



OVERALL INFORMATION	
Name	Why use energy-saving appliances?
Purpose/goal of the activity	Understanding that the use of energy-saving appliances is economically beneficial for consumers and beneficial for the environment at the same time contributes to long-term sustainability and reduces negative impacts on the climate.
Target group	young people aged 16-26 years old
Profile of the facilitator	He has experience in the role of facilitator, orients himself in the field of environmental education
Profile of the participants	High school students who are interested in environmental education
Group briefing	In the written invitation to the workshop, the participants will be informed about the content and course of the workshop. At the beginning of the activity, the objective of the activity will be repeated to the students. After the end of the activity, there will be a controlled evaluation discussion of the participants and the definition of the newly acquired learning outcomes.
Estimated size and type of the group	maximum 25 people
Learning outcomes / objectives	<p>Participants will gain an overview of the benefits of using energy-saving appliances, which can affect both individuals and society as a whole.</p> <p>Lower energy costs: Energy efficient appliances typically use less electricity than their less efficient counterparts. This can reduce energy costs for both homes and businesses.</p> <p>Environmental protection: Less energy-intensive appliances mean less greenhouse gas emissions and a lower energy load for power plants. This contributes to environmental protection and reducing the negative impact on the climate.</p> <p>Long-term savings: While energy-efficient appliances may typically be more expensive to purchase, they can save money in the long run through lower</p>

	<p>operating costs.</p> <p>Support for innovation: The demand for energy-saving technologies supports innovation in the field of energy and technology. This can lead to the development of new and more efficient technologies. Compliance with environmental standards: Many countries and regions have standards for the energy efficiency of appliances. Using energy efficient appliances helps meet these standards and regulations.</p> <p>Less dependence on fossil fuels: The less electricity we use, the less we depend on fossil fuels, which are often a source of electricity with high CO2 emissions.</p>
Activity Outline	
Goal/main focus	Approaching the topic in such a way that it is comprehensible and linked to concrete benefits for students, to arouse their interest and stimulate them to think for themselves about sustainability and efficient use of energy.
Duration	60 minuts
Introduction to the topic	<p>Saving money:</p> <p>Energy-efficient appliances tend to use less electricity, resulting in lower utility bills. When you use appliances that don't waste energy unnecessarily, you can keep more money in your wallet. Nature conservation: When we use less energy, less fossil fuels are burned, which means less greenhouse gas emissions. This helps protect the environment and preserve our planet for future generations.</p> <p>Innovation and technological progress:</p> <p>By supporting energy-saving appliances, you contribute to research and innovation in the field of energy and technology. In this way, new and more efficient technologies can emerge that can change the way we live.</p> <p>Long-term savings:</p> <p>Yes, some energy-efficient appliances may be more expensive up front, but you'll often save money in the long run because they use less energy over their lifetime.</p> <p>Impact on climate change:</p> <p>Climate change is the result of excessive production of greenhouse gases. Using energy-saving appliances is one of the simple ways each of us can contribute to the fight against climate change.</p> <p>Personal responsibility:</p> <p>Using energy-saving appliances is one of the many ways each of us can take personal responsibility for our impact on the environment. Small steps can make a big difference, and each individual can play a role in reducing overall energy consumption.</p>

Task Description	<p>At the beginning of the workshop, participants will watch a video on the topic of energy-saving appliances, which we produced on this topic.</p> <p>Subsequently, they will be divided into 5 groups, each group will have the task of discussing a topic assigned to them by the facilitator / Saving money, Innovation and technological progress, Long-term savings, Impact on climate change, Personal responsibility/. They record the results of the discussion on paper. After 15 minutes, the group will present the results of the discussion to the other participants. He has 5 minutes for his presentation. After all the groups have presented, there will be a controlled discussion of the participants regarding the presented outputs. At the end of the workshop, the facilitator writes on a flipchart a summary of why it is necessary to use energy-saving appliances and plays with the participants the evaluation game "Výstup na Říp", during which the participants will identify what they learned during the workshop.</p>
Remarks	
Supporting materials	notebook, projector, flipchart, paper, markers, pencils

Activity	
OVERALL INFORMATION	
Name	Game „EcoAppliances Challenge“
Purpose/goal of the activity	<p>The goal of the game is for students to understand the importance of energy efficiency and the capabilities of energy-saving appliances in everyday life. Players will solve tasks and puzzles related to the selection, use and maintenance of appliances with an emphasis on energy savings.</p>
Target group	young people aged 15-26 years old
Profile of the facilitator	He has experience in the role of facilitator, orients himself in the field of environmental education
Profile of the participants	High school students who are interested in environmental education
Group briefing	<p>In the written invitation to the workshop, the participants will be informed about the content and course of the workshop. At the beginning of the activity, the objective of the activity will be repeated to the students. After the end of the activity, there will be a controlled evaluation discussion of the participants and the definition of the newly acquired learning outcomes.</p>

Estimated size and type of the group	maximum 30 students
Learning outcomes / objectives	<p>The educational objectives of the activity are:</p> <p>Understanding energy efficiency: Students will be aware of how different appliances affect the energy efficiency of the home.</p> <p>Development of economic skills: Players will learn to effectively manage their finances and invest in energy-saving technologies.</p> <p>Evaluation and decision-making: The game develops critical thinking in evaluating the efficiency and cost of appliances.</p> <p>Transfer to real life: Students will be able to transfer knowledge from the game to their everyday life and choose energy-saving appliances.</p>
Activity Outline	
Goal/main focus	The goal of the game is for students to understand the importance of energy efficiency and the capabilities of energy-saving appliances in everyday life.
Duration	1h 30 - 2 h
Introduction to the topic	<p>Bringing students the importance of energy-saving appliances and energy efficiency is important for several reasons:</p> <p>Environmental impact: The energy efficiency of appliances directly affects the amount of energy consumed and greenhouse gas emissions. Students who are informed about this relationship can understand the importance of their decisions for the environment.</p> <p>Protection of natural resources: Energy-saving appliances usually require fewer raw materials in production and reduce demands on energy-intensive processes. In this way, students can learn how, through their own decisions, they can contribute to the protection of natural resources.</p> <p>Energy independence: Efficient use of energy can help countries achieve greater energy independence by reducing the need for energy imports. Students can understand how local energy savings can have wider impacts on energy policy and economics.</p> <p>Financial savings: Energy efficient appliances can reduce energy costs for individuals and households. Introducing this concept to students helps develop finance skills and raises awareness of the connection between energy efficiency and the economy.</p> <p>Innovation and technological progress: Promoting energy efficiency can stimulate innovation and technological progress in the energy sector. Students who are familiar with the importance of energy efficiency can be the future bearers of positive changes in the field of technology.</p> <p>Education and scientific awareness: Introducing students to energy efficiency promotes scientific awareness and the development of technical</p>

	<p>knowledge. These skills are important not only for personal life, but also for careers in science, technology, engineering and other fields.</p> <p>Active participation in the company: Students who understand the importance of energy efficiency may be more motivated to actively participate in societal discussions about the environment, energy policy and sustainability.</p> <p>Overall, introducing students to the topic of energy-saving appliances and energy efficiency contributes to a greater awareness of global and local challenges related to energy and the environment, and also supports them in making informed decisions.</p>
Task Description	<p>Gameplay:</p> <p>Character creation: Each student creates a virtual character that starts with a certain budget and amount of energy available.</p> <p>Tasks and puzzles: Players are given various tasks and puzzles related to the appliances in the virtual house. For example, choose the most energy-efficient light bulb, schedule your washing machine to save energy, etc.</p> <p>Budget and investments: Players will have to manage their virtual budget. They can invest in energy-saving appliances, but must also maintain a sufficient budget for normal living expenses.</p> <p>Results and evaluation: After each round, players will be ranked based on energy savings and financial stability. The goal is to optimize results in both areas.</p> <p>Educational Information: During the game, players will receive information about the energy efficiency of various appliances, energy saving tips and important aspects of choosing and using appliances.</p> <p>Discussion and presentation: After the game is over, students can present their findings, discuss the strategies they used, and share tips for real-life energy-saving behaviors.</p>
Remarks	Tasks and puzzles should reflect the situation in the country where the student lives.
Supporting materials	Prepared cards with riddles and questions, flipchart, markers, notebooks, telephones, internet
Activity Outline	
Goal/main focus	This activity will allow participants to work in groups, discuss the importance of energy efficient appliances and discover together ways to contribute to sustainability by choosing the right appliances and using them in the right way.

Duration	30 – 60 minutes
Introduction to the topic	<p>We use appliances every day, but how aware are we of their impact on our energy consumption and thus our planet? We will discuss this very topic and explore ways in which we can contribute to sustainability through our choice of appliances.</p> <p>We will look at questions such as: What are the benefits of energy efficient appliances? How can we reduce our energy consumption at home? And what impact do our choices when buying new appliances have on the environment and our wallets?</p> <p>Today we will not just be listeners, but active participants. We have prepared group activities, discussions and examples of real situations. This will be an opportunity not only to learn something new, but also to think about how we can individually and collectively contribute to a more sustainable future.</p> <p>So, let's dive into the world of sustainable energy appliances together and find ways we can make a positive change!"</p>
Task Description	<p>Step 1: Preparation</p> <p>Prepare a list of different appliances (fridge, washing machine, dryer, TV, dishwasher, etc.).</p> <p>For each appliance, add the energy consumption data, for example the annual consumption in kWh or the energy per use (for example, kilowatt hours per wash cycle for a washing machine).</p> <p>Print these lists and distribute them among the groups of participants.</p> <p>Step 2: Group work</p> <p>Divide the participants into groups and give each group one list with different appliances and their energy consumption data.</p> <p>The groups' task will be to rank the appliances from least energy efficient to most energy efficient based on the data provided.</p> <p>Step 3: Discussion and presentation</p> <p>Once the groups have ranked their appliances, ask them to justify their decisions. Each group can then join in the presentation of their results and explain how they arrived at their ranking. Discussion may include:</p> <p>The importance of choosing energy-efficient appliances.</p> <p>Strategies for reducing energy consumption at home.</p> <p>The environmental benefits and cost savings of using energy efficient appliances.</p>
Remarks	The activity should show how differently young people perceive appliances and their sustainability

Supporting materials	Lists of appliances and their energy consumption, Posters or charts, Calculators, notebooks, telephones, internet

Activity	
OVERALL INFORMATION	
Name	Carbon footprint of food
Purpose/goal of the activity	Understanding the fact that concern for the carbon footprint of food contributes to the creation of more sustainable, environmentally friendly and responsible systems of food production and consumption, which can lead to improvements in the living conditions of our planet.
Target group	young people aged 16-26 years old
Profile of the facilitator	He has experience in the role of facilitator, orients himself in the field of environmental education
Profile of the participants	High school students who are interested in environmental education
Group briefing	In the written invitation to the workshop, the participants will be informed about the content and course of the workshop. At the beginning of the activity, the objective of the activity will be repeated to the students. After the end of the activity, there will be a controlled evaluation discussion of the participants and the definition of the newly acquired learning outcomes.
Estimated size and type of the group	maximum 25 people
Learning outcomes / objectives	<p>Environmental awareness: Knowledge of the carbon footprint of food contributes to students' overall environmental awareness. It helps them understand how their daily decisions, especially in the area of eating, can affect the environment and the climate.</p> <p>Personal responsibility: Students are the future generation that will face the impacts of climate change. Knowing about the carbon footprint of food can strengthen their ability to make informed decisions that will support a more sustainable lifestyle and reduce the environmental burden.</p> <p>Consumer Decisions: Students are consumers, and their choices affect the market and production practices. Learning about the carbon footprint of food allows them to better understand how their purchases and eating habits can affect the sustainability of the food system. Innovation and</p>

	<p>entrepreneurship: Students who understand the impact of the carbon footprint of food can contribute to innovation in the food industry. They stimulate the need for research and development of new, more sustainable methods of food production and distribution.</p> <p>Global perspective: Knowledge of the carbon footprint of food can help students understand the global connections in food and agriculture. This can develop a global perspective and understanding of international challenges related to food security, climate change and sustainability.</p> <p>Involvement in discussion and action: Students are often the driving force behind change in society. Knowing about the carbon footprint of food can enable them to actively engage in discussions about sustainability, climate change and environmental protection. It can lead to the support of initiatives and campaigns at school or community level.</p>
Activity Outline	
Goal/main focus	To deepen knowledge of the carbon footprint of food, which can help students make informed decisions that have a positive impact on the environment and contribute to a more sustainable future.
Duration	60 minuts
Introduction to the topic	<p>Climate impact: Food production accounts for a significant share of total greenhouse gas emissions. Knowing the carbon footprint of food helps us identify foods with lower emissions, which can reduce our overall environmental burden and contribute to the fight against climate change.</p> <p>Responsible consumer: Being concerned about the carbon footprint of food allows consumers to make more informed and responsible food choices. Choosing foods with a lower carbon footprint can influence production methods and promote more sustainable agriculture.</p> <p>Environmental protection: Most foods, especially meat and dairy products, can have a high carbon footprint. Reducing the consumption of food with high emissions can contribute to the protection of the environment, forests and biodiversity.</p> <p>Agricultural sustainability: Attention to the carbon footprint of food can promote agriculture that is more sustainable and environmentally friendly. Innovations in production methods can reduce emissions and minimize negative impacts on soil, water and air. Adapting to changing consumer preferences: With increasing awareness of the impact of food on the environment, the demand for products with a lower carbon footprint is also increasing. This can motivate manufacturers to innovate and change in their production chains.</p> <p>Global responsibility: Taking into account the carbon footprint of food is also a matter of global responsibility. It has implications for global food supplies,</p>

	fair trade and efforts to achieve sustainable development worldwide.
Task Description	<p>At the beginning of the workshop, participants will watch a video on the topic of Carbon footprint of food, which we produced on this topic. Subsequently, they will be divided into 5 groups, each group will have the task of discussing a topic assigned to them by the facilitator / Personal responsibility/. They record the results of the discussion on paper. After 15 minutes, the group will present the results of the discussion to the other participants. He has 5 minutes for his presentation. After all the groups have presented, there will be a guided discussion of the participants on the presented outputs and a discussion on the topic of Environmental Awareness and Global Perspective.</p> <p>At the end of the workshop, the facilitator writes on a flipchart a summary of why it is necessary to be interested in the carbon footprint of food and plays with the participants the evaluation game "Lajna", during which the participants will identify what they learned during the workshop.</p>
Remarks	
Supporting materials	notebook, projector, flipchart, paper, markers, pencils

Activity	
OVERALL INFORMATION	
Name	More sustainable and environmentally friendly eating habits
Purpose/goal of the activity	To provide participants with space to express their opinions on the possibilities of reducing the carbon footprint of food thanks to changing eating habits, to develop students' critical thinking, to develop their argumentation skills.
Target group	
Profile of the facilitator	He has experience in the role of facilitator, orients himself in the field of environmental education
Profile of the participants	High school students who are interested in environmental education
Group briefing	In the written invitation to the workshop, the participants will be informed about the content and course of the workshop. At the beginning of the activity, the objective of the activity will be repeated to the students. After

	the end of the activity, there will be a controlled evaluation discussion of the participants and the definition of the newly acquired learning outcomes.
Estimated size and type of the group	maximum 30 people
Learning outcomes / objectives	<p>Understanding the fact that reducing the carbon footprint associated with food can be achieved by choosing foods and eating habits that are environmentally friendly.</p> <p>understand the issue of the carbon footprint of water bodies strengthen the ability</p> <p>to work in a team</p> <p>to strengthen the ability of critical thinking strengthen the ability</p> <p>to argue objectively strengthen the ability</p> <p>to respect the opinion of others</p>
Activity Outline	
Goal/main focus	To provide participants with space to express their opinions on the possibilities of reducing the carbon footprint of food thanks to changing eating habits, to develop students' critical thinking, to develop their argumentation skills.
Duration	1h 30 - 2 h
Introduction to the topic	<p>The carbon footprint of food refers to the amount of greenhouse gases that are produced during the production, processing, packaging, distribution, storage and preparation of food. Some foods have a higher carbon footprint than others. Here are some foods that typically have a larger carbon footprint:</p> <p>Beef: Many greenhouse gases are produced during cattle farming, especially methane, which is a significant greenhouse gas.</p> <p>Milk and milk products: Milk production also involves raising livestock, which contributes to greenhouse gas emissions.</p> <p>Rice: Growing rice in flooded fields produces methane, which is a very powerful greenhouse gas.</p> <p>Fruit and vegetable products out of season: If products are grown out of season and have to be imported from long distances, their carbon footprint increases.</p> <p>Intensively farmed meat: Meat produced intensively (e.g. pork or chicken) may have a higher carbon footprint because it may require more feed and energy.</p> <p>Exotic fruits and vegetables: Imported exotic fruits and vegetables often have a higher carbon footprint due to long transport distances.</p>

Conversely, some foods can have a lower carbon footprint if they are grown or produced sustainably and with minimal use of energy and other resources. A balanced and sustainable diet, local produce and seasonal foods are often recommended as a way of reducing one's personal carbon footprint associated with food.

Reducing the carbon footprint associated with food can be achieved by choosing foods and eating habits that are environmentally friendly. A few recommendations include:

Local and seasonal foods: Prefer foods that are locally produced and in season. Imported foods often have a higher carbon footprint due to long transport distances.

Plant-based diet: Limit meat consumption, especially beef, which is associated with high greenhouse gas emissions. Plant-based foods such as fruits, vegetables, legumes and whole grains typically have a lower carbon footprint.

Organic farming: Support food from organic farming, which often uses more sustainable growing methods and minimizes the use of chemical fertilizers and pesticides.

Avoid food waste: Try to minimize food waste by shopping wisely, storing food properly and using leftovers. Drinks and foods with a low carbon footprint: Choose drinks and foods that have a lower carbon footprint. For example, water, tea or coffee may have a lower impact than some sugary or packaged drinks.

Look for products with sustainability labels: Some foods have ecological and sustainable labels. These products are often manufactured with the environment in mind.

Reduce food waste: Try to minimize food waste by shopping in the right quantities, storing food so it doesn't go to waste, and using leftovers. Overall, this can contribute to reducing the carbon footprint associated with food and promote more sustainable and environmentally friendly eating habits.

Task Description

Part 1: An introduction to the carbon footprint of food Food Carbon Footprint Definition and Meaning:
An explanation of what food carbon footprint means and why it's important to care. Challenges associated with the food industry: An overview of the main challenges and issues associated with food production and environmental impacts.

Part 2: How to measure the carbon footprint of food Measurement Methodology:
Introducing different methods and tools for measuring the carbon footprint of food. Examples of specific calculations: Examples of carbon footprint calculations for different foods.

	<p>Part 3: Food and the Carbon Footprint Foods with a high carbon footprint: An overview of foods that have a bigger impact on the environment. Foods with a low carbon footprint: A list of foods that have a smaller impact on the environment.</p> <p>Part 4: Ways to reduce the carbon footprint of food Dining tips: How participants can change their eating habits and preferences to reduce their carbon footprint. Sustainable shopping: Tips for choosing foods with a smaller carbon footprint when shopping.</p> <p>Part 5: Discussion and group activity Group discussion: Participants can share their experiences, questions and tips. Group activity: For example, creating a plan for sustainable shopping or recipes with a low carbon footprint.</p> <p>Part 6: Final Thoughts and Resources Recap: A summary of the main points and key findings. Resources: Recommendations for books, websites, and apps that can help participants reduce their food carbon footprint.</p> <p>Section 7: Feedback and Evaluation Questionnaires: Obtaining feedback from participants and possibly evaluating the workshop. Such a workshop could be interactive and engaging, and should provide participants with concrete steps they can take to reduce their food carbon footprint.</p>
Remarks	<p>All these resources will provide workshop participants with a comprehensive overview of the carbon footprint of food, and enable students to understand how their eating habits can affect the environment. We use various sources and literature to put together a workshop on the carbon footprint of food. Here is a list of potential materials and resources that may provide a deeper understanding of this issue:</p> <p>Scientific studies and articles: "Food in the Anthropocene: The EAT–Lancet Commission on healthy diets from sustainable food systems" - Published article in The Lancet providing an overview of the relationship between food, health and sustainability. "Reducing food's environmental impacts through producers and consumers" - A study published in the journal Science examines the possibilities of reducing the impact of food on the environment.</p> <p>Books: "Diet for a Hot Planet: The Climate Crisis at the End of Your Fork and What You Can Do About It" by Ann Lappé - A book that explores the connection between diet, climate change and sustainability. "The Omnivore's Dilemma: A Natural History of Four Meals" by Michael Pollan - A book that examines how food travels from field to table and its impact on the environment.</p> <p>Websites and Organizations: Carbon Trust: Provides tools and resources for measuring and reducing the carbon footprint, including food. EAT Forum: A</p>

	<p>forum on the connection between food, health and sustainability.</p> <p>Educational materials and Infographics: UN FAO - Climate Change and Food Security: Materials from the Food and Agriculture Organization of the United Nations on the relationship between climate change and food security. BBC - The carbon footprint of 20 foods: Interactive infographic showing the carbon footprint of different foods.</p> <p>Application: Open Food Facts: An application that allows you to scan food barcodes and get information about their carbon footprint and other properties.</p> <p>Films and Documentaries: "Food, Inc." - A documentary that examines factory farming and its impact on food and the environment.</p> <p>Tools for Carbon Footprint Calculation: Carbon Footprint Calculator: Online calculator to calculate the carbon footprint associated with food.</p>
Supporting materials	notebook, projector, flipchart, paper, markers, pencils

Activity	
OVERALL INFORMATION	
Name	GreenPlate Quest
Purpose/goal of the activity	<p>The food carbon footprint game is an effective tool to spread awareness about the ecological impact of eating and motivate more sustainable lifestyles.</p> <p>Playing a food carbon footprint game can be beneficial for several reasons:</p> <p>Education: By playing on the topic of the carbon footprint of food, young people can learn more about the ecological impact of various food products. This can lead to greater awareness of how our eating habits affect the environment.</p> <p>Adopting better eating habits: When you realize which food has a smaller carbon footprint, young people can try to include these foods in their diet. This can lead to a reduction in the overall carbon footprint associated with their diet.</p> <p>Supporting a sustainable lifestyle: By playing the game, young people can understand the consequences of everyday decisions on the environment. This will encourage them to think about more sustainable lifestyles, which can contribute to global sustainability.</p> <p>Fun and motivation: The game can motivate players to learn new information about the carbon footprint of food.</p> <p>Social Awareness: The game contributes to spreading awareness about the carbon footprint of food among players. Discussion and sharing of</p>

	information between players leads to greater awareness in the wider community.
Target group	young people aged 15-26 years old
Profile of the facilitator	He has experience in the role of facilitator, orients himself in the field of environmental education .
Profile of the participants	High school students who are interested in environmental education. Young people who want to change their eating habits. Young people who are interested in learning in a fun way why eating habits are important for them and for society
Group briefing	In the written invitation to the workshop, the participants will be informed about the content and course of the workshop. At the beginning of the activity, the objective of the activity will be repeated to the students. After the end of the activity, there will be a controlled evaluation discussion of the participants and the definition of the newly acquired learning outcomes.
Estimated size and type of the group	maximum 30 people
Learning outcomes / objectives	<p>A food carbon footprint game can provide students with the hands-on experience and skills needed to understand and successfully address environmental challenges related to the food system.</p> <p>Students will acquire several important skills and knowledge:</p> <p>Environmental literacy: Students will learn about the relationship between food products and their impact on the environment. They will gain an awareness of the carbon footprint of each product and how this footprint can be affected by the way food is produced, packaged and distributed.</p> <p>Sustainability and responsibility: By playing the game, students will understand the importance of sustainable food choices. They will learn how their choices can affect the carbon footprint of food and how they can contribute to more sustainable behavior.</p> <p>Analytical skills: Students will need to analyze information on the carbon footprint of food, compare different products and make decisions based on this data. This critical thinking skill can be useful in all areas of life.</p> <p>Strategic decision making: The game involves deciding how to optimize eating to keep the carbon footprint as low as possible. Students will need to plan and think about the long-term consequences of their decisions.</p> <p>Awareness of global issues: Students learn more about global environmental challenges and how they relate to everyday life. They will gain awareness of food system challenges and be better informed about global sustainability issues.</p>

	Cooperation and communication: The game is designed to encourage collaboration between students. This collaboration includes discussing the best strategies for reducing the carbon footprint and sharing knowledge.
Activity Outline	
Goal/main focus	The Food Carbon Footprint Game will provide students with the hands-on experience and skills needed to understand and successfully address environmental challenges related to the food system. The goal of the game is to minimize the carbon footprint of food in a virtual world by having students strategically choose foods, create sustainable menus, and work together to achieve ecological success.
Duration	90 minutes
Introduction to the topic	<p>The topic of the carbon footprint of food is a key aspect of current environmental debates and reflects the broad impact of the food system on greenhouse gas emissions and climate change.</p> <p>Carbon footprint of food: Understanding what the carbon footprint of food means and how it can be measured is very important. Different foods have different carbon footprints, which include greenhouse gas emissions from production, distribution, and consumption.</p> <p>Food production: It is important to address how agricultural production, including livestock, crop cultivation and other factors, contributes to greenhouse gas emissions. Compare different methods and technologies in agriculture.</p> <p>Transport and distribution: It is essential to realize how the distance that food must travel from the place of production to the place of consumption affects its carbon footprint. and also that different forms of transport have different environmental impacts.</p> <p>Food processing: It is necessary to investigate the energy requirements associated with industrial food processing. Create awareness that some foods require more energy than others during the production process.</p> <p>Seasonality and local foods: It is essential to support the idea of seasonality and the importance of eating local food. To show that eating food in accordance with the local climate and season can reduce the carbon footprint.</p> <p>Alternative food options: Alternative dietary options, such as plant-based proteins, will allow people to investigate how dietary choices affect the carbon impact of food.</p> <p>Ecosystem impacts: It is important to discuss the impacts of the food system on ecosystems, biodiversity and soil and water sustainability. To learn to listen to the opinion of others, to argue objectively and to think critically.</p>

Task Description	<p>Gameplay:</p> <p>Creating teams: Divide students into teams. Each team will be responsible for managing a virtual household and creating a sustainable meal plan.</p> <p>Food Research: Each team will have information on the carbon footprint of different foods. Students will need to do research and create a list of low carbon foods.</p> <p>Planning the menu: Teams will create weekly menus that minimize carbon impact. They must take into account food production, transport distance, seasonality and food processing.</p> <p>Purchases and Finance: Teams will have a limited food budget. They have to strategically choose foods that meet ecological criteria and at the same time fit into the budget.</p> <p>Ecological challenge: During the game, environmental challenges will appear, such as a change in season, environmental disasters, or a change in the sustainability of individual foods. Teams will need to respond flexibly to these events.</p> <p>Discussion and presentation: After the game, the teams will present their menus, explain their decisions and discuss the lessons learned and difficulties.</p> <p>Rating and Feedback: The game will be judged based on ecological success, budget efficiency, quality of presentation and ability of teams to work together. The game will be followed by a discussion about what the students learned, what decisions were the hardest, and what impact their team had on the environment.</p> <p>This game combines elements of research, planning, decision-making and collaboration, allowing students to develop the skills needed to understand and solve the ecological challenges associated with the food system.</p>
Remarks	
Supporting materials	laptops, phones, internet, papers, pens, flipchart