

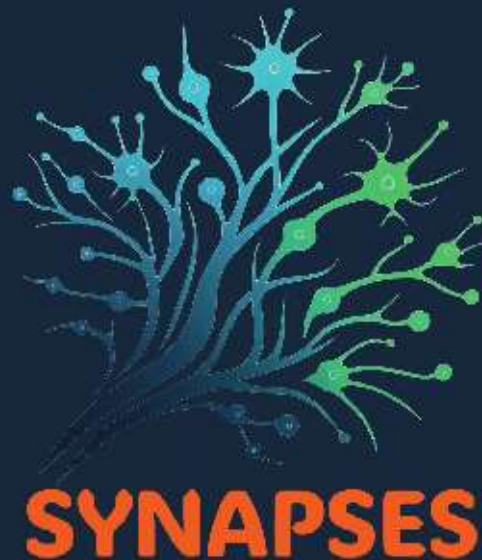
# **Inquiry Scenario Plan Design form**

## **for the promotion of Sustainability Citizenship**



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School Details	
School Name	Johann-Pachelbel-Realschule
City name (Rural/ small town/ middle town/ big city)	Nürnberg
Number of pupils and teachers	870, 85
How many students and teachers will be involved in the Plan?	at least two classes 1-4 teachers

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**Title:**

Stay healthy in an unhealthy world

**Short Description (Max 500 words):**

Ready-made meals dominate the everyday lives of many students. Most students don't know where the food in the supermarket comes from or where it is grown. In the planned lessons, the students will learn how easy it is to prepare healthy meals using fresh food. And how easy it is to obtain fresh food.

The students should get to know the journey of food in advance. This is done through a farm visit.

They also deal with the importance of agriculture, especially farms in their living environment, in the production and processing of food.

The students should be able to form their own opinions and express them. Pupils will also reflect on their own behaviour. Health promotion aims at active health care.

The students also develop their own recipes and thus also experience self-efficacy, which drives their motivation.

**Keywords (Up to 5):**

health, nutrition, food,

## Information about the Implementation

**Language of the students: German**

**Age of the students:**

9-12  12-15  15-18  18+

**Number of Lessons – Duration (per lesson):**

Number of Lessons: 6 + 1 day    Duration per Lesson: 45 min

**Is this activity a STEM Activity?**

For which subject(s) the activity is usable, is it an interdisciplinary activity?

Science

Physics

Chemistry

Biology

Geosciences

Environmental

Other

Technology

Engineering

Arts

Mathematics

# Information about the Scenario

Curriculum and country:

Link of the current activity to the curriculum:

Country:  Class:  Grade:

Topic:

## Objectives (Max 100 words):

Description of the learning objectives

### Lesson 0:

The students name the nutritive substances.

### Lesson 1:

1st learning objective:

The students classify the different foods into the food pyramid.

2st learning objective:

The students should be able to explain the food pyramid, know the individual food groups and decide about the amount of the different food groups.

### Lesson 2:

1st learning objective:

The students analyze the dishes offered in the cafeteria and their home cooked meals using the knowledge they have acquired about healthy eating. Sorting the dishes by healthy, less healthy using a food-app.

2st learning objective:

The students develop their own scoring criteria for ranking the food.

### Lesson 3:

1st learning objective:

The students independently develop healthy alternatives to cafeteria food. E.g. exchanging white sugar with honey or brown sugar.

2st learning objective:

The students create their own recipes.

### Lesson 4:

1st learning objective:

Students visit a farm and describe the journey of food from seed to sale.

**Lesson 5:**

1<sup>st</sup> learning objective:

The students cook with the food purchased on the farm.

2<sup>st</sup> learning objective:

The students improve their own designed recipes.

**Lesson 6:**

1st learning objective:

The students present their recipes and dishes sharing small samples to the parents.

**Materials (Max 100 words):**

Which resources and materials (software, hardware) are needed?

School Infrastructure	School Materials
No special infrastructure needed, WLAN	Beamer, Tablets, Colour printer,

**Use of School Infrastructure**

How are school facilities and equipment used in your educational scenario?

School Infrastructure	School Materials
School kitchen	kitchen equipment
Classroom	

## Green competences:

Which green competences are covered by the activity?

Embodying Sustainable Values	Valuing Sustainability <input checked="" type="checkbox"/>	Supporting Fairness <input checked="" type="checkbox"/>	Promoting Nature <input checked="" type="checkbox"/>
Embracing Complexity in Sustainability	Systems Thinking <input checked="" type="checkbox"/>	Critical Thinking <input checked="" type="checkbox"/>	Problem Framing <input checked="" type="checkbox"/>
Envisioning Sustainable Futures	Futures Literacy <input checked="" type="checkbox"/>	Adaptability <input type="checkbox"/>	Exploratory Thinking <input checked="" type="checkbox"/>
Acting for Sustainability	Political Agency <input type="checkbox"/>	Collective Action <input checked="" type="checkbox"/>	Individual Initiative <input checked="" type="checkbox"/>

The definition of the following terms can be found in [GreenComp](#) that is translated in all European Union languages.

## Working with the community

Which external actors will be involved within the framework of the training scenario?

Organisation Type	Organisation Name
NGOs (Non-Governmental Organisations)	Local farms, depending on local offers
PTA (Parent-Teacher Association)	Förderverein JPR
Local business	Copy Shop, local supermarket
Other (please explain)	

## How will the above-selected institutions help in the educational scenario?

By incorporating the above-mentioned institutions into the curriculum, students are given an authentic insight into reality, in addition to the theoretical input in the classroom. The exchange between the students and the experts, here: farmers and others, promotes multi-perspective thinking, which is also in the spirit of ESD.

The students deal with the topics of nutrition, exercise, hygiene, stress/mental health, addiction/violence prevention and learn to treat themselves carefully and responsibly.

## Detailed activity description

Fill in the table below according to the hours of the training activity and its content (fill in the table with the subjects contained in your training scenario).

The educational scenario should follow the 5E didactic model of inquiry-based learning.

Number and name of courses	Course content	Teaching hours
Lesson 0:	Students should carry out small experiments to detect the nutrients (carbohydrates, fats, proteins) in various foods. At the end of the unit, students should be able to assign different foods to different nutrients.	1
Lesson 1:	A boy's story is read to the students and while listening they then list the foods mentioned in a table of nutrients. They should decide whether such a diet is healthy. In order to make this decision, students are given a food pyramid.	1
Lesson 2:	Using their knowledge from the food pyramid, the students should assign different foods offered in the cafeteria to the nutritional recommendations of the pyramid. The students develop a questionnaire on healthy eating.	1
Lesson 3:	They design their own food alternatives following the nutritional recommendations of the pyramid. To do this, the students formulate recipes with information on quantities, requirements and nutritional information.	2
Lesson 4:	For many children, ready meals are on the daily schedule. Often students don't know where the food actually comes from. At the beginning, students see pictures of different dishes. The students write their guesses on the board. The teacher then asks the question of where this food actually comes from. The students use a mentimeter survey and give their answers. Some students already suspect that these foods are grown on farms. After this introduction the project day on the farm can begin. There they can explore the origins of food. On the farm, students see how crops are sown, planted, weeded and harvested. You learn when plants are in season. The food is tasted together. The students learn that different foods taste good, even if they are not perfect on the outside. The students take the food they need from the farm for their recipe.	1 day
Lesson 5:	The students cook their own recipe using food from the farm in the school kitchen. The recipes are improved and modified if necessary. The recipes then can be printed.	1

Lesson 6:	Parents and school families are invited and the students present their recipe books. These can be purchased by parents etc.	1
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### Evaluation (if any):

Please write how students are going to be evaluated

<p><b>Students:</b> Multiple choice questionnaire; online survey:</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Attitude towards health and healthy eating</li> </ul> <p><b>Teachers:</b> Multiple choice questionnaire; online survey:</p> <ul style="list-style-type: none"> <li>• Knowledge of health and healthy eating</li> <li>• Attitude towards health and healthy eating</li> </ul>
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### References (if any)

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### Annex

Feel free to add any more information and material you have, indicatively photos from the activity, constructions needed or any handbook that may be available online.

<p>These units are the beginning and the foundation of health education. In addition, it is planned to include other subjects such as health and nutrition (Gesundheit und Ernährung), PE.</p> <p>This can be followed by lessons in which the students deal with stress and diseases of civilization. Furthermore, lessons in active leisure activities and knowledge of coping strategies in stressful situations strengthen and protect the health of students.</p> <p>In addition, this can result in discussing organ donation and visiting a dialysis station and speaking to those affected on site.</p> <p>They should also be aware of addiction prevention and the development of a healthy lifestyle based on physical, psychological, social, ecological and spiritual balance.</p>
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