

Inquiry Scenario Plan Design form for the promotion of Sustainability Citizenship



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School Details	
School Name	Masaryk University, Faculty of social studies
City name (Rural/ small town/ middle town/ big city)	Brno
Number of pupils and teachers	3116
How many students and teachers will be involved in the Plan?	All students and teachers – voluntary (extra credit)

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Title:

Think Globally but Eat Locally: Sustainable and Local Food choices at FSS MUNI

Short Description (Max 500 words):

The goal of this program is to support sustainability at Masaryk University through everyday food choices of students. It focuses on raising awareness about local, seasonal, and plant-based food and connects the food and food choices with climate change, environmental protection, health, and social justice.

The aim is to inspire the university community to make informed and sustainable choices in daily life and to strengthen the sense of responsibility for the environment and the local community.

Keywords (Up to 5):

Sustainable food

Local food systems

Climate action

University sustainability

Information about the Implementation

Language of the students:**Age of the students:**

☐ 9-12 ☐ 12-15 ☐ 15-18 ☒ 18+

Number of Lessons – Duration (per lesson):

Number of Lessons: three

Duration per Lesson: thirty minutes

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

The main objective is to help students and staff understand how food choices affect the environment, health, and society. Participants will learn about sustainable, local, and plant-based food. The program supports critical thinking and encourages responsible, climate-friendly decisions. It also promotes active engagement in sustainability topics across the university.

Materials (Max 100 words):

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

School Infrastructure	School Materials
School internet services and official email/newsletter. Mainly system IS from MUNI – there will be a online course and discussion page. Zoom or MS teams.	Digital presentation tools (e.g. PowerPoint, Google Slides), videos, infographics, and optional downloadable resources like recipes or fact sheets.

Use of School Infrastructure

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

School Infrastructure	School Materials
The online course will be hosted through the university's main information system (IS MUNI), using its e-learning functions. Additional webinars will be streamed via the	The course will use digital presentation tools such as PowerPoint or Google Slides, along with short videos and infographics to explain key concepts. Additional materials like

university's licensed platforms such as Zoom or MS Teams. University internet services and official communication tools (email, newsletters) will be used to promote the course and keep participants informed.

downloadable recipes, fact sheets, or reflection worksheets will be provided to support interactive and self-paced learning.

Green competences:

Which green competences are covered by the activity?

Embodying Sustainable Values	Valuing Sustainability <input checked="" type="checkbox"/>	Supporting Fairness <input 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 type="checkbox"/>	Adaptability <input checked="" type="checkbox"/>	Exploratory Thinking <input type="checkbox"/>
Acting for Sustainability	Political Agency <input checked="" 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)	Lipka Brno
PTA (Parent-Teacher Association)	
Local business	
Other (please explain)	

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

Help with creating the course/programme and help facilitate.

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 1: Why What You Eat Matters	Students watch pre-recorded videos introducing sustainable food systems. They complete an online quiz to reflect on their current food choices and learn about the environmental impacts of food. Short reading materials support learning.	One
Lesson 2: Local, Seasonal, and Plant-Based – Practical Choices	Students study presentations and infographics on local and seasonal food, plant-based diets, and local food networks. They review simple recipes and examples. A discussion forum allows sharing ideas and experiences with peers.	One
Lesson 3: From Knowledge to Action	Students create a personal or group action plan (e.g., weekly menu, local food map) using provided templates. They submit reflections via an online form and complete a feedback survey. Optional additional resources are available for deeper study.	one
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...		

Evaluation (if any):

Please write how students are going to be evaluated

Students will be evaluated based on their completion of online quizzes and submission of a personal or group action plan. Active participation in discussion forums will also be taken into account. At the end, a short reflection survey will help assess their understanding and engagement with the course content.

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.

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