

# Timetable | Topic: A healthy diet in the EU (180 minutes)

GT= Group tables | CC = Circle of chairs

Tasks of the facilitator	Tasks of the students	Material/ Preparation
<b>Introduction to the topic: A healthy diet</b>		<b>45 minutes</b>
<p>„Traffic light“ paper circles, laid out in the middle of the CC</p> <p>Distribute food cards to students</p>	<p>The students assign their food cards to the coloured circles without specifying any criteria. The cards can also be placed between the circles if there is a tendency.</p> <p>The students have to justify why they have placed their card near this colour.</p>	CC, Food cards
<p>Facilitator explains the meaning of the colours of the traffic light.</p> <p>Green = healthy = low in sugar/fat Red = unhealthy = high in sugar/fat</p>	<p>The students rearrange the food cards if they do not yet correspond to the criteria of healthy/unhealthy.</p>	CC, Food cards
<p>The facilitator explains how food labelling is currently regulated in Germany and the EU.</p>	<ul style="list-style-type: none"> <li>❖ So far, there is no obligation for food traffic lights in any country of the EU. However, some countries, including France, Belgium and Germany, have introduced voluntarily labels.</li> <li>❖ In 2010, the discussion in the EU Parliament about the food traffic light failed, with a preliminary rejection of it.</li> <li>❖ Since 2014, the provisions of an EU regulation, which regulates "information to consumers", must be complied with. Among other things, this regulation stipulates mandatory information on calories and nutrients, which can be provided in writing only (see manual 3.2).</li> <li>❖ However, a law on traffic light labelling is still being discussed within the EU.</li> </ul>	CC
<p>Facilitator discusses the advantages of the law.</p>	<p>The advantages of the law are:</p> <ul style="list-style-type: none"> <li>❖ Citizens are made aware of the importance of healthy nutrition.</li> <li>❖ It is easy for all citizens to see whether a food is healthy or not.</li> <li>❖ Even children who cannot yet read can understand the system of coloured dots and thus identify unhealthy foods.</li> <li>❖ Since the same designations apply in all EU member states, identification is easy even if you are in another country and do not speak the language.</li> <li>❖ Products with a red dot will probably sell less. Therefore, food producers will try to make their products healthier.</li> </ul>	CC
<p>Facilitator discusses the disadvantages of the law.</p>	<p>The disadvantages of the law are:</p> <ul style="list-style-type: none"> <li>❖ The implementation is expensive and takes a lot of time – new packaging has to be designed, developed, and produced.</li> <li>❖ Some producers only produce unhealthy food. If they don't sell well after the introduction of the food traffic light, they may not earn enough money and have to lay off employees. Some may even go bankrupt.</li> <li>❖ Food producers can no longer decide for themselves what their packaging looks like.</li> </ul>	CC

Tasks of the facilitator	Tasks of the students	Material/ Preparation
<b>Explanation of the gameplay</b>		<b>15 minutes</b>
<p>The aim of the simulation game is to pass a good law. For this purpose, the ministers meet and discuss. Good reasons/arguments are important to convince the other member states of their position.</p> <p><i>Practice with your students what good reasons/arguments are.</i></p>	<p>The students formulate example sentences: "I don't want to do homework today because...".</p> <p>The focus is on the argument/justification being as convincing as possible.</p>	GT
<p>What are the options for agreement?</p> <p>The meaning of the different modes of agreement should be worked out with the students in advance. Here, a visualisation/ backup of the results is useful.</p>	<p>There are different ways to arrive at an agreement for a shared law:</p> <ul style="list-style-type: none"> <li>❖ Direct voting: the (simple) majority decides (disadvantage: if the decision is close, many people are dissatisfied with the result);</li> <li>❖ Compromise by consensus: everyone gives in and the solution lies in the middle. If everyone agrees with this middle way, the decision is made by consensus (advantage: everyone supports the result; disadvantage: often a long, exhausting process);</li> <li>❖ Barter: Everyone gives in on one thing and gets what he/she wants on another (advantage: partial successes for everyone; disadvantage: result as a whole may be illogical or impracticable);</li> <li>❖ The strongest prevails: one person decides (disadvantage: no participation of all).</li> </ul>	GT, board
<b>Allocation of roles &amp; country presentation</b>		<b>45 minutes</b>
<p>The facilitator takes on the role of the EU Commission: he/she proposes to the ministers (played by the students) the draft law that has already been formulated and enclosed.</p> <p>The European Commission presents its idea for the law in three parts.</p> <ol style="list-style-type: none"> <li>1. when?</li> <li>2. must or can?</li> <li>3. fine?</li> </ol> <p>Proposed law of the EU → Pin on the board</p> <p>Each group table corresponds to a country and is given the corresponding table placard.</p>	<p>The students are experts of the countries and meet in the Council of the EU (also called the EU Council of Ministers). They are assigned to country groups, for example, by drawing the table cards or name tags.</p> <p>In this way, the students take on the position of the respective country representatives, rather than their personal opinions.</p>	GT,  board, proposal of the European Commission,  Country labels for sticking on, table placards
Allocation of role dossiers (one per student, according to the country)		GT, role dossiers



