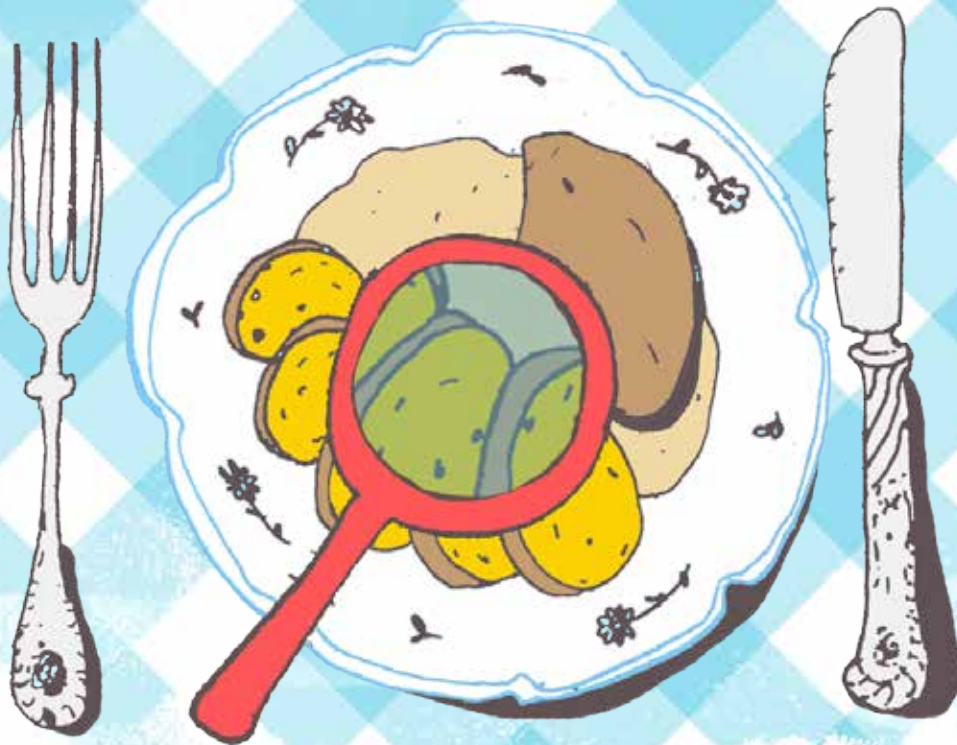




7 STEPS TO RESPONSIBLE FOOD CONSUMPTION



QUESTIONS FOR FOOD REVIEW



Questions for Food Review

Questions are divided into 3 parts based on the places you gather the information – school cafeteria, school canteen/vending machine and households.

Questions cover all topics of responsible food consumption (local and seasonal food, agrobiodiversity, food waste, processed food and palm oil, meat consumption, means of food production – organic, fair-trade).

Questions are designed to cover all basic information about responsible eating in schools and families. If there is some specific issue in the school regarding the issue of responsible food consumption, don't hesitate to add other questions that will help you get the answers to the issue you are interested in.

Question for the school cafeteria are designated as mandatory and optional. Mandatory questions are meant to get general information on how your school works with responsible food consumption. After you use mandatory questions, you can choose from the optional questions those that are connected to the topic you have chosen.

Questions for households are included in the questionnaire called How do you eat at home? It would be ideal to distribute it to as many households as possible. As a part of the Food Review set, there is a figure that should help students with the evaluation of questionnaires.

Analysis – school cafeteria – mandatory questions

1. LOCAL AND SEASONAL FOOD

Some ingredients that are imported from distant countries are also available nearby in the same or higher quality. In this case it is not necessary to burden the environment with extra miles. Imported fruits and vegetables are picked before they are ripe to survive transport and thus they contain less vitamins and minerals than those picked when they are ripe. To survive the transport, they are conserved with chemicals. Nevertheless, during transportation there are many losses and wastage of cultivars from distant areas. By buying local and seasonal food we have the power to decide how food is produced, and we also support local farmers.

QUESTION	ANSWER																																
<p>Do students receive fruit or vegetable grown in your country?</p> <p>*You or the cooks from the school cafeteria should guess what proportion of fruit and vegetables is produced in your country.</p>	<p><input type="checkbox"/> not at all</p> <p><input type="checkbox"/> less than half of lunches in the month</p> <p><input type="checkbox"/> more than half of the lunches in the month</p> <p><input type="checkbox"/> every day</p>																																
<p>Where do the ingredients used in the school cafeteria come from?</p>	<table border="1"> <thead> <tr> <th colspan="4">Origin</th> </tr> <tr> <th></th> <th>Local</th> <th>Your country</th> <th>Imported</th> </tr> </thead> <tbody> <tr> <td>Vegetables</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fruit</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Meat</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dairy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Flour</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Eggs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Origin					Local	Your country	Imported	Vegetables				Fruit				Meat				Dairy				Flour				Eggs			
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Flour																																	
Eggs																																	
<p>Does the school cafeteria serve different food in the autumn and spring depending on what foods are growing and ripening in your country?</p>	<p><input type="checkbox"/> Always <input type="checkbox"/> quite regularly <input type="checkbox"/> hardly ever <input type="checkbox"/> never</p>																																
<p>Do you use any fruits or vegetable planted in the school garden?</p>	<p>In the school cafeteria: <input type="checkbox"/> YES <input type="checkbox"/> NO What?</p> <p>During cooking classes: <input type="checkbox"/> YES <input type="checkbox"/> NO What?</p> <p>Somewhere else: <input type="checkbox"/> YES <input type="checkbox"/> NO What?</p>																																

2. MEANS OF PRODUCTION – BIO-PRODUCTS, FAIR TRADE AND ORGANIC FARMING

The way our food is produced has a crucial impact on the health of the Earth and its inhabitants. 70 % of the global population still works in agriculture. Production methods matter more than you think.

Fair trade enables people from Africa, Asia and Latin America to work in better trading and working conditions.

Workers are paid fairly, they grow food with respect for the environment and their children can go to school.

Organic farming is one form of modern agriculture that doesn't use chemical fertilizers with a negative impact on the environment and the lives of people and livestock.

QUESTION	ANSWER
Are any of the ingredients used in the cafeteria fair trade? Which ones?	
Are any of the ingredients used in the cafeteria from organic farming or certified (BIO products) or without the certificate but still produced with principles of organic farming? Which ones?	

3. MEAT CONSUMPTION

Growing global demand for meat leads to increasing meat production. Factory farming needs enormous amounts of feed, which requires large areas of land as well as great amounts of water. Feed is mostly imported from Latin America, where it is grown on large fields created by cutting down the original rain forests. Intense farming also releases large quantities of methane into atmosphere – it is one of the strongest greenhouse gases. Increasing intense production of meat significantly contributes to global climate change. The famous Beatle, Sir Paul McCartney, has started a campaign called "Meat Free Monday" in order to reduce the impact of meat production on our planet.

QUESTION	ANSWER
How many times a week can you choose a meat free meal in the cafeteria?	
Can you choose only from meat free meals?	<input type="checkbox"/> At least once a week <input type="checkbox"/> Sometimes <input type="checkbox"/> Never

4. AGROBIODIVERSITY

Agrobiodiversity is the variability of agriculture crops and animal breeds. It keeps decreasing, and old original varieties are replaced by new highly-productive varieties that produce more tons of grains, more milk, meat and eggs. Traditional varieties and breeds are less profitable, but they preserve different values as resistance to climatic changes, to diseases, consistent and seamless fertility, and longevity. Those qualities can become more important and relevant in connection with changes in the environment.

QUESTION	ANSWER
Does the school cafeteria use different varieties of one ingredient (e.g. millet, buckwheat, bulgur, etc.)?	
Does the school cafeteria use traditional local varieties of plants?	
Does the school cafeteria use your traditional national varieties of animals?	

5. PROCESSED FOOD AND PALM OIL

Processing food involves transforming ingredients into a new product with different qualities. The most common food processing methods are salting, smoking, durable preserving, freezing, fermentation, pre-cooking or a combination with other ingredients to create a new meal, packed food and snacks.

Taste and expiration of processed food is being improved by palm oil, which is now the most traded oil in the world and is contained in 50% of pre-packaged food. Intense production of palm oil leads to deforestation, the violation of human right of the original Indonesians but also to pollution of the atmosphere and oceans. Processed food also contains a great amount of salt and sugar, which also seriously affect our health and the environment. We are consuming a growing amount of processed food, which causes increased obesity among children and adults.

QUESTION	ANSWER
Are meals made from fresh ingredients available in the school cafeteria? Can you guess the percentage?	
Does the cafeteria use ingredients with palm oil? What ingredients and what amount?	
Does the school canteen use palm oil to prepare meals (frying, baking)? In what amount?	
What is the drink menu? Are water and unsweetened drinks available?	
How many times a week do you get a sweet dessert or fruit? Use a weekly menu.	Sweet dessert.....a week Fruit.....a week

6. FOOD WASTE

The average European throws out around 100 kg of food a year and, according to estimates, around a third of food ends up in waste dumps needlessly even though most of it could be still used. We don't waste just food but also water, energy, land and money used on the food production.

QUESTION	ANSWER	
Is it possible to ask for a smaller portion?		
Is it possible to have seconds?		
Are students allowed to serve the dish themselves?	Soup: Main dish: Salad: Dessert:	
How much food is thrown out in the cafeteria? *Talk with your cafeteria to see whether you could weigh or measure the amount of leftovers (both returned by diners and what is left over in the kitchen and thrown out). Find out how much food is thrown out per week.	Meal (write down what meal was served so you can replicate the analysis in the future) Amount in kg or in litres	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Total	
What do you do with desserts, fruit, yogurts that you don't eat directly in the cafeteria?	1. We are not allowed to take it. <input type="checkbox"/> 2. We can put it in a special place and someone else can take it. <input type="checkbox"/> 3. We have to take it and carry it out of the cafeteria. <input type="checkbox"/>	
Where do cafeteria leftovers end up?		

Food Review – school cafeteria – optional questions

1. LOCAL AND SEASONAL FOOD

QUESTION	ANSWER		
<p>How many kilometres did ingredients travel before getting to the school? Pick two or more meals and try to trace how many kilometres ingredients used for the meals preparation travelled. If you find the same ingredients closer, you can compare their prices with those of the ingredients used in the school cafeteria.</p>	Ingredient	Number of km	Is it available somewhere closer?
<p>Does the school cafeteria use fruits and vegetables produced in greenhouses in winter? Based on the country of origin, try to guess if the fruit or the vegetable was produced in a greenhouse considering the actual season. Importing vegetables from other countries is usually less energy demanding than production in greenhouses.</p>			

2. WAYS OF PRODUCTION – BIO-PRODUCTS, FAIR-TRADE, ORGANIC FARMING

QUESTION	ANSWER
<p>How often are these ingredients part of the menu?</p>	<p>Fairtrade</p> <p>BIO products (from organic farming with certification)</p> <p>Organic farming without certification</p>

3. MEAT CONSUMPTION

QUESTION	ANSWER
<p>How many vegetarians or vegans are there at school and how do they eat in the school cafeteria?</p>	

4. AGROBIODIVERSITY

QUESTION	ANSWER
<p>What varieties of these crops does the school cafeteria use to cook meals?</p>	apples
	lentils
	beans
	rice
<p>What varieties/breeds of livestock does your school cafeteria use?</p>	beef
	pork
	chicken
	fish
	rabbit

5. PROCESSED FOOD AND PALM OIL

QUESTION	ANSWER				
<p>Use a weekly menu from your school cafeteria to find out more about the ingredients used in your dishes.</p>	Ingredient	fresh	frozen	dried/ instant	canned
	vegetable				
	eggs				
	meat				
	milk				
	Side dish (potatoes, rice, etc.)				
<p>What is the percentage of fresh ingredients in the school cafeteria? Choose a weekly menu or 2 dishes and count ingredients that were used in fresh form. You can compare the number of fresh and non-fresh ingredients or do a more detailed survey and compare the capacity or weight of fresh/non-fresh ingredients. Also specify the method you used to learn the final number.</p>					

6. FOOD WASTE

QUESTION	ANSWER				
<p>Conduct a detailed analysis of how much food is thrown out daily in the cafeteria.</p> <p>In the mandatory part of the Analysis you analysed the amount of food waste per week (what eaters returns and what is left in the kitchen and thrown out). How much food is that per person in the school? How much is it roughly over the whole year? If you decide to reduce the amount of waste, do the same measurement again after completing all the tasks you choose. Compare the same meals.</p>		Meal	Amount in kg or in litres	Per person	Per person per year
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Total				
<p>What foods and drinks are most and least popular with pupils?</p> <p>Are your findings related to what is the most wasted in the cafeteria? If yes, what can be done about this in the context of responsible food consumption?</p>		Most popular		Least popular	
	Snack				
	Soup				
	Main course				
	Dessert/fruit				
	Drink				

<p>What food would students like to have in the cafeteria? If you find out what dish students would welcome, you can consider it in terms of responsible consumption. Then you can try to speak to the head of the cafeteria about making it part of the menu. Schoolmates will be pleased. If you don't find the meal suitable, you can try to influence schoolmates and inform them more about responsible eating. Then try the poll again and see if you were successful...</p>	
<p>Do students throw away in school and its surroundings food they can take out of the school cafeteria?</p>	
<p>Is it possible to pick the type of side dish or decline part of the meal?</p>	
<p>Is there an option to replace part of the meal with something else? For example, replacing meat with vegetables.</p>	
<p>Can somebody express their feelings about the cafeteria menu and change it? How much is this option used?</p>	<p>Students <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Teachers <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Parents <input type="checkbox"/> YES <input type="checkbox"/> NO</p>

QUESTIONS FROM RESPONSIBLE FOOD CONSUMPTION TOPICS

<p>Does the school cafeteria provide information on the composition of the food consumed in the school cafeteria? Where is this information found? Is it easily accessible? Is it intended for pupils, parents, or teachers?</p>	
<p>Are the cooks involved in the education of students? How?</p>	
<p>Is the environment of the school cafeteria pleasant for you? Do you like the layout of tables, decorations, cleanliness, table cloths? Are the cooks nice? Are the students nice to cooks?</p>	

School canteen/vending machine

TOPICS OF RESPONSIBLE FOOD CONSUMPTION

	Local and seasonal food	Means of production - bio products with certification, fair-trade, organic farming without certification	Processed food and palm oil	Food waste
<p>Assortment</p> <p>In the empty rows, write in what types are available, e.g. under „Nuts“ you can write in hazelnuts, cashews, etc.</p>	<p>Where do the products in school canteen/vending machine come from?</p> <p>Write down which products come from your country or which are imported. In the case of local products, you should find out if they are local or were produced a greater distance from your region. (You can even find out from how many kilometres they travelled.)</p>	<p>What products in the school canteen or vending machine are bio-products or fair-trade?</p>	<p>What products contain/don't contain palm oil?</p>	<p>What products offered in the school canteen/vending machine are sold the most?</p> <p>Number of items per period selected by you; you can check with the operator.</p>
Nuts				
Fruit				
Sweets				
Crackers				
Hot snacks (fast food - pizza, hot dogs, etc.)				

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Cold snacks (baguette sandwiches, rolls, etc.)				
Beverages				
Dairy products				
Other				

EVALUATION

<p>Of the all products:</p> <p><input type="text"/> % are from local sources</p> <p><input type="text"/> % are from your country</p> <p><input type="text"/> % are imported</p>	<p><input type="text"/> % % are bio-products</p> <p><input type="text"/> % % are fair-trade</p>	<p><input type="text"/> % products are without palm oil</p> <p><input type="text"/> % contain palm oil</p>	<p>The most sold products are:</p> <ol style="list-style-type: none"> 1. 2. 3. . .
--	---	--	--

<p>How much food is thrown out from the canteen per week? Provide the number of kg and the total price.</p>	
<p>Is any part of discarded food being composted? How much?</p>	
<p>Can pupils/teachers/parents influence the assortment of the canteen/vending machine? If so, state who.</p>	
<p>Are there any products available for people with special diets? Which diet?</p>	

How do you eat at home?

Dear students and parents,

On behalf of all the members of the Eco-Schools Committee for the „We Eat Responsibly“ project, we would like to ask you for help in analysing food consumption in households. The questionnaire you are holding is very important for our work. Aside from the fact that everyone on our team will fill it out with the help of their parents, we are asking the same of our schoolmates and their parents as well. This way we hope to get an idea of what food consumption in our homes looks like. This information will help us decide what activities our Action Plan should pursue.

We would be very glad if you could help us with this decision by filling out this questionnaire. We promise to evaluate your responses anonymously and to use them solely in order to plan our activities. Thank you very much in advance.

If you have any questions about the form, please ask. We will be happy to answer. Under each question there are instructions for answering them. At the beginning of the form you can find basic instructions on who should ideally fill out the form.

Your Eco-School Committee

The questions marked in purple are addressed to students directly and should be answered by them. If the questions concern the whole family (shopping, cooking and handling of food), it is best if the students consult with their parents while answering them.

1. WE WOULD LIKE TO KNOW WHERE YOU GET YOUR FOOD. FOR EACH STATEMENT, PLEASE WRITE WHERE YOU NORMALLY ACQUIRE YOUR FOOD.

For each source, check off how much you make use of it.

	Never	Hardly ever	Often	Always
We buy food at a shop.				
We buy food at farmers' markets.				
We buy food directly from the producer/farmer.				
We grow our own food.				

2. IF YOU ANSWERED THAT YOU GROW YOUR OWN FOOD, PLEASE WRITE WHAT FOOD SPECIFICALLY.

.....

.....

.....

.....

3. BASED ON WHAT CRITERIA DO YOU DECIDE WHICH FOOD TO BUY?

Read each statement carefully and on scale of 1 to 4 choose the response that corresponds to how you decide what to buy when shopping. 1 means „It does not describe how I shop at all.“ and 4 means „It fully represents how I shop.“

Check off the selected response for each statement.

	1	2	3	4
We take prices into account so that we pay as little as possible.				
We buy food according to what we feel like eating at the moment.				
We buy food based on the country of origin so that it is as local as possible (grown as close as possible to the place of sale).				
We buy food labelled fair-trade or organic.				
We buy food regardless of visual qualities (e.g. crumpled package, crooked carrots or cucumbers, etc.).				
We buy food that does not contain palm oil if available.				
When buying fruits and vegetables we prefer those that are in season (those that are growing and ripening locally at the moment).				

4. HOW OFTEN DO YOU EAT THE FOLLOWING AT HOME

Check off an appropriate answer.

	Every day	Every other day	Twice of once a week	Less frequently
meat or meat products (ham, bacon, hot dogs, lard, etc.)				
vegetables				
fruit				
ready-made meals (frozen pizza, instant porridge, instant roux, bouillon cubes, ready-made frozen meals, etc.)				

5. CHILDREN, FILL IN HOW MANY TIMES A WEEK YOU EAT BREAKFAST...:

	Every day	Every other day	2-3 times a week	Less often
...at home.				
...on the way to school at a shop.				
...on the way to school at a fast food place.				
...purchased at school (canteen/vending machine).				
...prepared in the cafeteria.				

6. HOW OFTEN DO YOU GO TO FAST FOOD OUTLETS:

	Every day	Every other day	Twice of once a week	Less frequently
Sami.				
S kamarády.				
S rodiči.				

7. DO YOU BASE YOUR DIET ON THE SEASON IN YOUR COUNTRY? FOR EXAMPLE, IN SPRING YOU EAT RADISHES AND IN AUTUMN YOU COOK WITH SQUASH.

Check off the appropriate answer.

Definitely not Rather not Rather yes Definitely yes **8. DO YOU (CHILDREN) KNOW HOW TO COOK ANYTHING?**

Select the appropriate answer.

Yes No

If so, what?

9. WHERE WERE THE FOODS YOU EAT OR USE FOR COOKING AT HOME MADE?

Over the course of a weekend, write down the foods you ate at home and check off where they came from. Add lines according to your needs. Use the grey fields below as inspiration.

Type of food	Area of origin - tag one of the relevant pictures based on the fact if the food comes from			Does it come directly from a farmer, local producer or your own garden?
	your country	EU	World (add a continent of origin)	
grapes				
garlic				
cheese				

10. HOW OFTEN DO YOU THROW OUT UNUSED FOOD AT HOME?

Check off the answer that best corresponds to reality.

Every day	<input type="checkbox"/>
Every other day	<input type="checkbox"/>
Twice or once a week	<input type="checkbox"/>
Less frequently	<input type="checkbox"/>

11. WHAT DO YOU DO WITH FOOD THAT'S PAST ITS BEST BEFORE DATE?

Check off the answer that best corresponds to reality.

We automatically throw it out.	<input type="checkbox"/>
We throw some out and feed some to animals.	<input type="checkbox"/>
We throw some out and what we think is still good we eat.	<input type="checkbox"/>
We consume it all; we don't pay any attention to best before dates.	<input type="checkbox"/>
We handle it differently.	<input type="checkbox"/>

Please specify:

12. WHAT ARE THE REASONS FOR THROWING AWAY UNUSED FOOD AT HOME?

	Never	Hardly ever	Often	Always
It goes bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It goes past its best before date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We cook too much and food is left over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nobody feels like eating it anymore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There's an accident (falls on the floor, burns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. WHAT TYPE OF INGREDIENTS DO YOU THROW AWAY THE MOST OFTEN (PASTRY, FRUIT, DAIRY PRODUCTS, ETC.)?

.....

.....

.....

14. HOW MANY MEMBERS ARE IN YOUR FAMILY?**15. TO WHAT EXTENT DO YOU THINK WE CAN INFLUENCE THE WORLD BY MAKING CHANGES IN THE AREAS THAT THE QUESTIONNAIRE FOCUSED ON?**

Check off one of the boxes after the statement that matches your opinion.

By changes in these areas:	<input type="checkbox"/> We cannot influence the world at all.
	<input type="checkbox"/> We probably cannot influence the world.
	<input type="checkbox"/> We probably can influence the world.
	<input type="checkbox"/> We can strongly influence the world.

Evaluating the questionnaire:

The first thing you can find out is what percentage of the questionnaires came back to you filled out and what percentage of the school's students filled one out.

Number of students:.....X

Number of questionnaires distributed:.....Y

Number of filled out questionnaires received:.....Z

What percentage of students filled out the questionnaire? $(Z/X)*100$

What percentage of questionnaires came back filled out? How successful were we in acquiring responses? $(Z/Y)*100$

What did we find out from the questionnaire?

Take the individual questionnaires and make lines by the answers. For example, if we had 30 respondents.

How often do you cook at home?

Responses:

Every day |||||

Every other day |||||

Twice a week |||||

Once a week ||

Less frequently

Record the numbers in a table: add how many times each answer was given and consider whether it's a good amount or whether it could be improved. You may want to mark those that could be improved with a coloured pencil.

Number of responses	Evaluation			
	How frequent are the responses? Number of responses/number of respondents * 100	What does the result mean?	What's good about it?	What could be changed?

EXAMPLE: HOW OFTEN DO YOU MAKE FOOD AT HOME?

Numbers and suggestions are only an example.

Every day	6	$6/30=0,20$, $0,20*100=20\%$	20 % of families cook at home every day	<p>We think that the fact that a third of families cook every other day is good.</p> <p>Cooking twice a week seems like not very much to us and it looks like a lot of families cook only twice a week.</p> <p>We could increase the number of families who cook more than twice a week. It seems to us quite a lot that half of families only cook on the weekend.</p>
Every other day	10	$10/30=0,33$, $0,33*100=33\%$	33 % of families cook every other day	
Roughly twice a week	12	$12/30=0,40$, $0,40*100=40\%$	40 % of families cook twice a week	
Once a week	2	$2/30=0,07$, $0,07*100=7\%$	7 % of families cook once a week	
Less frequently	0		Nobody cooks less than once a week	

1. WHERE DO YOU GET YOUR FOOD?

We buy food at a shop.					
Never					
Hardly ever					
Often					
Always					
We buy food at farmers' markets.					
Never					
Hardly ever					
Often					
Always					
We buy food directly from the producer/farmer.					
Never					
Hardly ever					
Often					
Always					
We grow our own food.					
Never					
Hardly ever					
Often					
Always					

2. IF YOU'VE ANSWERED THAT YOU GROW YOUR OWN FOOD, PLEASE WRITE WHAT FOOD SPECIFICALLY.**3. BASED ON WHAT CRITERIA DO YOU DECIDE WHICH FOOD TO BUY?**

We take prices into account so that we pay as little as possible.					
1 It does not describe how I shop at all					
2					
3					
4 It fully represents how I shop					
We buy food according to what we feel like eating at the moment.					
1 It does not describe how I shop at all					
2					
3					
4 It fully represents how I shop					

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I buy food based on the country of origin so that it is as local as possible (grown as close as possible to the place of sale).					
1 It does not describe how I shop at all					
2					
3					
4 It fully represents how I shop					
I buy food labelled fair-trade or organic.					
1 It does not describe how I shop at all					
2					
3					
4 It fully represents how I shop					
We buy food regardless of visual qualities (e.g. crumpled package, crooked carrots or cucumbers, etc.).					
1 It does not describe how I shop at all					
2					
3					
4 It fully represents how I shop					
We buy food that does not contain palm oil if available.					
1 It does not describe how I shop at all					
2					
3					
4 It fully represents how I shop					
When buying fruits and vegetables I prefer those that are in season (those that are growing and ripening here at the moment).					
1 It does not describe how I shop at all					
2					
3					
4 It fully represents how I shop					

4. HOW OFTEN DO YOU EAT THE FOLLOWING AT HOME:

meat or meat products (incl. ham, bacon, hot dogs, lard, etc.)					
Every day					
Every other day					
Twice or once a week					
Less often					
vegetables					
Every day					
Every other day					
Twice or once a week					
Less often					
fruit					
Every day					
Every other day					
Twice or once a week					
Less often					
ready-made meals (frozen pizza, instant porridge, instant roux, bouillon cubes, ready-made meals, etc.)					
Every day					
Every other day					
Twice or once a week					
Less often					

5. CHILDREN, HOW MANY TIMES A WEEK DO YOU EAT BREAKFAST...

...at home.					
Every day					
Every other day					
2-3 times a week					
Less frequently					
...on the way to school at a shop.					
Every day					
Every other day					
2-3 times a week					
Less frequently					
...on the way to school at a fast food place.					
Every day					
Every other day					
2-3 times a week					
Less frequently					
...purchased from the school canteen/vending machine.					
Every day					
Every other day					
2-3 times a week					
Less frequently					
...prepared at the cafeteria.					
Every day					
Every other day					
2-3 times a week					
Less frequently					

6. HOW OFTEN DO YOU GO TO FAST FOOD OUTLETS...?

alone?					
Every day					
Every other day					
Twice or once a week					
Less frequently					
with friends?					
Every day					
Every other day					
Twice or once a week					
Less frequently					
with parents?					
Every day					
Every other day					
Twice or once a week					
Less frequently					

7. DO YOU CHANGE WHAT YOU EAT BASED ON WHAT IS IN SEASON IN YOUR COUNTRY? FOR EXAMPLE, IN SPRING YOU EAT RADISHES AND IN AUTUMN YOU COOK WITH SQUASH?

Definitely not					
Rather not					
Rather yes					
Definitely yes					

8. DO YOU (CHILDREN) KNOW HOW TO COOK ANYTHING?

Yes					
No					
If so, what? Write down meals that appear in the questionnaires. You can add some more and create a cook book.					

9. WHERE WERE THE FOODS YOU EAT OR USE FOR COOKING AT HOME MADE?

Your country					
European Union					
World (add a continent of origin)					
Directly from a farmer, local producer or your own garden?					

10. HOW OFTEN DO YOU THROW OUT UNUSED FOOD AT HOME?

Every day					
Every other day					
Twice or once a week					
Less frequently					

11. WHAT DO YOU DO WITH FOOD THAT'S PAST ITS BEST BEFORE DATE?

We automatically throw it out.					
We throw some out and feed some to animals.					
We throw some out and what we think is still good we eat.					
We consume it all; we don't pay any attention to best before dates.					
We handle it differently.		How?			

12. WHAT ARE THE REASONS OF THROWING AWAY UNUSED FOOD AT HOME?

It goes bad.					
Never					
Hardly ever					
Often					
Always					
It goes past its best before date.					
Never					
Hardly ever					
Often					
Always					
We cook too much and food is left over					
Never					
Hardly ever					
Often					
Always					
Nobody feels like eating it anymore					
Never					
Hardly ever					
Often					
Always					
There's an accident (falls on the floor, burns)					
Never					
Hardly ever					
Often					
Always					

13. WHAT TYPE OF INGREDIENTS DO YOU THROW AWAY THE MOST OFTEN (PASTRY, FRUIT, DAIRY PRODUCTS, ETC.)?

Write down the types of food that are thrown away the most often. If there is one type thrown away a lot, you can plan a special campaign to reduce it.

14. HOW MANY MEMBERS ARE IN YOUR FAMILY?

From this number you can find out the average size of families. If you want to discover how shopping and eating habits change in different families, you can use this number. But if you decide to do that, don't forget to change the way you are evaluating the results of questionnaires.

15. TO WHAT EXTENT DO YOU THINK WE CAN INFLUENCE THE WORLD BY MAKING CHANGES IN THE AREAS THAT THE QUESTIONNAIRE FOCUSED ON?

We cannot influence the world at all.				
We probably cannot influence the world.				
We probably can influence the world.				
We can strongly influence the world.				

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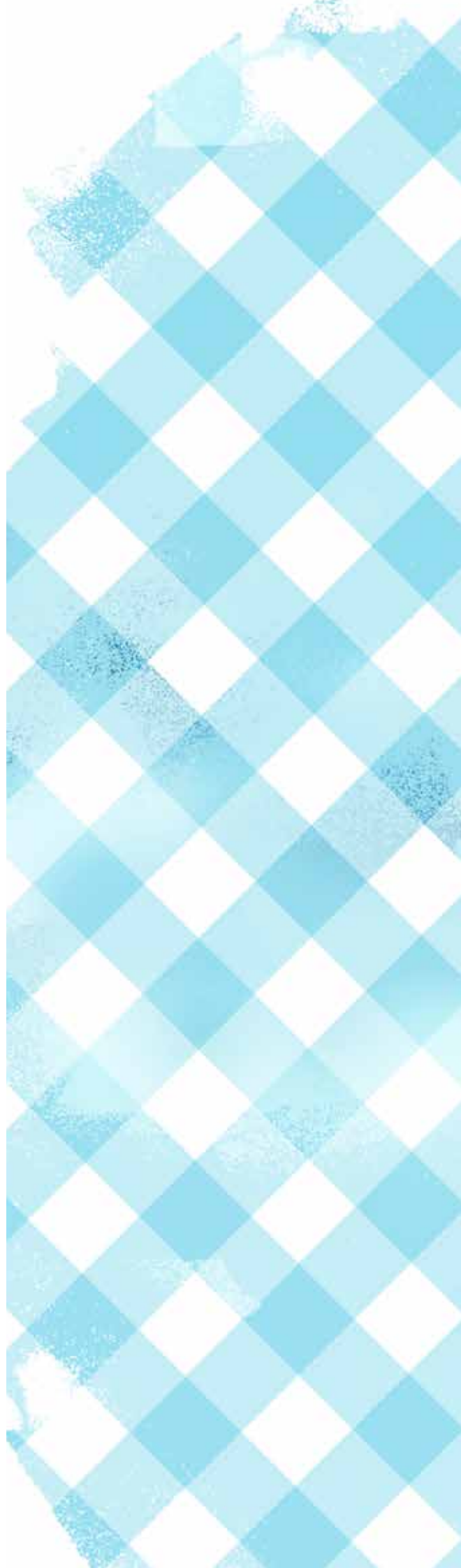
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