13438432.html">https://www.wiwo.de/technologie/forschung/ernaehrungstrends-warum-superfood-nicht-super-ist/13438432.html</a></p> <p>Rempe, C., 2016. Herkunftskennzeichnung bei Lebensmitteln - leichter gesagt als getan. <i>Ernährung im Fokus</i>, März/April, pp. 80-84.</p> <p>Gesamtverband Leinen e.V. , kein Datum <i>leinen-gesamtverband.de</i>. [Online] Available at: <a href="http://www.gesamtverband-leinen.de">www.gesamtverband-leinen.de</a></p> <p>Geyer, S., 2007. Essen und Kochen im Alltag. In: K. Bunner, et al. Hrsg. <i>Ernährungsalltag im Wandel. Chancen für Nachhaltigkeit</i>. Wien / New York: Springer Verlag, pp. 61-81.</p> <p>Global 2000, Südwind, AK Niederösterreich, 2017. <i>Global 2000</i>. [Online] Available at: <a href="https://www.global2000.at/publikationen/superfoods">https://www.global2000.at/publikationen/superfoods</a></p>
<b>Additional comments</b>	<p>This lecture is also doable without the part of food preparation</p> <p>The Materials are listed as followed:</p> <p>Superfood wirklich so super wie gedacht_Helena_PPP</p>

**MUAS SYLLABUS: WORKSHOP FOR STUDENTS (6)**
**Developed within the Strategic Partnership project**

<b>Number of the project</b>	2016-1-PL01-KA203-026652
<b>Title/name of the project</b>	Innovative Education towards Sustainable Food Systems
<b>Title of the Lecture + workshop (original and translated into EN)</b>	<i>Wirf mich nicht weg – Lebensmittelabfall im Privathaushalt</i> (EN) Don't throw me away – Food wastage in the private household
<b>The aim of the lecture &amp; workshop</b>	Prevention measure, stimulate the pupils to reflect on their behaviour concerning waste and garbage
<b>Student Lecturer (University)</b>	Anna (FH Münster University of Applied Sciences)
<b>Description &amp; time schedule</b>	<ul style="list-style-type: none"> <li>- Lecture shows a photo which is representative for food waste for about 5 minutes, asks pupils to describe the picture</li> <li>- Poses questions, backs answers with factual evidence</li> <li>- Pupils individually or together with student teacher create a Mind Map about the reasons of food waste/throwing away food</li> <li>- Work sheet is handed out and pupils work in twos</li> </ul>
<b>Time needed to carry out the lecture &amp; workshop</b>	45 minutes
<b>Materials &amp; tools necessary to carry out the lecture &amp; workshop</b>	Digital projector (for showing photo), USB Stick (photo), (black or white) board, pens (mindmap), photocopier
<b>Target group (age of pupils)</b>	Secondary school children/pupils, background knowledge on the subject is not necessary
<b>Prerequisites</b>	Basic knowledge about food
<b>Effects / learning outcomes (knowledge, skills and social competences)</b>	<p>Scholars are able to: ...</p> <ul style="list-style-type: none"> <li>... develop a behaviour regarding food waste</li> <li>... analyse and reflect their own consumer behaviour</li> <li>... understand the problem of food wastage</li> <li>... recognize the ecological and social consequences</li> <li>... change from a low esteem of food</li> <li>... undertake distinct activities to avoid food waste</li> </ul>
<b>If applicable, background literature</b>	<p>Becker-Kückens M (2015): <i>Wirf mich nicht weg!.</i> Verringerung der Verschwendung von Lebensmitteln. Ein Bericht über ein Bildungsprojekt aus der Praxis. in: Schockemöhle J, Stein M (Hrsg.): <i>Nachhaltige Ernährung lernen in verschiedenen Ernährungssituationen. Handlungsmöglichkeiten in pädagogischen und sozialpädagogischen Einrichtungen.</i> Bad Heilbrunn: Julis Klinkhardt, S. 210-222.</p> <p>Bundesministerium für Ernährung und Landwirtschaft (BMEL)(o.D.): <i>Warum werfen wir so viel weg?. Was kannst du dagegen tun?.</i></p>

	<p>Online unter: <a href="https://www.zugutfuerdietonne.de">https://www.zugutfuerdietonne.de</a> [21.10.2017]</p> <p>WWF (Hrsg.) (2015): Das grosse Wegschmeissen. Vom Acker bis zum Verbraucher: Ausmaß und Umwelteffekte der Lebensmittelverschwendung in Deutschland, WWF Deutschland.</p> <p>Online unter: <a href="http://www.wwf.de/fileadmin/fm-wwf/Publikationen-PDF/WWF_Studie_Das_grosse_Wegschmeissen.pdf">http://www.wwf.de/fileadmin/fm-wwf/Publikationen-PDF/WWF_Studie_Das_grosse_Wegschmeissen.pdf</a> [21.10.2017]</p> <p>Rechtsquellen:</p> <p>VERORDNUNG (EG) Nr. 178/2002 DES EUROPÄISCHEN PARLAMENTS UND DES RATES vom 28. Januar 2002 zur Festlegung der allgemeinen Grundsätze und Anforderungen des Lebensmittelrechts, zur Errichtung der Europäischen Behörde für Lebensmittelsicherheit und zur Festlegung von Verfahren zur Lebensmittelsicherheit, Amtsblatt der Europäischen Gemeinschaften.</p> <p>VERORDNUNG (EU) Nr. 1169/2011 DES EUROPÄISCHEN PARLAMENTS UND DES RATES vom 25. Oktober 2011 betreffend die Information der Verbraucher über Lebensmittel und zur Änderung der Verordnungen (EG) Nr. 1924/2006 und (EG) Nr. 1925/2006 des Europäischen Parlaments und des Rates und zur Aufhebung der Richtlinie 87/250/EWG der Kommission, der Richtlinie 90/496/EWG des Rates, der Richtlinie 1999/10/EG der Kommission, der Richtlinie 2000/13/EG des Europäischen Parlaments und des Rates, der Richtlinien 2002/67/EG und 2008/5/EG der Kommission und der Verordnung (EG) Nr. 608/2004 der Kommission.</p>
<p><b>Additional comments</b></p>	<p>Materials are listed as followed:</p> <ul style="list-style-type: none"> <li>A_Unterrichtsskizze_Lebensmittelabfall_Anna_pdf</li> <li>B_Arbeitsblatt_Lebensmittelabfall_Anna_word</li> <li>C_Unterrichtsskizze_Lebensmittelabfall_Ausführlich_Anna_word</li> </ul>

**MUAS SYLLABUS: WORKSHOP FOR STUDENTS (7)**
**Developed within the Strategic Partnership project**

<b>Number of the project</b>	2016-1-PL01-KA203-026652
<b>Title/name of the project</b>	SUSPLUS - Innovative Education towards Sustainable Food Systems
<b>Title of the Lecture (original and translated into EN)</b>	Fleisch nachhaltiger konsumieren (EN) Consume meat more sustainably
<b>Student Lecturer (University)</b>	<b>Alina, Lydia, Pascal (FH Münster University of Applied Sciences)</b>
<b>The aim of the Lecture</b>	To encourage thinking about the own meat consumption and have fun with the topic of sustainability
<b>Description (schedule)</b>	At the beginning of the lesson, the whole class shares habits and experiences to know what daily meat consumption looks like. Then a quiz game is played with the schoolchildren to show what our consumption means to animals and the world. Insects are presented as an alternative to pork, beef and poultry. Teaching media (two video clips) support this. In order to better internalize the learned content, chocolate with insects (mealworms) will be offered for tasting at the end of the lesson. Thus, more senses are addressed while learning.
<b>Time needed to carry out the Lecture</b>	45 minutes
<b>Materials &amp; tools necessary to carry out the lecture</b>	<ul style="list-style-type: none"> <li>• insect chocolate (or something similar)</li> <li>• writing tool,</li> <li>• chairs in the shape of a U.</li> <li>• Writing paper to write down the answers in the groups.</li> <li>• A computer, a screen and speakers</li> <li>• Slides and video clips</li> </ul>
<b>Target group (background, study level)</b>	6 <sup>th</sup> class (11-13 years old), they have discussed the topic of sustainability in science class. The schoolchildren have already made trips to fattening farms and have pictures in mind.
<b>Prerequisites</b>	The teaching unit is designed in such a way that a prior knowledge about sustainability should exist. In this case the topic has already been dealt with in the school. This provides a knowledge base for the students. In addition, participation in the quiz game required a certain level of team work, by agreeing on one answer per question in the team. In addition, the knowledge of the group members had to flow together to give the right answer. Also, skills like math, imagination and articulating experiences are necessary. The students as the lecturers can always be consulted with questions.
<b>Suggested size of scholar's working groups if applicable</b>	It is a class of 30 pupils which is divided into two groups of 15 students who compete against each other during the lesson
<b>Effects / learning outcomes (knowledge, skills and social competences)</b>	To get an open vision of life in the context of sustainability in everyday life and to know what mass animal farming and meat consumption mean for our world.

<p><b>If applicable, background literature</b></p>	<p><b>ALBERT-SCHWEIZER-STIFTUNG</b> (Hrsg.) (2017): Was steckt hinter einem Kilogramm Rindfleisch? Link: <a href="https://albert-schweizer-stiftung.de/aktuell/1-kg-rindfleisch">https://albert-schweizer-stiftung.de/aktuell/1-kg-rindfleisch</a>. Last access 18<sup>th</sup> June 2018.</p> <p><b>HEINRICH-BÖLL-STIFTUNG; BUND Deutschland; Le MONDE DIPLOMATIQUE</b> (Hrsg.) (2014): Fleischatlas 2013. Daten und Fakten über Tiere als Nahrungsmittel. Link: <a href="https://www.boell.de/sites/default/files/fleischatlas_1_1.pdf">https://www.boell.de/sites/default/files/fleischatlas_1_1.pdf</a>. Last access: 16<sup>th</sup> June 2018.</p> <p><b>HOLLAND, K.; WALTHER, J. HELKE, G.-D.</b> (Hrsg.) (2016): Futter. Link: <a href="http://www.guthohenluckow.de/pdf/GutHohenLuckow_Rundgang_7.pdf">www.guthohenluckow.de/pdf/GutHohenLuckow_Rundgang_7.pdf</a>. Last access: 12<sup>th</sup> June 2018.</p> <p><b>PLIQUETT, M.; REINKE, M.</b> (2017): Masthühner. Link: <a href="https://albert-schweizer-stiftung.de/massentierhaltung/masthuehner">https://albert-schweizer-stiftung.de/massentierhaltung/masthuehner</a>. Last access: 23rd April 2018.</p> <p><b>ZDG</b> (Zentralverband der Deutschen Geflügelwirtschaft) (Hrsg.) (2014): Die Erzeugung von Geflügelfleisch geschieht besonders ressourcenschonend. Link: <a href="https://www.gefluegel-charta.de/blog/blogdetail/news/die-erzeugung-von-gefluegelfleisch-geschieht-besonders-ressourcenschonend/">https://www.gefluegel-charta.de/blog/blogdetail/news/die-erzeugung-von-gefluegelfleisch-geschieht-besonders-ressourcenschonend/</a>. Last access 23rd April 2018.</p> <p><u>Videoclips shown in the lecture:</u></p> <ul style="list-style-type: none"> <li>• <a href="https://www1.wdr.de/mediathek/video/sendungen/quarks-und-co/video-fleisch-warum-wir-tiere-lieben-und-trotzdem-essen-100.html">https://www1.wdr.de/mediathek/video/sendungen/quarks-und-co/video-fleisch-warum-wir-tiere-lieben-und-trotzdem-essen-100.html</a></li> <li>• <a href="https://www1.wdr.de/mediathek/video/sendungen/quarks-und-co/video-fleisch-soja-madenschnitzel---welches-eiweiss-brauchen-wir-100.html">https://www1.wdr.de/mediathek/video/sendungen/quarks-und-co/video-fleisch-soja-madenschnitzel---welches-eiweiss-brauchen-wir-100.html</a></li> </ul>
<p><b>Additional comments</b></p>	<p>Materials are listed as followed:</p> <p>A_Consume meat more sustainably_Planung der Unterrichtsstunde_Alina, Lydia, Pascal_word</p> <p>B_B_Consume meat more sustainably_Wer wird Millionär_Vorlage_Alina, Lydia, Pascal_ppp</p>