





„Glocal— think global, act local“

| Unit E: Reflection and Evaluation | Preparation time | Requirements | Duration |
|---|--|---|----------|
| <p>The focus of this section is on discussion and reflection on the diverse learning process with a focus on personal nutritional behaviour according to defined reflection categories.</p> <p>The learners then create videos in which they express their most important insights in the form of messages.</p> | 20 min |  | 2 – 3 TU |
| | Competence-oriented learning outcome: | | |
| | AB2.5.2.C I can reflect on my own eating behaviour. | | |
| | Aim of the teaching sequence in the module: | | |
| | Effects of one's own eating habits on regional and global food systems in the present and future | | |
| | Learning outcome | | |
| | Action plan for the future consumption of food Online challenge on sustainable consumption decisions, e.g: Short video "I buy this product because..." | | |
| | Required materials/media: | | |
| | Smartphone, learning diary | | |

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| Phase | Duration in min | Social-setting | Materials/ Media | Methodical-didactical notes / implementation |
|---------------------------|-----------------|----------------|--|--|
| Confrontation | 10 | PL | Slide | The teacher provides an overview of the final learning session for reflection. |
| Reconstruction | 65 | GW | Learning diary Questions for reflection | Learners are given questions on reflection categories to work on as a team and report in the learning diary.  Which role(s) do you actively play in the food supply chain of the region? What contribution can you make in each role? |
| Intervention/ Interaction | 50 | GW | Smart-phones | Learners choose and specify one of their roles. Then, in teamwork, they create short videos with messages that outline their active contribution to the sustainable region: e.g.:  "I produce ... because ...!" "I buy ... because ...!" "I recycle because!" "I express the following opinion, because ..!" |
| Deconstruction | 25 | IW | Social Media Internet | The short videos are published on a voluntary basis via social media and commented on by the classmates.  *Alternatively, the videos can be presented in the class. |
| Reflection | ... | PL | ... | The teacher plans an appropriate closure for the module. |

IW: Individual work; PL: Plenum, GW: Group work;