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Name of the project: “Development of the Key Competencies of Adults by Innovation in Program of Consumer Education”

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LESSON PLAN

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Name of the lesson	Groceries - what will you learn at home
Identification of educational needs	<p>Research about the needs of the target group of unemployed adults under 29 with low skills or low qualifications confirmed their interest to voluntarily participate in consumer education programs. The participants selected the most important consumer themes (Food, Nutrition, Complaints) with which they already have some experience and they are motivated and attracted to continue in their education.</p> <p>Insufficiently developed communication competence restricts participants in group discussion and in understanding new information, receiving instructions, storing texts in memory and reproducing them in new contexts and situations.</p>
Educational objectives	<ol style="list-style-type: none">1. Ability to practise consumer protection measures at labeling of groceries (Social and Civic Key Competencies).2. Ability to express opinions, experiences and attitudes by clear and coherent way (Communication in Mother Tongue).
Materials	<p>Case Study : Groceries – what will you learn at home</p> <p>Information resources about food labeling</p> <p>Packaging of chocolate, biscuits, yoghurt, chips, fries</p> <p>Pens or pencils and squares of paper</p>
Duration	90 minuts
Link to useful resources	<p>https://www.svps.sk/potraviny/otazky.asp</p> <p>www.dtest.cz/ecka</p> <p>http://www.europarl.europa.eu/RegData/etudes/BRIE/2015/548990/EPRS_BRI(2015)548990_REV1_EN.pdf</p>

	https://eur-lex.europa.eu/legalcontent/EN/TXT/PDF/?uri=OJ:C:2018:196:FULL&from=EN https://europa.eu/youreurope/citizens/consumers/unfair-treatment/unfair-pricing/index_en.htm http://www.europarl.europa.eu/doceo/document/E-8-2017-005087-ASW_EN.html?redirect https://ec.europa.eu/food/safety/food_improvement_agents/additives_en https://ec.europa.eu/food/safety/rasff_en https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52017XC1213(01)
Content of the Case Study	The content of the case study is about a birthday party to which Andrea and Eva invited their classmates. Girls have no shopping experience and also any experiences with comparing the prices of goods, considering the health and the importance of knowing the food allergens. They have no information about obligations of labeling groceries which are valid for European consumers.
Questions of the Case studies	<ol style="list-style-type: none"> 1. Find out the difference between the "best before" and the "use by" date. 2. What information should be labeled on the package of groceries? 3. How does unit price help the consumers? 4. What is a glucose and fructose sirup? 5. What is a glutamates sodium? What are food additives? 6. Who is controlling the safety of groceries and what is RASFF? 7. What allergens are mandatory on foods?

INSTRUCTIONS

1. Presentation of learning objectives (3')

Imagine the topic by reminding students that food is under the state control and that everyone is responsible for their own control over what we eat.

For example, ask them to indicate if **they have any health problems with their food.**

2. Presentation of the case study (7')

Familiarization of the students with Case Study "Groceries – What You Will Learn at Home"

3. Cooperative learning (30')

Divide the students into groups of four and handout them information resources about labeling of groceries.

Assign the tasks and working time :

- Find out the difference between the "best before" and the "use by" date.
- What information should be labeled on the package of groceries?
- How does the unit price helps the consumers?
- What is a glucose and fructose sirup?
- What is a glutamates sodium? What are food additives?
- Who is controlling the safety of groceries and what is RASFF?
- What allergens are mandatory on foods?

Bring the students together and ask them to present their results to whole group.

4. Demonstration (20')

Invite the students to identify mandatory labeling on practical examples of groceries. Ask students to identify it on chocolate (yogurt, biscuits, yoghurt, chips, fries) and visualize their descriptions by drawing, writing or making a collage.

Then ask them to present their role to the whole group.

5. Reading and writing for critical thinking (20')

This method uses a sequence of three-phase model of thinking and learning process.

Let the students to work on these tasks independently.

Evocation means actively linking the student's knowledge to the context of the topic :

Task1: What health consequences may occur with consumption of some groceries?

Awareness means combining new information and old information to memory.

Task 2: What is the benefit for consumers of using groceries labeling?

Reflection means active processing of information into a personal dictionary.

Task3 : Does food labeling help save the family's financial budget?

Ask the students to gather in a circle and discuss about their findings. Then summarize their expressions and tell them your feedback about their critical thinking.

6. Assessment of the learning outcomes (10')

Educational objectives : Ability to use consumer protection measures at labeling of groceries (Social and Civic Competencies)

Assessment tools must help the teacher to determine how successful the development of key competences has been. The teacher believe in the capacity of their students to learn and carefully utilize a range of pedagogical approaches to assess their learning outcomes.

In order to assess development of Social and Civic Competences in this lesson we suggest to teacher to use an OBSERVATION. The observation sheet is a simple structure in which the indicators show three different levels of a quality development of the student’s key competences.

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES		
Level One	Level Two	Level Three
Is aware any consequences between food labeling and health	Identifies some consequences between food labeling and health	Identifies and explain consequences between food labeling and health
Explains mandatory rules of food labeling with necessary help	Explains mandatory rules of food labeling	Explains food mandatory rules of food labeling and law regulation
Uses acquired knowledge in demonstration of food labeling with necessary help	Uses acquired knowledge in demonstration of some food labeling	Uses acquired knowledge in demonstration of labeling groceries and provide an examples in reale life

Table n.1. Observation sheet for assessment of Social and Civic Competencies

Educational objectives : Ability to express opinions, experiences and attitudes by clear and coherent way (Communication in Mother Tongue)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE		
Level One	Level Two	Level Three
Participates in a discussion when asked	Voluntarily participates in a discussion	Actively participates in a discussion and generate good ideas

Conveys a messages to other students	Conveys messages and adds an opinions to other students	Conveys a messages and justifies views and opinions
Expresses an opinion, experience and attitudes by less coherent way	Expresses an opinion, experience and attitudes by coherent way	Express an opinion, experience and attitudes by coherent, clear and concise way

Table n.2. Observation sheet for assessment of Communication in Mother Tongue

In order to assess development of Communication in Mother Tongue, we alternatively suggest to use student's LOGBOOK. A logbook is a record of student reflexion that must be filled during lesson.

Students are invited to complement their Logbook with their own findings:

- How did I contribute to the work of the group?
- Have I submitted my views and opinions?
- What I see as useful from the knowledge, skills and experience of today's lesson?

For students is important to think about their own learning progress. One very effective way to do this is to continually evaluate your own performance and identify their strengths and weaknesses.

The teacher will use the feedback from observation to plan the objectives in development of key competences. Students will receive feedback on their activities, their strengths and weaknesses in learning, which could be a motivation for their further development.