



PROPOSAL FOR A WORK PLAN WITHIN THE FRAMEWORK OF THE ERASMUS+ “FOOD4ALL” PROGRAM

Philosophy – Purpose of the program

The program "Nothing goes to waste" was designed by the pedagogical team of the 7th Primary School of Keratsini within the framework of participation in the Erasmus+ program entitled "Food4All". The main goal is to raise the awareness of male and female students aged 9-12 about the issue of food waste.

Food waste is a global problem. It is characteristic that according to reports of the International Food and Agriculture Organization (FAO) 1/3 of the world's food production ends up as waste. The numbers are huge, it is estimated at 1.3 billion tons of food that is thrown away.

The effects of waste are environmental, economic, social. The supply chain burdens with waste, pollution and waste of natural resources. Food loss exacerbates the food crisis and raises socio-economic issues. Vulnerable social groups do not have access to quality food and many millions of people are malnourished at the same time that tons of food is wasted. Waste management is difficult and burdens the environment and the economy even more.

Education, as a carrier of values and attitudes, is the vehicle of awareness and social consciousness of students to help for a better and fairer management of food at all stages of its life cycle.

In this program, Primary school children are attempted to acquire knowledge, adopt attitudes, express opinions, investigate causes, make judgments and decide solutions on the issue of food waste in their daily lives.

In conclusion, the program aims, through their active participation, for the students to build a system of principles and values that will be their springboard for the future, personal and social.



Implementation information - prerequisites

The workshops are structured as micro-modules of the central theme, have an experiential nature and are proposed to be implemented in a specific order:

1. Forming groups
2. Wasting: a daily habit?
3. Am I a spendthrift and don't know it?
4. I threw it away.. take it easy.. what's the matter!
5. Waste: threat to survival.
6. Nothing is lost!
7. Evaluation

The basic method is the collaborative one with groups of mixed capacity.

Prerequisites are the use of a PC and a video projector, the existence of the internet, the materials for constructions and work (e.g. measuring paper, cardboard boxes, markers, pencils, glue) while the participating students have the basic digital skills.





PROGRAM STRUCTURE			
SCHOOL	7ο PRIMARY SCHOOL OF KERATSINI		
SUBJECTS	GOOD LIFE & INTEREST-ACTION		DIET & VOLUNTEERING
GRADE / CLASS	4TH-6TH (9-12 AGED)		
TITLE	NOTHING IS WASTED!		
PROGRAM OBJECTIVES	<p>The "Nothing goes to waste!" program is about food management and especially its huge waste. Through the experiential workshops, it aims to strengthen the cultivation of soft skills, life skills, technology and science in primary school students, aged 9-12.</p> <p>The program is proposed to take place within the innovative course "Skills Workshops".</p> <p>More specifically, the objectives of the program for the participants are:</p> <ol style="list-style-type: none"> 1. General Education - Learning objectives <ul style="list-style-type: none"> • To develop teamwork and communication skills. • To acquire skills of research, study, analysis, comparison and drawing conclusions. • To cultivate critical thinking and problem solving skills. • To acquire democratic values. • To develop social awareness. • To develop their creativity and imagination through experiential learning. • To strengthen innovation efforts and promote initiatives. • To become familiar with multimodal texts. • To cultivate digital skills through the search, selection, management, recording, presentation of information on the PC. • Cultivate their skills in Language, Environmental Studies, Social and Political Education, Natural Sciences, Arts. 2. Specific learning - educational goals <ul style="list-style-type: none"> • Understand the importance of not wasting food. • To understand the proper management of food throughout its life cycle(production-processing-packaging-storage-transportation-consumption-waste). • To acquire the skills for proper food management. 		






- Understand the effects on the economy, the environment, and society of food waste, but also of all products in general.
- To acquire social skills through volunteering and pronunciation programs.



3. **Psycho-emotional goals**

- To raise awareness of the proper management of natural resources.
- To raise awareness of proper food management.
- To raise awareness of the issue of food waste.
- To understand the dynamic role of the active and responsible citizen-consumer in a democratic society.
- To raise awareness of the concepts of volunteering and giving.
- Strengthen their social skills to meet the challenges and needs of everyday life.





Expected learning outcomes	Workshops	Activity Suggestions
	1o EXPERIENTIAL WORKSHOP 	
<ul style="list-style-type: none"> • Development of collaborative and communication skills. • Cultivating language skills • Using proverbial phrases and understanding them. 	<u>Getting to know each other</u> <u>– Team building</u>	<ul style="list-style-type: none"> • Game with food proverbs
	2o EXPERIENTIAL WORKSHOP 	
<ul style="list-style-type: none"> • Information on food waste. • Raise awareness of the global problem of food waste. • Cultivating creative imagination. • Development of critical thinking. • Familiarity with multimodal texts. • Creation of visual intervention. 	<u>Wasting: a daily habit?</u>	<ul style="list-style-type: none"> • A photo...a thousand words!
	3o EXPERIENTIAL WORKSHOP 	



<ul style="list-style-type: none"> • Understanding the concept of "food waste". • Awareness of each person's role in food waste. • Cultivating critical thinking. • Development of collaborative skills. • Craft making-creativity. 	<p><u>Am I a spendthrift and don't know it?</u></p>	<ul style="list-style-type: none"> • The Decalogue of saving. • My placemat!
<p style="text-align: center;">4^o EXPERIENTIAL WORKSHOP</p> 		
<ul style="list-style-type: none"> • Search for the causes of food waste. • Concern about improper food management. • Awareness of food waste. • Research, study, analysis skills. • Cultivating language skills. • Cultivation of social consciousness. 	<p><u>I threw it away.. so what?</u></p>	<ul style="list-style-type: none"> • Food waste calendar. • I throw it away and you need it!
<p style="text-align: center;">5^o EXPERIENTIAL WORKSHOP</p> 		
<ul style="list-style-type: none"> • Research the effects of food waste. • Understanding the impact of food waste on food security and quality of life. 		






<ul style="list-style-type: none"> • Understanding the impact of food waste on the environmental crisis. • Cultivating language skills. • Cultivation of social consciousness. • Development of collaborative and communication skills • Cultivating creativity. 	<p><u>Wasting: a threat to survival?</u></p>	<ul style="list-style-type: none"> • Impact recording. • Let's think!
<p>6^o EXPERIENTIAL WORKSHOP</p> 		
<ul style="list-style-type: none"> • Formulation of proposals for saving food and reducing its residues. • Development of initiatives and adoption of sustainable food management methods. • Developing problem solving skills. • Cultivating social skills. • Cultivation of personal and social awareness. • Cultivating volunteerism and contribution to society 	<p><u>Nothing is lost!</u></p>	<ul style="list-style-type: none"> • Time for solutions!
<p>7^oEXPERIENTIAL WORKSHOP</p> 		



<ul style="list-style-type: none">• Cultivating knowledge, skills and attitudes about food waste.• Awareness of the dynamic role they can play in trying to solve the global problem of food waste.• Cultivating the skills of an active and responsible citizen.	Evaluation – Dissemination of actions	<ul style="list-style-type: none">• Information campaign



1° WORKSHOP	<u>Getting to know each other – Team building</u> <u>Worksheet 1</u>
	1 teaching hour
	<ul style="list-style-type: none">• Development of collaborative and communication skill• Cultivating language skills• Using proverbial phrases and understanding them.
	Cardboard in A4 size. Markers. Pair of scissors. A box as a Lottery box.

Depending on the number of students, the teacher gives A4-sized canson cards. Cardboard boxes are half of the set of children. A proverb related to food and eating habits is written on each cardboard. Then each cardboard is cut in half. All pieces go into one big raffle.

All the students of the department are invited to draw a card. That is, each child gets half a sentence of a proverb. Then he looks for the other half, thus the dyads are formed.




To form the tetrad they look for a common word - per two proverbs - which is already underlined.



Worksheet 1

PROVERB (PART 1)	PROVERB (PART 2)
<i>TELL ME WHAT YOU'RE EATING</i>	<i>LET ME TELL YOU WHO YOU ARE.</i>
<i>FROM A PIE YOU DON'T EAT</i>	<i>WHAT HAPPENS TO YOU EVEN IF IT BURNS</i>
<i>AT EACH ONE'S</i>	<i>TASTE.</i>
<i>EATING COMES</i>	<i>THE TASTE.</i>
<i>THIS JOB HAS</i>	<i>NO BREAD.</i>
<i>WE ATE BREAD</i>	<i>AND SALT TOGETHER.</i>
<i>THE FASTING BEAR</i>	<i>DOESN'T DANCE.</i>
<i>THE FASTING MAN</i>	<i>DREAMS BREAD.</i>
<i>AN APPLE EVERY DAY</i>	<i>KEEPS THE DOCTOR OVER..</i>
<i>THE APPLE FROM THE APPLE TREE</i>	<i>WILL FALL DAWN.</i>



<p>2° WORKSHOP</p>	<p><u>Wasting: a daily habit?</u></p>
	<p>2 teaching hours</p>
	<ul style="list-style-type: none"> • Information on food waste. • Raise awareness of the global problem of food waste. • Cultivating creative imagination. • Development of critical thinking. • Familiarity with multimodal texts. • Creation of visual intervention
	<p>PC and video projector. Internet access. Cardboard boxes. Markers. Measure paper. Glues .</p>

The teacher asks the groups of students to look at the following graph:

<https://www.consilium.europa.eu/en/infographics/food-loss-and-food-waste/>


Food waste: prevent, reuse and recycle

Almost **59 million tonnes** of food waste is generated in the EU every year.

This is roughly 131 kg per person.




Food waste has an impact on:




Environment

Food waste causes 16% of the total EU food-system greenhouse gas emissions



Economy

Up to €132 billion is lost every year because of food waste

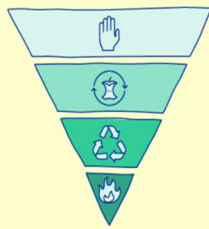


Society

Almost 33 million people in the EU cannot afford a full meal every second day, while tonnes of food goes to waste

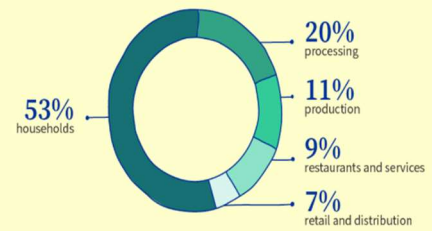


Priority order for actions to reduce food loss and food waste:



- Prevent**
avoid food loss and food waste in the first place
- Reuse**
reuse for human consumption through redistribution and food banks, or re-purpose as animal feed
- Recycle**
recover by-products and reuse nutrients for such uses as composting
- Recover**
incineration with energy recovery

Where food waste is generated:






Then he gives each group a photo and asks them to observe it and make a short story.



Each group presents its story and thus the common point that all the photos have is visible. The teacher prompts the groups to put captions on each photo or "bubbles" with words and make a group collage about the history of food that became garbage.



3° WORKSHOP	<p><u>Am I a spendthrift and don't know it?</u></p> <p><u>Worksheet 2</u></p> <p><u>Placemat construction</u></p>
	2-3 teaching hours
	<p>Understanding the concept of "food waste".</p> <ul style="list-style-type: none">• Awareness of each person's role in food waste.• Cultivating critical thinking.• Development of collaborative skills.• Craft making-creativity.
	<p>PC and video projector. Internet access.</p> <p>Paper, markers, pencil, colored A4 cards.</p>

The teacher asks the children to refer to their dictionary and write down what the word "waste" means. The aim is to understand that waste has many forms, one of them is food waste. The concept of food waste is defined as a key term of the program.

Waste is defined as the unnecessary loss or discarding of food originally intended for consumption and can occur at any stage of the supply chain, from the field to our home kitchen. When we say we waste food, we mean discarding parts of it such as peels, excess, spoiled or expired products and food scraps.



Through the graphs on the website <https://foodsavingalliancegreece.gr/>

it becomes obvious that it is a problem that concerns the whole world, including children. What can they do?

Every year a family of four ends up in the trash can :

35,6 kg vegetables , 24,8 kg fruits, 22 kg bread, 20 kg Dairy Products

12,4 kg pasta & rice, 10,8 potatoes, 10,4 meat & fish, 4,4 kg eggs



The teacher assigns as the first activity to complete Worksheet 2 entitled "The Decalogue for saving food". They are sentences that each group chooses between True and False and then self-assess. For a correct answer they get 2 points and for every wrong answer they subtract 1 point. Each team counts their score and finds out if they are wasteful or not. The goal is for them to understand the necessity of saving food with simple actions, eg a shopping list according to real needs at a specific time.

It then refers to the habit of many people to fill their plate - especially when there is a lot of food available - without worrying about whether they will eat it or throw it away. For consolidation, the children are asked to make paper placemats from colored A4. Each student designs a plate with their favorite food in the quantity they want, so that there are no leftovers. The goal is for them to understand, to put on the plate the type and quantity of food that they will actually eat.

WORKSHEET 2






THE DECAMINATION OF SAVING

Read carefully and choose True or False. Then mark your answers according to the answer sheet you will be given.

	TRUE	FALSE	SCORE
When you go shopping at the supermarket you must definitely have a shopping list.			
When you go shopping you don't need a list, you choose at that moment.			
At the party you filled your plate to the top to show that you like everything.			
In the local market, you don't choose fruit and vegetables that have a different shape, because they are ugly.			
In the local market you choose seasonal fruits.			
You had ordered a lot of food in the tavern and there were leftovers. You asked and got them to eat them the next day at home			
In the tavern, you left the leftovers on your plate, you don't want be considered stingy.			
You store food in airtight containers.			
You see the expiration date before you buy yogurt and milk.			
You put perishable food in the cupboard.			





4° WORKSHOP	<p style="text-align: center;"><u>I threw it away.. so what?</u></p> <p style="text-align: center;"><u>Worksheet 3</u></p> <p style="text-align: center;"><u>Worksheet 4</u></p>
	<p style="text-align: center;">2-3 teaching hours</p>
	<ul style="list-style-type: none">• Search for the causes of food waste.• Concern about improper food management.• Awareness of food waste at the individual level.• Research, study, analysis skills.• Cultivating language skills.• Cultivation of social consciousness.
	<p>PC and video projector. Internet access.</p> <p>Paper, markers, pencil, colored A4 cards, notebook.</p>

The teacher suggests the search for the causes of food waste through research and study. He assigns as an activity, to individually record each child, the management of the food he consumes every day so that he understands his own role in this case. Each student takes it upon themselves to record what they throw away at each meal for a week. The goal is to make each child aware of any mistakes he makes in the management of the food he consumes.

Weekly journaling is a home activity. Returned completed per meal per day. Each group collects the diaries of its members, studies them and records the top ten foods that end up in the trash. They then complete Worksheet 4.



WORKSHEET 3

Food waste calendar

DAY	WHAT WAS THROWN INTO THE WASTE BASKET?	HOW MUCH WAS DROPPED?	WHY COULD IT NOT BE SAVED?
MONDAY	APPLE, PEAS, MEATBALLS	½ APPLE, 20 G. PEAS, 2 MEATBALLS	THE APPLE WAS BLACK, I DON'T LIKE THE PEAS, I WASN'T HUNGRY TO EAT ANOTHER MEATBALL
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

Please fill in the table's requests **carefully** and **honestly**!

Stick the calendar with a magnet
on the fridge door to remember
to συμπληρώνεις κάθε μέρα!!!





WORKSHEET 4

I'M THROWING IT AWAY AND YOU NEED IT!

1. Fill in how you feel:

- I feel when I see a person looking through the trash.
- I feel when the bins are full of food.
- I feel every time I think about children who don't have food.
- I am when I share my available and abundant food.
- I am that my family gives the leftover food to people who need it.
- I am that my family throws the leftover food in the garbage.




2. Write down your thoughts and feelings about the following incident:

On your way home from school you see a man looking through the garbage to find food. A little further down, is the neighborhood bakery. Passing by, you see the manager of the bakery closing the shop and throwing in the trash a bag full of unsold bread.

- What do you think when you see these scenes?
- How do you feel about what you see?
- Do you have a solution to suggest?
- Can you help solve the problem and how?

.....
.....
.....



5° WORKSHOP	<u>Wasting: a threat to survival?</u> <u>Worksheet 5</u>
	2-3 teaching hours
	<ul style="list-style-type: none">• Research the effects of food waste.• Understanding the impact of food waste on food security and quality of life.• Understanding the impact of food waste on the environmental crisis.• Cultivating language skills.• Cultivation of social consciousness.• Development of collaborative and communication skills.• Cultivating creativity.
	PC and video projector. Internet access. Paper, markers, pencil, colored A4 cards, measuring paper, notebook.

Groups of students watch the video <https://www.youtube.com/watch?v=OZoT8kZq-d4> from the website <https://mepaa.moec.gov.cy/index.php/el/epimorfosi/imerides-seminaria-sinedria/265-diadiktyaka-seminaria-spatali-trofimon> .

Brainstorming follows, using concept maps, to record the consequences of food waste. The recording is done by group on paper of the measure. This is followed by writing a text about the effects on the economy, environment, society from not saving food.

It is suggested that each group deal with one area of impact. The texts are posted on posters.

They then complete Worksheet 5.



WORKSHEET 5

LET'S THINK!

1. Pick up True or False:

	TRUE	FALSE
Food waste is a few people's problem.		
There are no people who don't have food.		
We throw only the packaging in the trash.		
When we eat we leave nothing on our plate.		
If there is something left over from the food, we throw it in the trash.		
Food waste affects no one but the people who work in the cleaning services of the Municipality.		
Any food can be thrown away. It's okay!		
Food waste is also financial waste.		
In the local market, they preserve the fruits- that no one bought- in the refrigerator.		




2. "I'm not hungry, I'll throw away my cake!" Do you agree or disagree with that action and why?

Can you suggest another solution ?

.....
.....
.....





6° WORKSHOP	<p style="text-align: center;"><u>Nothing is lost!</u></p> <p style="text-align: center;"><u>Worksheet 6</u></p> <p style="text-align: center;"><u>Power point</u></p>
	<p style="text-align: center;">3 teaching hours</p>
	<ul style="list-style-type: none">• Formulation of proposals for saving food and reducing its residues.• Development of initiatives and adoption of sustainable food management methods.• Developing problem solving skills.• Cultivating social skills.• Cultivation of personal and social awareness.• Cultivating volunteerism and contribution to society.
	<p>PC and video projector. Internet access. Paper, markers, pencil.</p>

Through questions, the teacher prompts the children to propose solutions such as: meal planning, proper food storage, proper management of package label information, donating leftovers, reusing food with creative cooking, preservation techniques.

Students complete Worksheet 6, per group.

WORKSHEET 6



TIME FOR SOLUTIONS!

1. Look carefully at the image below. Make up a story and suggest solutions.



Follow these steps:

- What was the history of bread **before** it ended up in the trash?
- What will be the story of the bread **after** it ended up in the trash?
- What could the person who had the bread do **instead of** throwing it away?

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2. Consider what you can do when:

- There are apples in the fridge and they have started to soften.

.....

- You bought bread but did not eat it.

.....

- Mom has cooked a large amount of food.

.....

- You have multiple packages of the same product with different expiration dates.

.....



2. Leftover food/food.... what can we do; Think of solutions.

Also use the words:

freeze – reuse – offer – create – maintain – store

3. A little research in neighborhood grocery stores will help dispose of the food that ends up in the trash. The groups of students agree on which shops they can contact (eg bakery, pastry shop, tavern, butcher, fishmonger, greengrocer) and make a form for the shop owners. There they record the details of the store and the owners declare if they have surplus food and if they are interested in offering it to people in need.




If the results of the research are positive, the students announce on the school's website the intention of the owners to offer surplus portions.

4. Each group proposes a creative recipe with fruits that were left over or forgotten in the fridge and ripened.

They all bring ripe fruits and vegetables and make healthy juices.





7^o WORKSHOP	Evaluation and dissemination
	2 teaching hours
	<ul style="list-style-type: none">• Cultivating knowledge, skills and attitudes about food waste.• Awareness of the dynamic role they can play in trying to solve the global problem of food waste.• Cultivating the skills of an active and responsible citizen.
	PC and video projector. Internet access. Paper, markers, post-it notes.

Student groups are encouraged to develop an initiative and make an awareness campaign about food waste. They make a list of suggestions for saving food in the form of a brochure and start their campaign from the school yard and the school canteen! They invite the members of the school community to an event at the school.

At the beginning of the event, the teacher gives the children a post-it and asks them to write an idea/solution for the problem of food waste. Each student reads their idea and sticks it on a large piece of cardboard. This is how a poster with the title "Nothing is lost!" is made. The poster will be used in the information campaign made by the students.

The event continues with the group presentations on food waste and closes with the sharing of the weekly food waste calendar for personal awakening and activation!