

What do we eat for breakfast?

In this activity, we invite students to discover, through an ordinary life situation such as breakfast, the issues surrounding our consumption and responsible consumption. Besides, do we all eat the same things for breakfast? Do we have different consumption habits?

A few words about the activity



It was carried out by French and Greek teachers as part of the Erasmus+ ENIEDE project co-financed by the European Union in their Village-Monde. It is part of a process of mutual discovery around the theme of "sustainable consumption", Sustainable Development Goal No. 12 of the United Nations.

Make way for creation!



GOALS

Know/compare lifestyle habits between two countries: breakfast.

- Where and how the raw materials for breakfast are produced (cocoa, milk, fruit)
- How and by whom they are transformed, distributed and consumed (chocolate, milk, preserves)
- What is the role of the consumer in the sector (producers, distributors)?
- What are the alternative sectors and their interests?
- How breakfast foods correspond to cultural habits (lifestyles, family variations)
- How information is given on products consumed (becoming aware of the impact of advertising campaigns).



DURATION

**Session 1: in class
(approximately 50 minutes)**

Session 2: outside the classroom (approximately 1 hour or more depending on the location chosen)

Session 3: in-class summary (20 minutes)



MATERIAL

- Labels or packaging of foods consumed at breakfast (chocolate, sugar, cereals, milk, bread, etc.)
- <https://www.lafamillekiagi.org/portfolio/la-famille-kiagi-et-le-commerce-equitable/>
- Collective paper and digital poster

Session 1

1. Setting up a group activity (20 minutes)

The teacher starts a brainstorming session and asks the question: "What foods do you like to eat for breakfast?" The foods that the students list are written on the board and then sorted according to food groups. This is an opportunity to review the food pyramid and dietary needs.



For the rest of this session: ask students to bring packaging of what they eat for breakfast.

3. "The Kiagi family and fair trade" (5 minutes)

<https://www.lafamillekiagi.org/portfolio/la-famille-kiagi-et-le-commerce-equitable/>

This cartoon allows children aged 8 to 12 to discuss the themes of inequality and world hunger, as well as how international trade and fair trade work.

2. "Do you know where these foods come from?" (10 minutes) + Reading labels- (10 minutes)

Students work in groups to read what is on the labels with the following instruction: "You will have to find out where the food you eat comes from based on the information written on the packaging."

Pooling: Are these labels easy to read? What information is on them? Did you all figure out where the food comes from?

+ (5 minutes) Using a map or planisphere, the teacher creates an interactive map to show where products come from. The teacher can encourage learners to point to their region and talk about local products or products noted as coming from fair trade.



4. Responsible consumption, how to do it?: Assessment and solutions (20 minutes)

Learners state the reasons why choosing fair trade or local products for their breakfast would be more responsible.

Creation of a mind map with the benefits of responsible consumption for health, environmental protection and the local economy.

What solutions? :

-Going to the markets: the teacher can highlight the fact that products that are transported long distances are over-packaged to be able to withstand these distances. He can show pictures of fruits and vegetables in a supermarket in packaging and vegetables in a local market and discuss them with them.

-In a supermarket, choose products with less packaging or from fair trade or local producers.

Session 2

1. Prepare a short interview to discover production sectors

2. Meet local traders

Go to a market or bring a producer (chocolatier, coffee merchant, baker, etc.) into class so that they can talk about their work and the importance of changing our consumption patterns.

Students themselves, when they do their shopping as a family, may be asked to provide feedback on their return to class.

Session 3

1. Collective synthesis (20 minutes)

A support is created (poster or digital document) with commitments to support local products or those from eco-responsible sectors. Students also include their own eco-citizen commitments.

To go further:

The teacher can assess the civic behavior of students, in relation to the issues of sustainable development.

The teacher can organize a role play where learners play the role of customers and explain the reasons behind their consumption choices.

We can choose to study a sector more precisely from producer to consumer, chocolate or sugar for example.