

**Climate Wise Schools and Students
(2024-1-ES01-KA220-SCH-000251082)**

Topic: Green Food (Complied by Spain)



Level: Secondary School / High School Freshman

Time: 40+40 minutes

Objectives - Students will be able to:

To understand what is green food

To explore the advantages and disadvantages of green food To develop innovative ideas and solutions for green food

To understand how to modify daily lifestyle for eco-friendly purposes

Disciplines: Science and Technology, Social Science, Ecology

Materials: Tablet, PC or Smart Board/Notebook

Activities and Practices:

Warm Up Activities:

The teacher asks these questions and make students discuss the difference:

- 1) What is the difference of weather and climate?
- 2) Do you know what it means to take care of the planet?

After taking the answers and making the difference clear for the students. The teacher asks about climate change issue and students are supposed to tell reasons and results.

The teacher then directs students' attention to green foods and has students define green foods in their own words and write them down. Cards will be used for different foods that will have to be identified as green food or not green food.

Main Activities:

Students are asked the questions below for critical thinking skills.

- Why is important the Green Food?

Make students watch the video.

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=c06dTj0v0sM)

[v=c06dTj0v0sM](https://www.youtube.com/watch?v=c06dTj0v0sM)

Then students are grouped by means of the wheel in the ink;

<https://wordwall.net/resource/83500370>

(There will be 6 teams, each team will have a name of one of the partner countries)

TASK I

Students are given their first task:

Students should find the right answer about Green Food by means of the digital tool in the link:

<https://wordwall.net/es/resource/85560814>

The finishers are given the **Expert Label**

**TASK II**

Students are given to their second digital task. Match the advantages and of green food by means of the digital tool in the link:

<https://wordwall.net/es/resource/85561195>

The finishers are given the **Hero**

Label



TASK III

Students are given to their third digital task. Match the disadvantages and of green transformation by means of the digital tool in the link:

<https://wordwall.net/es/resource/85561502>

The finishers are given the **Master Label**



TASK IV

Students are supposed to search for what kind of practices about Green Food are being carried out and also 2030 target regarding the name of their team. To illustrate, Spain team will search for Spain, Türkiye team will search for Türkiye and so on. However, all groups should identify the country best in Green Food. The finishers are given Discoverer Label.

<https://padlet.com/mercedesguerra/green-food-14flg722jei8n0sg>



Wrap Up: The teacher summarizes the lesson. Everyone will post something about the question “What will I do to improve my diet while helping the environment?” using the following link:

<https://padlet.com/guegasmer/what-will-i-do-to-improve-my-diet-and-help-the-environment-t-vcghvi2on8ozkvch>



Assessment: Teacher assesses the comprehension of students’ orally. And ask them to assess their performance with a self-assessment form.

Task V - Assignment: Students are asked to investigate

- What are the main recipes in your country that use green food?
- How many green food establishments do you have near your home?

The students in groups will put the recipes through this link and the establishments in this box:

Country/Team

Türkiye

Greece

Portugal

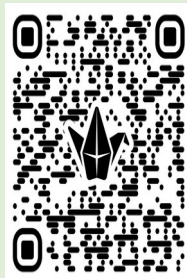
North Macedonia

Croatia

Spain

Establishments

<https://padlet.com/guegasmer/green-food-recipes-from-my-country-eo4gasedqls51eqn>



**Players' Journey Onboarding: Warm-Up Activities,
Group Selection Wheel Scaffolding: Task
II -Task III
Mastery: - Task IV - Task V (Assignment)**

**Gamification Elements: Group work in teams, Cooperation, Rewards (Labels),
Fun Elements (word cloud,
the quiz, digital matching activities)**

**Intercultural Elements: The teachers from each partner will talk about the
green transformation in other partners of the project.**

Portugal: <https://www.aenverde.es/continente-portugal-elimina-los-fitosanitarios-en-su-linea-de-frutas-y-hortalizas-premium/>

North Macedonia: <https://openknowledge.fao.org/items/fb8b3a4b-ef50-4b2c-9b57-ca92c3638ec1>

Greece: https://ec.europa.eu/commission/presscorner/detail/es/ces_13_43

Türkiye: https://www.bbvaresearch.com/en/publicaciones/turkiye-food-security-outlook/?utm_source=chatgpt.com

Spain: https://fundacionalternativas.org/publicaciones/libro-blanco-de-la-alimentacion-sostenible-en-espana/?utm_source=chatgpt.com

Croatia: https://www.huffingtonpost.es/global/croacia-ordena-medidas-urgencia-pais-o-actuamos-tendremos-problemas-como-mallorca-3-anos.html?utm_source=chatgpt.com

Extension for Differentiation (Especially for High School Students):

Students can be asked more and to give ideas about several practices:

- Investments in growing green food.
- Reducing food waste.
- Implementing waste management and recycling programs.
- Promoting alternatives to plastic packaging.
- Educational programs that promote a sustainable school garden.
- Sustainable and zero-kilometer recipe books.
- Awareness-raising projects and the creation of a recipe book for the future.

LABELS



**Expert
Label (5
points)**



**Hero Label (5
points)**



**Master
Label (5
points)**



**Discoverer
Label (5
points)**

REFERENCES

- <https://www.sciencedirect.com/science/article/abs/pii/S146685641630703>
- <https://www.cambridge.org/core/journals/european-journal-of-risk-regulation/article/abs/revision-of-the-eu-green-public-procurement-criteria-for-food-procurement-and-catering-services-certification-schemes-as-the-main-determinant-for-public-sustainable-food-purchases/729AEC8FAE390423052ABF6E1711F0FF>
- <https://www.emerald.com/insight/content/doi/10.1108/bfj-12-2015-0462/full/html>