



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

Philosophy – Purpose of the program

The "Food Safety-Food Security" program 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 inform students aged 10-15 on issues related to food safety and food security and the factors that affect it.

The program is proposed to take place within the innovative course "Skills Workshops".

It is important that the food we consume is safe and healthy, but at the same time the transport, maintenance and processing networks also comply with safety rules to avoid contamination and supply interruptions.

Education, as a carrier of values and attitudes, is the vehicle of awareness and social consciousness of students so that they contribute to a better and safer food management at all stages of the food chain.

In this program, the children try to acquire knowledge, adopt attitudes, express opinions, investigate causes and make judgments that will affect the safe use of food 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.






SKILLS WORKSHOP COURSE – ERASMUS+ - FOOD4ALL			
ΕΧΘΑΕΙΟ			
7th PRIMARY SCHOOL OF KERATSINI			
TOPIC	Living Better - Well-being	SUB-TOPIC	HEALTH: NUTRITION - RESPONSIBILITY, SAFETY
SUGGESTED CLASSES/AGE	10-15 years old		
TITLE	Food safety – Food security		
SKILL TARGETED	<p>The program "Food Safety - Food Security" aims to enhance the cultivation of soft skills, life skills, technology, and science in students aged 10-15. The program is proposed to be implemented within the framework of the innovative course "Skills Workshops."</p> <p>In detail, the objectives of the program are:</p> <p>1. General Educational and Learning Objectives:</p> <ul style="list-style-type: none"> • Develop teamwork/communication skills. • Acquire research, study, analysis, comparison, and conclusion-drawing skills. • Cultivate critical thinking and problem-solving skills. • Foster democratic values. • Develop creativity and imagination through experiential learning. • Strengthen efforts for innovation and promote initiatives. • Familiarize with multi-topic texts. • Cultivate digital skills through information search, selection, management, recording, and presentation on the computer. • Enhance skills in Language, Mathematics, Geography, Environmental Studies, PE, and Natural Sciences. <p>2. Specific Learning and Educational Objectives:</p> <ul style="list-style-type: none"> • Understand what food safety is. • Learn about the stages of the supply chain where it is applied. • Understand what a food crisis is and how it affects food safety. • Learn the importance of personal hygiene. • Understand what contamination is and how to avoid it to keep food safe. • Understand how to maintain the temperature of food stable and why it is important to maintain it at the correct temperature. 		



	<ul style="list-style-type: none"> • Understand what food security is. • Learn about the factors that affect it. • Learn what sustainable food choices we can implement to reduce food waste. • Learn the difference between "use by" and "best before" dates. • Know how to distinguish between different expiration date signs depending on the food category. • Learn to categorize and select the appropriate foods for consumption based on their expiration. • Learn the appropriate methods of storing each food to achieve the best preservation. <p>3. Psycho-emotional Objectives:</p> <ul style="list-style-type: none"> • Sensitize to proper food management and realize that food waste must be reduced through sustainable food choices. • Understand the dynamic role of an active and responsible citizen-consumer in a democratic society. • Perceive the difficulties in managing food.
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Expected learning outcomes	Workshop	Suggested activities
<ul style="list-style-type: none"> • Understand what food safety is. • Learn at which stages of the supply chain it is applied. • Understand what a food crisis is and how it affects food safety. 	 1	<ul style="list-style-type: none"> • Powerpoint "FOOD SAFETY"
<ul style="list-style-type: none"> • Learn the importance of personal hygiene. • Understand what contamination is and how we can avoid it to keep food safe. 	 2	<ul style="list-style-type: none"> • Fearful Microbes • Cross-contamination
<ul style="list-style-type: none"> • Understand how the temperature of a food is maintained stable. • Learn why it is important for each food to be kept at the correct temperature. 	 3	<ul style="list-style-type: none"> • Temperature measurements of hot and cold preparations
<ul style="list-style-type: none"> • Understand what food security is. • Learn about the factors that affect it. • Explore sustainable food choices that can help reduce food waste. 	 4	<ul style="list-style-type: none"> • Powerpoint "FOOD SECURITY"



<ul style="list-style-type: none">• Learn the definition of "use by" and "best before" dates.• Understand how to differentiate between various expiration date indicators based on the food category.• Classify and select appropriate foods for consumption based on their expiration date labeling.	 5	<ul style="list-style-type: none">• Expiration date
<ul style="list-style-type: none">• Learn to categorize foods based on their rate of deterioration or method of preservation.• Familiarize ourselves with the appropriate methods of storing each type of food to achieve optimal preservation.	 6	<ul style="list-style-type: none">• Food group sorting game
<ul style="list-style-type: none">• Reflection on the program and the skills acquired.	 7	<ul style="list-style-type: none">• Evaluation form



Workshop 2

	Fearful microbes
	20 minutes
	<ul style="list-style-type: none">• Learn the importance of personal hygiene.
	<ol style="list-style-type: none">1. A shallow bowl or plate2. Water3. Ground pepper4. Dish soap (or another liquid detergent)

Instructions for the experiment:





1. Fill a plate with water and add plenty of pepper. The pepper will represent the microbes, and you will observe it floating on the surface of the water.
2. Ask a student to place their finger in the water, and you will notice that the "microbes" will adhere to their hand.
3. Next, put a little liquid dish soap onto another finger.
4. Touch the surface of the water again with the finger that has soap on it, and you will see the "microbes" (pepper flakes) disperse from the point where the finger with soap touched the water.

This activity simulates what happens to microbes when they come into contact with soap, which makes them scatter.

That's why it's important to wash our hands and follow hygiene rules.

Video with the experiment: <https://youtu.be/iFoEbtIWSBU>



	<u>Cross-Contamination</u>
	20 minutes
	<ul style="list-style-type: none">• Understand what contamination is and how we can avoid it to keep food safe.
	<ol style="list-style-type: none">1. Latex gloves2. Tempera paints3. A4 cardboard4. Cleaning wet wipes5. Several small containers for holding the paints

Experiment Execution Instructions:





1. Fill small containers with different colors.
2. Put on gloves.
3. Gently dip your fingers into the first color.
4. Touch a piece of cardboard in front of you.
5. Without changing gloves or cleaning, touch a second surface (e.g., your desk or another piece of cardboard). Notice that you have "contaminated" the second surface.

By doing this, we observe that if we don't clean after handling a material, we can transfer microbes and contaminate any surfaces we touch. How could we avoid this cross-contamination?

Repeat the experiment a second time, but this time change gloves or clean your hands with disinfectant wipes afterward. This way, we avoid cross-contamination between different materials during food preparation or handling.



Workshop 3

	Temperature measurements of hot and cold preparations
	1 hour
	<ul style="list-style-type: none">• Understand how the temperature of a food is maintained stable.• Learn why it is important for each food to be kept at the correct temperature.
	<ol style="list-style-type: none">1. Electronic infrared thermometer2. Observation sheet3. Pencil

Instructions for Activity Execution:

- We have observed that the school meals provided to students are transported and stored in different containers. The following observation sheet will be given to the students, where they will record their ideas about why this happens and how they believe it affects the food.
- Then, they will measure the temperature of the food when received from the school at 10:00 a.m. and again at 12:00 p.m.
- They will record their measurements on the observation sheet and note their conclusions.



OBSERVATION SHEET

1. Why do you believe that hot foods come in different types of containers for transportation compared to cold salads? Do you think that the material plays a role in maintaining the respective temperature?

2. In the table below, you will record the temperatures you will take at two different time points





FOOD TEMPERATURE MEASUREMENT		
	10:00	12:00
HOT FOOD		
COLD FOOD		

3. Were the temperatures relatively stable throughout the day? YES NO

4. If the deviation is significant, would you consume this food? Justify your answer.



Workshop 5

	Expiration date
	1 hour
	<ul style="list-style-type: none">• Learn the definition of "use by" and "best before" dates.• Understand how to differentiate between various expiration date indicators based on the food category.• Classify and select appropriate foods for consumption based on their expiration date labeling.
	<ul style="list-style-type: none">• Photos of food with labels "use by..." and "best before..." of the same date

Instructions for the Activity:

The label "Best Before..." refers to the safety of the food and the resilience of its components to deterioration. Foods in this category should not be consumed after the specified date as they may cause food poisoning. This category includes perishable foods such as cold dairy products, cooked meats, and ready-to-eat salads, according to the European Food Information Council (EUFIC).

The label "Best Before End..." refers to the taste and texture, but not the safety, of the food. It applies to foods more resistant to deterioration. If a food is consumed for some time after this date, it may have a different taste or texture. Foods with such dates include canned, dried, and frozen items, according to EUFIC.

On the food pictures provided to the students, they should place the label that fits, and then decide whether they would consume them or not. (N.B. The teacher can write the current date on the labels so that students judge based only on the label and not the date.)









USE BY:

BEST BEFORE:

USE BY:

BEST BEFORE:

USE BY:

BEST BEFORE:

USE BY:

BEST BEFORE:

ACTIVITY BASED ON THE “DON’T LET FOOD GO WASTED”

ISBN: 978-618-84557-0-2, [HTTP://FOODSAVESHARE.GR](http://FOODSAVESHARE.GR)



Workshop 6

An icon showing a colorful, multi-faceted cube or die.	Food group sorting game
An icon of an alarm clock.	1 hour
An icon of a target with a red bullseye.	<ul style="list-style-type: none">• Learn to categorize foods based on their rate of deterioration or method of preservation.• Familiarize ourselves with the appropriate methods for storing each type of food to achieve optimal preservation.
An icon showing a sorting sheet with various food items and a pencil.	<ul style="list-style-type: none">• Sorting form• Pencil





Instructions for the Activity:

In this activity, students should decide from the provided list of foods how to categorize them based on their rate of deterioration.

On the sorting sheet, there will be 2 categories: Foods that deteriorate quickly, and foods that deteriorate very slowly or almost not at all.



Workshop 7

	Reflections
	1 hours
	<ul style="list-style-type: none">• Reflection on the program and the skills acquired.
	<ul style="list-style-type: none">• Evaluation form• Pencil

In the final workshop of this program, it is suggested that the educator conduct a feedback and post-assessment discussion on the workshop material. Indicatively, questions are provided that can be used in the classroom.

Additionally, a self-evaluation form is provided to be completed.

Reflective List:

- How can the food industry and governments adapt to the challenges posed by climate change, taking into account the impact on food safety?
- What strategies can be implemented to ensure that vulnerable populations have access to safe and nutritious food during a food crisis?
- Are there educational initiatives that can enhance public awareness regarding safe food handling and consumption?
- Why is it important for everyone to have access to safe and nutritious food?
- How can individuals reduce their environmental impact to contribute to global food security?
- How can knowledge about food safety help you make better choices in your daily life?



SELF – EVALUATION FORM

Name:	Date
School:	Course:
Teacher:	Class:

CRITERIA	NOT AT ALL	A LITTLE	ENOUGH	VERY MUCH
I understand what food safety is				
I understand what food security is				
I am able to identify stages of the supply chain where food safety is important				
I know what a food crisis is				
I understand how a food crisis affects food safety				
I am able to take the temperature of food				
I understand what food contamination is				
I understand how proper hygiene maintains food safety				
I know what food waste is and how I can contribute to reducing it through sustainable choices				
I understand the different indications regarding food expiration dates				
I know how to properly manage food and categorize it according to its rate of spoilage.				