



## School level

- Recommended for 11th/12th grade

## Reference to subjects

- English, computer science/multimedia/EDP, communication/project work/social learning, civic education, economics, religion/ethics

## Teaching phase

- Securing results

## Level of complexity

- Complex

## Concern

- Show the variety of life situations
- Note and accompany food consumption in different family structures

## Knowledge and skills

- The students can describe and analyze the pictures presented.
- The students can record their own weekly food consumption and interpret the weekly food consumption and food costs of a selected person/family on a picture.

## Duration

- Introduction approximately 20-40 min.
- Own work/research over one week and follow-up activities as homework.
- Presentations starting after 60 min.

## Resources

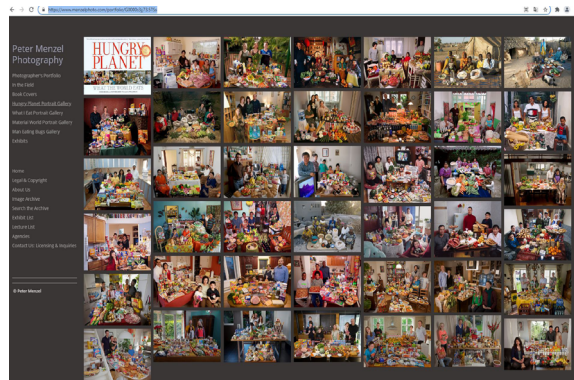
- PC and beamer
- Also possible: world map
- For the students: camera or mobile phone for taking pictures

## Preparation

- Ensure internet access and open the link mentioned below.
- Also possible: Provide family structures and write them on the board.

## Procedure

- The teacher presents the students pictures of families around the world showing their food consumption for one week.
- These are available at: [www.menzelphoto.com/portfolio/G0000s3jj73.5TSs](http://www.menzelphoto.com/portfolio/G0000s3jj73.5TSs)
- Families and their number of family members and the food they buy for a week are shown. There are also short texts and information.



Picture: Screenshot of the website [www.menzelphoto.com/portfolio/G0000s3jj73.5TSs](http://www.menzelphoto.com/portfolio/G0000s3jj73.5TSs) (2024-07-10)

- Selected images are briefly discussed and considered with the students:
  - ⇒ How many people eat the food shown?
  - ⇒ What is eaten a lot/a little?
  - ⇒ What are the differences between your families?
- The teacher lets the students think/guess:
  - ⇒ Where, do you think, lives the family?
  - ⇒ Where is this country exactly? (Also possible: Look for the country on a large world map).
  - ⇒ What do you know about this country?
  - ⇒ What peculiarities of the people's diet can you see in the picture?



- The students get together in small groups of 2-3 people.
- Together they think about which of the family structures (mentioned below) they can think of from their personal environment and assign them:
  - ⇒ single person living alone
  - ⇒ single parent with one child
  - ⇒ childless couple
  - ⇒ couple with one child
  - ⇒ couple with two children

**Variation:** Work out the family structures together with the students:

- ⇒ Which family structures do you know?
  - ⇒ Which family structures can you find in your family, among relatives, or in the neighborhood etc.?
- Together, each group should now re-enact a situation like the one in the pictures.
  - Then, the students think about who they would like to ask from the people/families mentioned above. They contact people who are willing to take pictures of all the groceries for a week (It is also possible to just keep or collect the receipts and let the students take pictures of the groceries afterward).
  - The goal is to create a photo similar to the one on the website. At the agreed time, the family situations and the pictures are presented.

**Variations:**

- ⇒ Instead of pictures, collages can be created.
- ⇒ Students who have families, relatives, or friends in other countries should contact them. By doing so, the chances are higher that a more colorful and diverse class picture will emerge.

### Ideas for further work

- Deepening the knowledge about the mentioned countries (possibly in combination with the subject geography). Research the countries in more detail (size, location, geographical characteristics, standard of living etc.).
- Include the respective costs of living:
  - ⇒ How much money does the family spend on food per week?
  - ⇒ How much per month?
  - ⇒ What % of the total monthly budget?
  - ⇒ Are there special criteria for food purchases? What does the family pay attention to?
  - ⇒ ...

### Notes

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