

Discovering a sustainable Mindset [SysMind]

Design of a Teaching-Training-Setting to improve sustainability

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Subject of the lesson: Healthy nutrition



DISCOVERING A SUSTAINABLE MINDSET

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Guiding questions:

♣ Can an interconnectedness of ecology, economy and social equality be worked on this topic?

Ecological level – the impact of drinking water (production, filling)

Economical level – price

Social equality – water consumption among different social groups

♣ What dilemma situations or different perspectives can be illustrated by the topic?

Perspective of children/adolescents/adults/seniors;

Perspective of low or high incomes households;

Perspective of customers/producers/sellers

♣ Does the structure of the topic offer interdisciplinary, self-directed processing?

Healthy nutrition, water production, economy, environment, society

♣ How can learner emotions be brought in and considered at the beginning and throughout the learning setting?

Water consumption before and after lessons

Students formulate their opinion

♣ What opportunities does the topic offer for learner empowerment?

Increasing water consumption students can improve water balance in the body

General information about the Teaching-Training-Setting

TOPIC: Water consumption and its impact on human body	
Age of the students:	Students of university, second study year, 20-22 years old
Number of students	20
Aim of the lesson	The aim of the lessons is to understand the importance of water consumption in the context of body functions, health, and sustainability.
Learning outcomes/competences	Students can understand and explain water function in the body, water role in provision and maintain of health, Students can justify why it is better to drink water as soft drinks/hot drinks, or juices. Students can see the relationship between water consumption and sustainability.
Duration	1 lesson – 45 min 4 practical works – each 45 min Homework – 5 days Case study – 45 min

	1 seminar – 90 min
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Schedule

Time/ minutes	Phase	Steps in Teaching/Training Setting	Methods	Social form	Media/Materials needed
45 min	Introduction	General information given by lecturer	Lecture	Presentation	Literature analysis
45 min	Working	- Gets acquainted with various type of recommendation (WHO, EUFIC, national) about water consumption. - Compares the recommendations (what is common and what is different) - Tries to explain the differences if applicable	- Practical work with recommendations/guidelines - Analysis and synthesis - Measurements of water/hot drinks/soft drinks/juices intake daily	Individual work to form own opinion about the recommendation of water consumption	Access to internet
5 days	Homework	Measurements of water/hot drinks/soft drinks/juices intake during the day	- Measurements are taken for 5 days - Analysis of results	Individual work	Excel
45 min	Working	- Analyses statistical data about water/soft drinks/hot drinks consumption in different age groups (children, adolescents, adults, seniors) and in different countries. - Tries to explain why	- Practical work with statistic data/price - Discussion within the group	Group work	Access to statistic data

		there are differences between age groups, countries. 3. Find out the price of water/hot drinks/soft drinks/juices and compare			
45 min	Working	1. Gets acquainted with scientific publications about the role of water in provision and maintain human health 2. Looking for answers: Why? How? etc.	1. Practical work with scientific studies 2. Formulation of the main conclusions	Individual work to strengthen own opinion about water consumption	Access to scientific databases
45 min	Working	Case study – student have to develop the recommendations about water intake for particular person	Application of acquired knowledge in to practice	Individual work	Each material found in practical works
45 min	Working	1. Gets acquainted with scientific publications about the water and sustainability	1. Practical work with scientific studies 2. Exchange of acquired knowledge within the group	Group work	Access to scientific databases
90 min	Knowledge transfer	1. Students present their opinion about 4 themes (practical works) 2. Students justify their opinion 3. The goal is to reach the common conclusions	1. Discussions	Seminar	-
Open end					

Examples for phases:

- Introduction



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Latvijas
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Examples for Social Form:

- Individual-work

- Working phase
- Knowledge transfer

- Pairs
- Group-work

Retrospective lesson analysis

- ♣ Is an evaluation of the Teaching - Training Setting planned?

Each practical work is concluded with a written protocol – each protocol is 10 points

Homework – max 20 points

Seminar – max 40 points

Total – 100 points

- ♣ How can the experiences I have made improve my teaching?

Getting to know students' opinion will allow me to understand which topics should be given more attention.