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EFFECT

Erasmus For Food Education to Children and Trainers

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Pedagogical material on food education towards children for trainers

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PR2: Pedagogical material on food education towards children for trainers

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INSTRUCTIONS FOR COMPLETING EACH MODULE

- Please follow the template below.
- Please follow the formatting constraints of Table A.

Each module should consists of 2 parts:

Part A (2-3 pages)

The United Nations Program on Environment and Development (UNED), highlighted that education is the best way for promoting sustainable development and achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development (Voukkali et al. 2014).

The academic literature on children education for sustainability suggest the following points as important to implement efficient programs in the primary classrooms:

- Each child has to make meaning of their own experience instead of merely repeating the teacher's words.
- children have to integrate knowledge with their emotions to fully own knowledge on sustainable development.
- Experiencing through play-based activities is the key for gaining children's attention towards sustainable questions.

The qualitative study conducted in three countries confirms that awareness and practical actions in school are the best way to make children more and more engaged.

France	<p>⇒ 1 focus group - 6 persons Profile: <i>Scientifics and experts working with children</i></p> <p>⇒ 12 interviews Profile: Teachers, directors, school canteen</p>
Spain	<p>⇒ 1 focus group - 6 persons Profile: <i>Teachers in a primary school and worker with childs</i></p> <p>⇒ 5 interviews Profile : Teachers and canteen workers</p>
Greece	<p>⇒ 3 focus group – 10 persons Profile: <i>Teachers and museum educators trainers participated</i></p> <p>⇒ 10 interviews Teachers, education teachers</p>

Prevention for more responsibility

Doing preventions are all the activities, motivation and barriers taken before an event or a result. At school, *teachers consider prevention as an important way which helps childrens and their parents who feel completely helpless on environmental challenges. They highlight that school can help and guide children and their parents. Interviewers highlight that school is one of the essential vectors for modifying children's behavior.*

“In elementary school, there is an eco-delegate among the children who says, for example, “today, we put the apple cores in the composter””.

Practical activities are the best way for changing children's behavior.

The qualitative study shows that it is important for teachers and educators to use concrete tools such as: tasting workshops, quizzes, videos, printed materials, presentations within the school curriculum, photo languages, games....The game is widely used, and is considered the most effective technique by school catering staff.

“For example we can watch videos on how to close the taps properly, whether it is more interesting to take a bath or a shower, or videos on how to sort waste.”

The creation of posters on what can be put in a composter or the creation by children of a newsletter on different themes, such as food waste.

"visual, concrete, manipulation

"Sometimes children respond better to certain materials than to words you can tell them; stories, videos, posters, etc. The visual is always more appealing to them. »

addressing a topic in different ways increases the chances that the child will learn the right behavior

❖ Bread waste

Raising awareness about waste, for example of bread, by explaining the different stages from seed to consumption can also be very relevant for children.

«Food education can be done through gardening, cooking classes, and trips to the farm».

“Workshops around sustainability and especially on waste are appreciated by childrens. I observe with some parents that children pick up papers in the yard and on the street. They are very happy to do a “good deed”.

❖ Composter

Composting at school is a good way to learn about recycling and reducing organic.

«Food education can be done through gardening, cooking classes, and trips to the farm».

"All the food waste that the children generate at snack time is collected in the composter"

"Compost works better in kindergarten than in elementary. Kids can bring the waste from home, prepared by their parents, or from the canteen. In the canteen we have a training realized by a master composter to explain how it works"

❖ Workshop:

Several ideas around manual activities, involving what children propose. The provision of a customized cup or flask, owned by each child, could also have a positive impact on water consumption.

"The cup is personalized and stored in a specific place so that the child has access to it as soon as he or she needs it [...] with this system, kindergarten children are more demanding"

Part B (8-12 pages)

Fun activities (title, duration, description, objective, main activity, take home message per activity)

Each module should be about 10-15 pages.

TECHNICAL SPECIFICATIONS

Each chapter page must contain a header (module name), and a footer of the total page number. The following Table (Table A) lists the Formatting Constraints that must be followed for the layout.

Table A. Formatting Constraints

Page Size	Fonts	Font Size	Line Spacing	Margins
A4	Times New Roman	12 pt	Single	Top-Bottom: 1,5 cm Left-Right: 2 cm

Template for Part B

GENERAL INFORMATION : *Awareness and reduction of food waste : bread case study*

DESCRIPTION

Activity over a week that must be done in the canteen. There are three steps in the activity: "workshop" to measure bread waste, Challenge to reduce bread waste, cooking workshop to cook hard bread.

OBJECTIVE

The objective of this chapter is to raise children's awareness about food waste and to propose solutions. For that, the bread used in the canteen will be used

Main activity/game/quiz etc.

Three main activities are proposed with the bread:

- 1) "workshop" to measure bread waste
- 2) Challenge to reduce bread waste
- 3) Cooking workshop to cook hard bread

Workshop to measure bread waste : The activity can be declined for a classroom or all the children of the school. The objective is to look during one week at the quantity of bread which is thrown away in the canteen. For that, the teacher will install a transparent waste bag in the canteen and the children will have to throw away the bread in the bag each day. The teacher changes the bag every day. At the end of the week, children can discuss with the teacher about the quantities and the evolution during the week
For the children who do not eat in the canteen, they can bring the bread from home.

Tutorial to create "*le gachimètre du pain*" (bread gachimeter)

<https://www.youtube.com/watch?v=tulr46M1ne0>

Challenge to reduce bread waste : The idea of this activity is to challenge children about the different ways to reduce bread waste. The initial point is to make a measurement about bread waste (like for the workshop to measure bread waste) and to ask children during a teamwork to propose one solution to reduce bread waste.

All the solutions will be presented to the class and they try to apply the solutions the following week. The teacher measures the quantities thrown away at the end of the challenge.

Cooking workshop to cook hard bread : in a first step, the teacher asks children to identify at home or in the library (with books or websites) different recipes to use the hard bread.

The identified recipes are listed in a file and they (or the teacher) choose one recipe for a cooking workshop in the canteen or in the classroom

Tip or take home message

quantity of bread thrown away in the canteen

Solutions to reduce bread waste

Recipes to upgrade hard bread

GENERAL INFORMATION : *Awareness and reduction of fruits and vegetables waste*

DESCRIPTION

quick and fun activity in two steps: a first step of discussion with pictures and then a cooking workshop

OBJECTIVE

The objective of this chapter is to raise children's awareness about food waste: cases study are fruits and vegetables

Main activity/game/quiz etc.

- 1) Highlights the difference of perception of children
- 2) Cooking workshop to transform damaged F&V

Highlights the difference of perception of children :

With a set of pictures, discuss with the children in the classroom about what is still edible ?



Discuss with them about the criteria used....

Cooking workshop to cook hard bread : in a first step, the teacher ask children to identify at home or in the library (with books or websites) different recipes to use damaged fruits and vegetables

The identified recipes are listed in a file and they (or the teacher) choose one recipe for a cooking workshop in the canteen or in the classroom

Tip or take home message

quantity of bread thrown away in the canteen

Solutions to reduce F&V waste

Recipes to upgrade damaged F&V

GENERAL INFORMATION : *Awareness and reduction of individual packaging*

DESCRIPTION

two-step activity, requiring material from home and the purchase of gourds

OBJECTIVE

The objective of this chapter is to raise children's awareness about all the packaging that they used, explain the different types of packaging and propose solutions to decrease the number of individual packaging used

Main activity/game/quiz etc.

Two main activities are proposed :

- 1) Discussions about packaging used at home
- 2) Gourd customisation

Discussion about packaging used at home : The teacher asks children to bring back to school 5 different packaging. The teacher "lines up" all the packaging and asks children to sort the packaging according to their nature.

Discussion with the teacher about the size of the packaging (individual or not) and its nature (recyclable or not).

Gourd customisation : Same exercise can be done with a lunch box

Tip or take home message

Large quantity of packaging used at home with different sizes and composition

Some of them are more relevant from an environmental point of view

There are some solutions to avoid individual packaging

GENERAL INFORMATION : *waste sorting*

DESCRIPTION

quick activity with photos to raise awareness of waste and identify differences in perception

OBJECTIVE

The objective of this chapter is to raise children's awareness about waste sorting, the nature of the food items and clarify the definition of food waste (avoidable food waste/ unavoidable food waste).

Main activity/game/quiz etc.

With a set of pictures of different damaged or unconsumed products (bones, old pasta, ham, piece of fruit, skin of chicken, eggshell..) ask children to react about each one and ask them if :

- They want to eat it
- In what bin the product should go to

At home or in the library, ask children to look at the solutions installed in the city to upgrade these products (compost container, animal feeding..)

Workshop to create a compost container in the school ?

Tip or take home message

Accordingly to the nature of the product we will speak about food waste or not
Some solutions are available (in the city) to upcycling co-product or food waste