

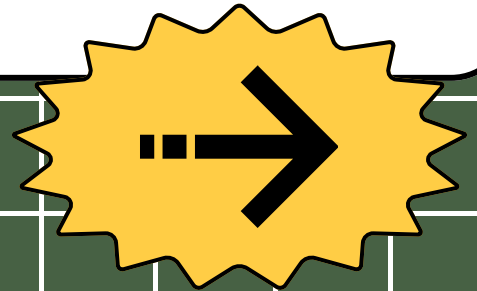
FOOD INVESTIGATORS

FOOD EDUCATION

↘ *Games* ↙



BOOKLET



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FOOD INVESTIGATORS

LABEL DASH



INSTRUCTIONS:

1. Split the students into three, even groups.
2. Put the collection of food labels in between the groups and the bins.
3. When the round starts, a student from each team will go to the food products and take one back to their group where they will analyze the label.
4. The students will then sort the label into the correct bucket as quickly as possible based on the sugar, salt, or fat content.
5. Have one person per group keep track of how many labels their group sorts.
6. At the end of the round, the group that sorted the most labels correctly wins.
7. Reset the game and play again with a new topic (salt, fat, or sugar) and a collection of labels.



DEBRIEF:

- Are there any similarities/differences between the foods in each bucket?
- Were there any labels that were challenging to sort? Why?
- Why is it important for people to know the nutritional content of the food that they consume?

OBJECTIVES:

- Energize students by adding fun to reading labels
- Present label material in a way that is fun and understandable

NUMBER OF PLAYERS:

- Entire class of students

TIME:

- ~30 minutes

MATERIALS:

- Food packaging/labels (3 baskets of about 15)
- Three colored bins labeled (GREEN, YELLOW, and RED) indicate the healthy amount of sugar content, fat content, or salt content (green indicates a healthy amount, yellow indicates a moderate amount, and red indicates excess).



FOOD INVESTIGATORS

PYRAMID PAIRS



INSTRUCTIONS:

1. The cards are shuffled and placed face down on the table.
2. In turns, each player flips two cards at a time.
 - a. If they have different foods, they have to place them back on the table.
 - b. If two cards with foods within the same food group are chosen, they place one card on the food pyramid and the other one on the corresponding level of the environmental pyramid. Once the player places the cards on the correct levels, they keep the cards with each pair symbolizing one point.
3. The game is over when the facilitator decides to end the game or when no card remains on the table. The winner is the player who has the most pairs.

OBJECTIVES:

- Label foods to the food pyramid and the environmental pyramid
- Think actively about how diet impacts the environment

NUMBER OF PLAYERS:

- Group of 3-6 students

TIME:

- ~20 minutes

MATERIALS:

- Cutout of food and environmental pyramid
- 20 labeled cards with foods on them



DEBRIEF:

- What did you observe about the food and environmental pyramids?
 - Are there any similarities or differences?
- Why is the food/environmental pyramid important?



FOOD INVESTIGATORS

SUSTAINA-BALL

→ INSTRUCTIONS:

1. Before you play, check that all the players are comfortable with having something thrown at them. Ask those who are not comfortable with this to move outside the circle and observe the process.
2. Gather everyone into a circle, yourself included.
3. Introducing the context of the game, “The goal is to have a healthy and sustainable diet”.
4. Start with a practice round with one ball to get used in the game. Throw the first ball to a group member. Participants must keep the ball in motion by continuously throwing it around the circle, not letting it touch the ground or stay in any one participant’s hands for more than 2 seconds if possible.
5. When a player drops the ball, they have to put one hand behind their back. If they drop it again, they step out of the circle.
6. Reset the game as needed and have everyone rejoin the circle. Introduce a “stressor” (one ball), and announce their entrance into the game (“You are dealing with” deforestation due to meat production, disruption of the ecosystem due to overfishing, an increase in greenhouse gas emissions due to food waste and greater food miles, depleting water supply due to water usage in food production, increased plastic waste from food packaging). Keep adding balls until the play becomes chaotic, with balls being dropped very often and people losing the use of their hands.
 - a. Players have the opportunity to take a ball out of the game if they suggest a solution to the stated problem
7. The game ends when there is one person left.

OBJECTIVES:

- Allow the group to actively think about how our diet can be influenced by sustainability

NUMBER OF PLAYERS:

- Entire class of students

TIME:

- ~20 minutes

MATERIALS:

- 6 balls differing in size and material (Meat production, overfishing, food waste/food miles, plastic waste, water usage) that indicate stressors

→ DEBRIEF:

- Were there any “stressors” that surprised you?

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FOOD CORNERS



INSTRUCTIONS:

1. Assign each corner of a room a different season (4 corners for the 4 seasons)
2. The instructor stands in the center and tells the students a type of food, then begins to count down from 10
3. The students go to the season (corner) that they believe that food belongs to
4. After the 10 seconds are up the instructor will reveal which categories are correct and those students will remain standing
5. If a student is incorrect they sit down but can help their classmates pick the correct season to stand in
6. Play until there is only one student remaining or if 10 foods have been asked

OBJECTIVES:

- Energize the group
- Allow the group to actively think about seasonal foods

NUMBER OF PLAYERS:

- Entire class of students

TIME:

- ~15 minutes

MATERIALS:

- Create signs that depict what season is a put them in each corner



DEBRIEF:

- What fruit did you have? Did you know what season it belonged to?
- Do you try to eat foods when they are in season? Why or why not?



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MENU & MILES



INSTRUCTIONS:

1. Give students a “menu” with a variety of meals on it.
2. Have each student pick a meal from the menu.
3. Once each student has selected their meal, they will have to research how many food miles each ingredient is on the “foodmiles” website.
4. After researching each ingredient, each student will add up their total food mileage for their meal.
5. The students will then line up horizontally facing the instructor.
6. The instructor will call out distances in increasing increments and the students will take a step forward if their meal’s food mileage is over these distances.

OBJECTIVES:

- Energize the group
- Allow students to think about the amount of miles their food travels

NUMBER OF PLAYERS:

- Group of 3-6 students

TIME:

- ~10 minutes

MATERIALS:

- Menus
- Access to <https://www.foodmiles.com/>



DEBRIEF:

- What do you think the term “Food Miles” means?
- What was your total food mileage?
 - Was it more or less than you expected?



FOOD INVESTIGATORS

LABEL LINE

→ INSTRUCTIONS:

1. Give each student in the class a label
2. Instruct them to make a line from least healthy to healthiest label based on a specific part of their label (i.e. sugar content, salt content, fat content)
 - a. Note: make sure the students are standing shoulder to shoulder, not back to front
3. After the students have finished, have the students read out their labels to check if the line is correct

OBJECTIVES:

- Energize the group
- Encourage the students to collaborate with each other
- Allow students to see more than just their own food label

NUMBER OF PLAYERS:

- Entire class of students

TIME:

- ~10 minutes

MATERIALS:

- Food labels

→ DEBRIEF:

- Were you in the right spot in line?
- Was your label high or low in line?
 - Did the information on your label shock you?



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MIND MAP



INSTRUCTIONS:

1. Each student (or group of students) is given a piece of paper with the same word (or words) written on top
2. The task is to write as many words or phrases associated with the word as they can
3. The students are given a certain amount of time to complete this task
 - a. The amount of time is up to the teacher's discretion
4. After time is up, the students will come together as a class and share what words they have written and how they connect to each other
5. The goal is to have the most unique connections
 - a. This will inspire students to think further on what connections they can make between food and sustainability topics

OBJECTIVES:

- Activate people's brain power
- To learn from each other what topics they associate with a certain topic

NUMBER OF PLAYERS:

- Entire class

TIME:

- ~30 minutes

MATERIALS:

- Paper and pencils



DEBRIEF:

- How many connections did you come up with?
- Did any connections surprise you?
- What's the most unique connection that you/your group made?



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SCRAP SORT

→ INSTRUCTIONS:

1. Laid out in front of the students are the Waste Tokens face down.
2. One by one the students take turns selecting a Waste Token.
3. The students then “feed” the bin by putting the tokens into bin that they believe is the correct match.
4. Students can help each other during this process.
5. The game is continued until all tokens are gone.
6. After the game a discussion is held.

→ DEBRIEF:

- What types of waste belong to each category
- Do you see/use these items in your everyday lives

OBJECTIVES:

- Strengthen ability to categorize different types of waste
- Allow students to collaborate

NUMBER OF PLAYERS:

- Group of 2-4 students

TIME:

- ~30 minutes

MATERIALS:

- Different waste items printed out and cut into the shape of tokens
- Bins with a slit that the tokens can fit into that represent each waste category



FOOD INVESTIGATORS

FOOD CONNECTIONS

INSTRUCTIONS:

1. Gather students either around a computer or projector screen.
2. Explain to students the premise of the game is to select four words that would belong to the same category for each of the four categories and that they are allowed three mistakes.
3. Allow students to work together to figure out the which words they believe belong together.
4. When in agreement, select the four words and hit submit.
 - a. If correct, continue with this process for the next category.
 - b. If incorrect, have the students try again to either replace one of the words or go for a different category.
6. Play until the students get all the four categories or they use all their mistakes
7. Have a discussion about each category and their words after the game.

DEBRIEF:

- What does each category mean?
- Why do these words belong in each category?
- How many mistakes did you make?

OBJECTIVES:

- Activate people's brain power
- Get students to work together to think about different food and environmental connections

NUMBER OF PLAYERS:

- Entire class or small groups

TIME:

- ~10 minutes

MATERIALS:

- Electronic device
- Game links

FOOD INVESTIGATORS

WASTE WALK



INSTRUCTIONS:

1. Before the game is played, instructor will lay out the waste items around the room
2. The game begins by the instructor yelling out a waste category (plastic, paper, reusable, food)
3. Each student must walk to a waste item that pertains to the category that was announced
4. Because there are less waste items than students, students will form circles around the waste item
5. After each round a quick debrief will occur
6. The instructor will continue to play until each category is announced



DEBRIEF:

- Which waste items did you go to?
 - What category did it belong to?
- Do you see/use these items in your everyday lives?
- Did you get anything wrong?

OBJECTIVES:

- Allow students to actively think about different types of waste related to food

NUMBER OF PLAYERS:

- Entire class of students

TIME:

- ~10 minutes

MATERIALS:

- 20 different waste objects printed onto pieces of paper

