

Tackling Food Waste

Jahrgangsstufen	12. Klasse
Fach/Fächer	Englisch
Übergreifende Bildungs- und Erziehungsziele	Interkulturelle Bildung Werteverziehung Soziales Lernen Medienbildung
Zeitraumen	5 x 90 min
Benötigtes Material	Kopien Präsentationsmaterialien Computer Beamer Internetzugang

Kompetenzerwartungen

Die Schülerinnen und Schüler

- analysieren und diskutieren in längeren komplexeren Texten argumentativer Form Themen von allgemeinem gesellschaftlichen Interesse in strukturierter schriftlicher Form. Dabei berücksichtigen sie gegebenenfalls auch Informationen aus der Analyse diskontinuierlicher Texte, z. B. Bilder, Statistiken, Karikaturen. **E12 1.1**
- erfassen und analysieren die Hauptaussagen verschiedener diskontinuierlicher Texte (z. B. Bilder, Statistiken, Karikaturen) in Bezug auf eine konkrete Fragestellung. Sie stellen relevante Informationen prägnant und strukturiert in schriftlicher Form dar. **E12 1.1**
- erschließen sich selbständig längere komplexere authentische Sachtexte zu einem breiten Spektrum der genannten Themengebiete sowie Auszüge aus zeitgenössischen literarischen Texten. Dabei entnehmen sie diesen Informationen inhaltlicher und sprachlicher Art zur Bewältigung gesellschaftlich relevanter Fragestellungen und werten diese gegebenenfalls als Quelle für eigene Texte und Präsentationen aus. **E12 1.1**
- erfassen und analysieren diskontinuierliche Texte (z. B. Karikaturen, Bilder, Statistiken) in mündlicher und schriftlicher Form, wobei sie die wesentlichen Aspekte entnehmen und strukturieren. Im Rahmen einer komplexeren soziokulturellen Problemstellung verwenden sie diese relevanten Aussagen argumentativ. **E12 3**
- verfassen selbständig, auf der Basis erworbener Inhalte und einer erstellten Arbeitsgrundlage, längere argumentative Texte adressaten- und situationsadäquat. Sie gliedern die Texte sinnvoll, bauen ihre Argumentation strukturiert und kohärent auf, analysieren Sachverhalte logisch und reflektieren Standpunkte multiperspektivisch und kritisch. **E12 3**



Aufgabe

Talking about consumerism, your class has decided to take action by joining a project initiated by the European Commission. The aim is to increase consumer awareness in order to tackle food waste at its roots. Schools and pupils all over Europe are invited to contribute to a transnational think tank. Therefore, material has to be developed and published in English.

Food for thought...

Around 88 million tonnes of food are wasted annually in the EU, with associated costs estimated at 143 billion euros. About a third of all food produced globally for human consumption is lost or wasted - around 1.3 billion tonnes per year, according to the Food and Agriculture Organisation.

Underlying all these problems is an overall lack of awareness, by many people, of the sheer scale of the problem and the benefits that come from reducing food waste.

This is why the European Commission has initiated a project.

http://ec.europa.eu/food/safety/food_waste/stop_en

Outcome:

article for a magazine
brochure
video clip
poster
action plan for school, family, town



TASK I

Fact Check

During your research for the EU project you have come across the following texts dealing with various approaches to avoid food waste.

Everybody is keen on understanding the article but some passages have not become clear immediately. Different students have different approaches to understanding the texts. This is why you crosscheck / fact check the personal / individual interpretations with the original text.

AP 12 / 2016: Finding Takers for Lonely Leftovers in a Culinary Nook of the Sharing Economy

AP 13 / 2008: Not buying it

TASK II

- a) As the articles you've read so far have clearly struck a chord in your class, you decided to write an article entitled "Food for Thought: Fight Food Waste and Feed the Planet" for an international student magazine.

In about 300 words you are supposed to elaborate on the scale and global impact of food waste. Additionally, you are required to come up with possible suggestions how to tackle food waste effectively.

To get started your teacher has equipped you with the following material. You might also refer to information and use words and phrases provided in the texts you've already discussed in class.

Material 1-3: Vgl. Geheft: „Berufliche Oberschule – neues Prüfungsformat“ Kapitel 6.1
Material-Based Writing 12

- b) Before you hand in your essays you want to make sure that content, language and style are correct. In groups of 3-4, use the following checklist to pimp your writing.

Peer Feedback / "Pimp my Writing"

Pass your essay around clockwise. Each of you needs to focus on just one or two aspects. Use different colours in your annotations and correct/improve passages where necessary. If something strikes you as unclear, misleading or incorrect, politely pencil in changes.

1) Grammatical correctness (mark in yellow)

- .. Are definite and indefinite articles put correctly?
- .. Are the tenses correct?
- .. Are adverbs used where needed and are they in their right positions?

2) Content (mark in red)

- .. Are there different paragraphs for introduction, main body (one paragraph for each argument) and conclusion?
- .. Are there at least three arguments in the main part?
- .. Is there a clear central topic sentence within each paragraph?
- .. Are there suitable and interesting examples to back the central thesis?
- .. Are information and ideas organized logically?
- .. Are the sources embedded / referred to / integrated adequately?
- .. Are the sources interpreted correctly?
- .. Is the line of argumentation interesting and convincing?
- .. Is all content relevant to the task?
- .. Is the text type correct, i.e. the difference between "comment on" and "discuss"?

3) Style (mark in green)

- .. Are there linking words and phrases that make clear who did what, how, where, when and why?
- .. Underline linking phrases that are used to good effect and put an exclamation mark on the margin.
- .. Is a variety of complex structures used?

4) Vocabulary (mark in blue)

- .. Is a wide range of vocabulary used?
- .. Does the choice of words convey precise meanings?
- .. Are less common lexical items used skillfully?

TASK III (Alternative A)

As you are really shocked by the global scale and enormous impact of food waste, your class has decided to take action on a local level. Therefore, you want to turn your findings into an interesting and creative contribution to the European think tank, as well as an informative, eye-catching and thought-provoking exhibition at your school.

In groups of 4-5 students you focus on key aspects such as

- facts and figures
- causes
- impacts
- solutions
- freeganism
- sharing economy, etc.

Do some research on the internet and turn your findings in e.g.

- a brochure
- a video clip
- a poster
- an action plan for school, family, town, etc.

ü To avoid redundancy, make sure that every group focuses on a different aspect.

ü The results of your group work will be first presented in class, then displayed in the school house and finally sent to the European Commission.

TASK III (Alternative B)

Group Discussion

As you are really shocked by the global scale and enormous impact of food waste, your class has decided to organize a “Food Waste Awareness Week” at your school. In your first meeting you have to decide which illustration to use for a poster advertising the project.

1. In your presentation, introduce the illustration of your choice and explain why it illustrates the economic, environmental and/or ethical impact of food waste best.
2. Discuss in detail which illustration serves your purpose best. Take into consideration the underlying message of the illustrations and their specific relevance as well as the target group you would like to address. Finally, come to a decision and give reasons for your choice. Additionally, you might come up with a catchy slogan to be added to the poster.

Optional:

If there is still time left, think about measures and activities for the project that might change your fellow students’ consumer behaviour for the better.

Feedback

Dear students,

Now it's your turn. Take some time and think back on our last English lessons, then consider the following statements and decide whether you agree completely (1) or whether you don't agree at all (6).

		1	2	3	4	5	6
1	English has always been one of my favourite subjects.						
2	I could improve my reading skills.						
3	I could improve my writing skills.						
4	I could improve my speaking skills.						
5	My attitude towards expressing myself in a foreign language has improved.						
6	Based on the different methods we used in the lessons I had the chance to be creative.						
7	I had the opportunity to be active, to contribute my own ideas and to discuss them with my fellow students.						
8	The learning atmosphere was positive.						
9	The material was interesting and helpful.						

Overall impression:

1 2 3 4 5 6

Personal comment

What I liked best

.....

What I've always wanted to say

.....



Quellen- und Literaturangaben

- AP 12 / 2016: Finding Takers for Lonely Leftovers in a Culinary Nook of the Sharing Economy
- AP 13 / 2008: Not buying it
- Material 1-3: Vgl. Geheft: „Berufliche Oberschule – neues Prüfungsformat“ Kapitel 6.1 Material-Based Writing 12

Hinweise zum Unterricht

Inhalt / Handlungen / mögliche Handlungsprodukte	Sozialform / Methode	Material	Bemerkung
Situation wird kurz thematisiert Arbeitsauftrag zum Reading wird ausgeteilt und besprochen 5 min	U-Gespräch Plenum	Arbeitsblatt mit Handlungssituation und Task I	
Schüler bearbeiten Reading Task 30 min	EA	Arbeitsblatt mit Handlungssituation und Task I	
Detailliertes Besprechen Reading Task 10 min	U-Gespräch	Dokumentenkamera	Schüler begründen ihre Wahl / ihr Ergebnis
Situation wird kurz thematisiert 5 min	U-Gespräch		
Arbeitsauftrag zum materialgestützten Aufsatz wird ausgeteilt und besprochen 5 min	Plenum	Arbeitsblatt mit Handlungssituation und Task IIa	
Schüler fertigen Aufsatz / Artikel an 45 min	EA/PA/GA	Task IIa	
Peer Feedback	Plenum	Task IIb	

Austeilen und Erläutern der Methode und der Checkliste 5 min			
Schüler korrigieren und optimieren gegenseitig ihre Aufsätze mit Hilfe der Checkliste 30 min	GA	TASK IIb	
Situation zu Task III wird kurz thematisiert, Arbeitsauftrag besprochen, Gruppen gebildet 10 min	U-Gespräch	Arbeitsblatt mit Handlungssituation und Task III	
Durchführen der Gruppenarbeit 2*90 min	GA	Computer mit Internetzugang Drucker Plakate Moderationskoffer (Schere, Kleber, etc.) Videokamera oder Handy	In Abhängigkeit von den zeitlichen und räumlichen Gegebenheiten können die Schüler auch im Rahmen eines häuslichen Arbeitsauftrages geeignetes Material recherchieren, ausdrucken und mitbringen.
Ergebnispräsentation je nach Klassenstärke 90-120 min	Plenum	Computer Beamer Dokumenten-kamera	
Alternativ kann eine Gruppendiskussion zum Thema TASK III (Alternative B) durchgeführt werden.			Zusätzlich zum AA werden entsprechend der jeweiligen Gruppengröße 4-5 aussagekräftige Bilder benötigt.
Feedback Rückmeldung zur inhaltlichen und methodischen Gestaltung der Unterrichtssequenz 10 min	EA	Feedbackbogen	Schüler geben Rückmeldung zur Unterrichtssequenz, mit oder ohne persönliche Stellungnahme und Begründung.



Lösungen

TASK II

Fight Food Waste and Feed the Planet

In the face of the massive scale of global malnutrition and starvation, Mahatma Gandhi once said: “There are people in the world so hungry, that God cannot appear to them except in the form of bread.” To put it bluntly, within the last century not very much has changed for the better and to make the situation even worse we have to admit that the poor might find “God” in our garbage bins.

According to a study funded by the European Commission in 2013, on average food worth about 50 Euro ends up in the bin of every European household per month. Admittedly, throwing away less food will not feed anyone directly. But the more we waste, the higher the demand on the global market and, consequently, the higher the prices worldwide. This hits people in developing countries – who have to spend most of their income on food – the hardest.

However, with 90 million tons of edible food being discarded annually in the EU, fighting food waste is not only an economic issue of utmost importance but above all a highly ethical one with huge implications for the environment. We are wasting resources, thus putting a strain on the environment by the unnecessary production and transportation of food. Growing one kilo of apples, for example, requires 700 liters of water alone.

Undoubtedly, we can no longer stand idly by while perfectly edible food is being wasted from farm to fork. Awareness campaigns should be run at both EU and national levels to inform the public. Overabundance has not just led to waste, but also to a lack of creativity and flexibility. One idea would be to introduce courses in schools explaining students how to buy, store and use food sustainably, e.g. cooking a leftover dinner.

All these facts and figures should have struck a chord and be the touchstone for a burgeoning movement. Tackling food waste is a question of respect for people and the earth. Let us be the generation fighting food waste in order to feed the planet and make the world a better place.

Words: 347