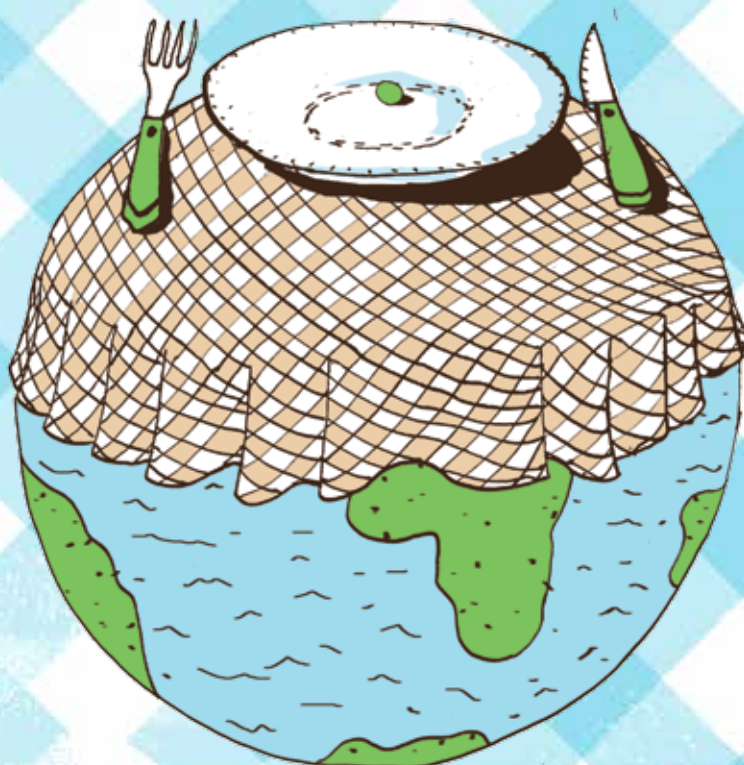
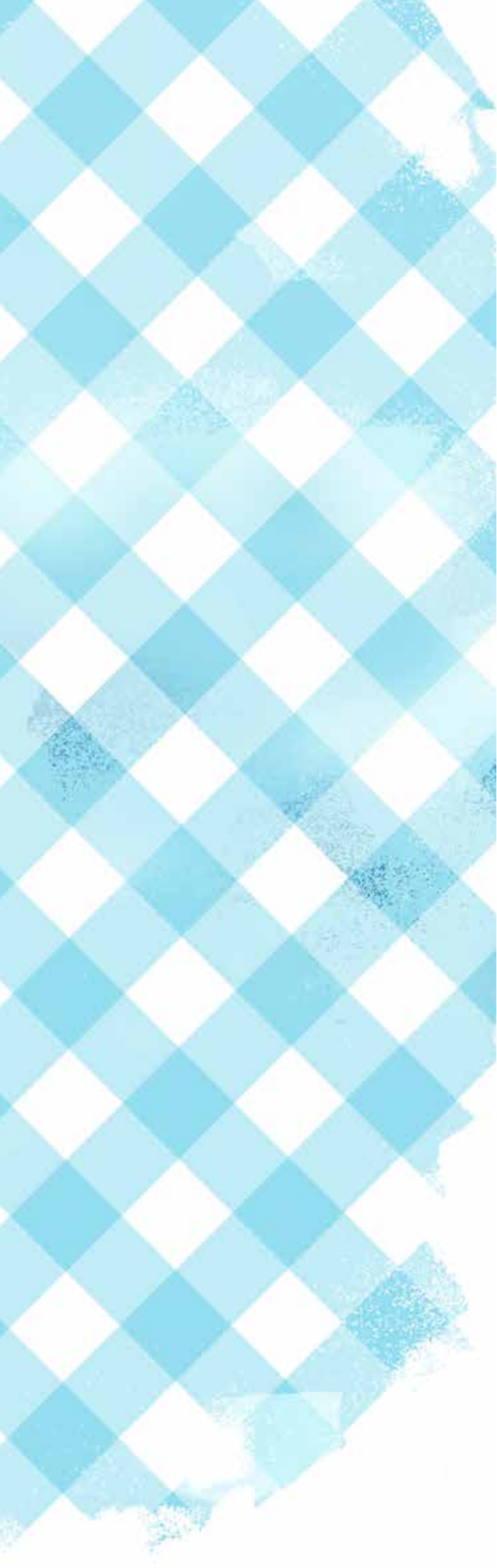




7 STEPS TO RESPONSIBLE FOOD CONSUMPTION





The Methodology is designed for all school age categories. Texts for each category are linked to a specific icon.



**Text for
pre-schools**



**Text for primary
schools**



**Text for secondary
schools**

Be inspired by the activities that are devoted to different age categories. Some activities can be adapted for younger or older students.

“You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.”

JANE GOODALL

Dear teachers,

The Methodology handbook that you are now holding was created as a part of the We Eat Responsibly project, the purpose of which is to help young people from the new EU member countries understand the connection between their eating habits and the global challenges for future generations and to work hard to promote a sustainable way of life with regards to the surrounding world.

The means of production, distribution and food consumption have an enormous impact not only on our health but also on natural resources, climate change, the loss of biodiversity and the changing environment. They influence the quality of life of people in different parts of world. Every day we make choices that have an impact on the world around us. With responsible food choices we can contribute to shaping the world we would like to see around us. How can we do that? By eating with knowledge that what we put on the plate should benefit not just ourselves but also the world around us. You can read how small changes in our eating habits can have a big impact in the handbook Menu

for Change – Why Responsible Food Consumption Matters.

The We Eat Responsibly methodology employs the proven concept of 7 steps used internationally at Eco-Schools. It brings a new, attractive and current topic to Eco-Schools that is closely connected with other Eco-School themes. The aim is to provide you, teachers, support for the inclusion of the topic of responsible eating in the education process. It emphasizes deep understanding of the problem and offers specific methods for exploring the topic with pupils.

We are aware of the broadness of the responsible food consumption topic and that is not possible to cover it all. That is why we have divided it into 6 sub-topics: local and seasonal food, agrobiodiversity, food waste, processed food and palm oil, meat consumption and means of production – bio, fair trade.

We hope you enjoy working with this Methodology handbook!

DON'T FORGET:

There are electronic documents that are part of the Methodology – Food Review and Appendixes. You can find them under Materials on the We Eat Responsibly project website at www.eatresponsibly.eu.

As part of the We Eat Responsibly project (“Eat Responsibly! An action-oriented global learning program for EYD 2015 and beyond”), the following documents were created:

- **The handbook Menu for Change – Why Responsible Food Consumption Matters.**
- The website of the We Eat Responsibly project at **www.eatresponsibly.eu**.
- The international Facebook page We Eat Responsibly.

7 Steps to Responsible Food Consumption – Contents

ECO-SCHOOLS COMMITTEE

- Assembling an appropriate team for the topic of responsible food consumption.
- Dividing up and defining roles among team members.
- Getting motivated for a new topic.



...9

FOOD REVIEW

- Investigating the cafeteria and canteen and taking a glimpse into our homes.
- Evaluating the results and seeing what could be improved upon.



...15

ACTION PLAN

- Finding out from the Food Review results which area of the topic of responsible food consumption needs to be improved.
- Agreeing what to specifically change.
- Creating a plan for the year to help us come closer to responsible food consumption.



...20



MONITORING AND EVALUATION

- Agreeing how to record and evaluate the ongoing achievement of targets.
- Continuously monitoring and evaluating our steps.

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CURRICULUM WORK

- Try to understand the global perspective of responsible food consumption.



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INFORMING AND INVOLVING

- Informing others within and outside the school of our progress on the topic of responsible food consumption. Learning to interpret our activities and the results, writing an article, creating a board, poster and website and reporting through social media.
- Organising an event on the topic of responsible food consumption for schoolmates, parents and the public.
- Cooperating with parents, the general public, food experts, farmers, cooks, vendors, etc.



...32

ECO-CODE – code of responsible food consumption

- Agreeing on what is important for us in the topic of responsible food consumption and adding it to our Eco-Code.



...42

Do you know what dish Czechs like best?

According to studies, it is something that is considered a typical Czech dish with a long tradition. It is named after the quality, protein-rich cut of beef found in the rear quarter of the cow. Root vegetables and spices play an important role. Do you have an idea or have you even figured it out?

Yes, it is **svíčková**.

SVÍČKOVÁ ACCORDING TO M. D. RETTIGOVÁ'S COOKBOOK FROM 1825:

Meat

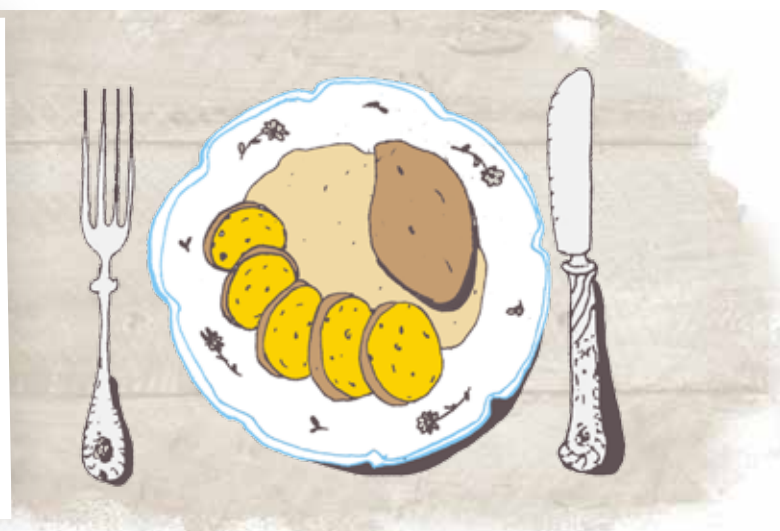
Beef sirloin

Bread dumplings

Buns, butter, egg, water, salt

Sauce

Onion, spices (black pepper, cloves, ginger, thyme, allspice, bay leaf), celeriac, parsnip, butter, meat scraps, beef broth, vinegar



SVÍČKOVÁ ACCORDING TO THE BESTSELLING COOKBOOK OF 2014, CHEAP AND TASTY BY LÁĎA HRUŠKA:

Meat

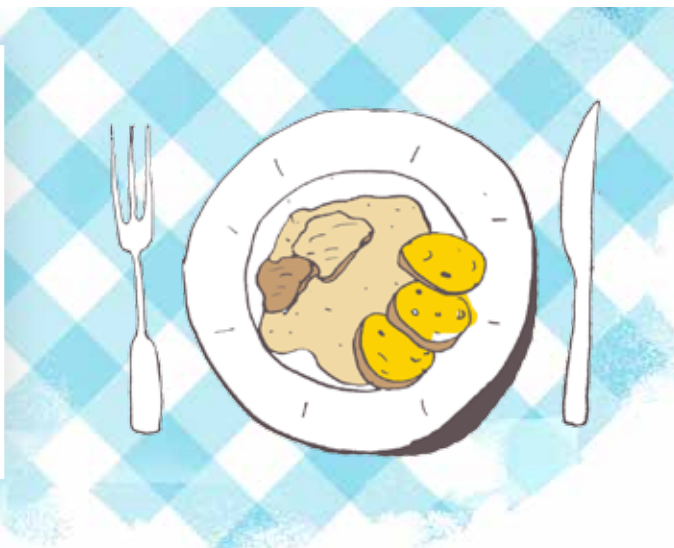
Chicken

Mug dumplings

Flour, egg, rolls, milk, salt

Sauce

„Halali“ pickled vegetable mix, flour, cream, sugar, water



SVÍČKOVÁ BY THE VEGETARIAN RESTAURANT LUCKY'S VEGE BISTRO IN TŘEBÍČ:

Meat

Robi meat substitute smothered in soy sauce mixed with celeriac bacon

Vegan spelt dumplings

Spelt flour, fresh yeast, puffed rice, water, salt

Sauce

Root vegetables, spices (bay leaf, black pepper, juniper), vegan cream (soy, rice, almond, etc.), onion, vinegar, malt, salt, rice flour, water



OR DO YOU LIKE A DIFFERENT KIND? YOURS:



Meat

Dumplings

Sauce

As you can see, there are nearly as many varieties of svíčková as there are cooks. There is no longer any universal recipe and everyone makes it in their own way. Some people like to add a slice of lemon, some cream, whipped cream or cranberry sauce... And svíčková – beef sirloin – the kind of meat the food is named after, is often not found on the ingredient list at all.

Whatever recipe you like best, let us pose the question: „**Could we change our svíčková in any way? Make our dish a little better?**“ not only in terms of taste but also with respect to oneself and the world around.

Taking a little step towards more responsible food consumption does not necessarily mean that we

need to abandon the things we like, but we can think about how the food gets to our plate, what the story behind it is and what influence it has on us and our world (more in the handbook Menu for Change - Why Responsible Consumption Matters). For example, in our svíčková we don't need to replace the carrots, but we can change where the vegetables come from (import vs. local), etc.

Let's try and set out together on this difficult but very enlightening journey towards more responsible consumption. The most important thing is to take the first steps, and here we have seven of them in the form of this Methodology of **7 Steps to Responsible Food Consumption**.

Happy travels and bon appétit!

How to motivate students to investigate the issue of responsible food consumption?

It is important for students to have fun during the project, to want to continue and overcome even the more difficult and less attractive parts that may turn up over the course of their efforts. The storyline of motivational activities that ties together all 7 steps can help with this.



MOTIVATIONAL STORYLINE FOR PRE-SCHOOLS

This is a story in which an animal runs into „food“ troubles and asks the children for help. The children gradually help create the story and accompany it with illustrations as they move through the project. The result is a large poster with illustrations accompanied by text or a book with the children's illustrations and the story.

The animal protagonist in the story is Mr. Hamster, who is looking for a suitable place for his family to be happy. Such a place must also provide good, high-quality food. The Hamster family knows that their food has to be good enough for them and for their environment, as it enables them to live happily. So, they want to know how can they grow their own food. What everything do they have to know before they move? Is your pre-school a place where the Hamster family could settle? Come find out with Mr. Hamster. A hamster appears, coming to visit before each step and discussing the current issue and what should be done with the children...



MOTIVATIONAL STORYLINE FOR PRIMARY SCHOOLS

A farmer from the past who once had a farm where the school now stands, reaches out to the students through letters. Using a mirror to the future inherited from his ancestors, he sees what is happening today where his farm once stood. Through comics and letters, he starts to find out with the students' help what made his fields disappear, what students eat, where their food come from and who produces it or who cooks for them...

The pupils publish their output, their responses to the farmer's questions and requests, using a bulletin board, and they can also process them into, for example, a diary.



MOTIVATIONAL ACTIVITY FOR SECONDARY SCHOOLS

The students' task is to make a short (10 min) film on the topic of responsible food consumption based on the results of the Food Review. They select a specific problem from the weaknesses that they will deal with in the further steps while at the same time working on the film, which in the end will be shared on the website for the We Eat Responsibly project.

1. Eco-Schools Committee

The first step is to build a competent and motivated team of pupils, teachers, and possibly other members to deal with the topic of responsible food consumption in your school. You can take advantage of the existing Eco-Schools Committee from the Eco-Schools programme. It is also possible to create a new team focusing on the topic of responsible food consumption, but they will be in close contact with the committee that is already working and will report on the topic.



Motivational activity for pre-schools



TASK:

At the first meeting introduce the children to the situation: a new and unexpected visitor has turned up at the school and left a message for them. You can give the children a riddle (describe a hamster and they'll guess what animal it is) or you can learn a poem or song about a hamster together. Then you can all look for where the hamster turned up together, discovering the message where Mr. Hamster introduces himself and his family and asks for help. He asks the children to present the committee to him, its individual members and their roles.

WHAT IS NEEDED:

- A place in the pre-school, ideally where the Eco-Schools Committee meets, where the hamster will regularly show up, leaving messages and aids, and where the children can visit him. You can also put up output and information from the project at this spot.
- Message 1 filled and printed out, see Appendix 1.
- Printed out the illustration of the Hamster family, see Appendix 2.

MESSAGE 1

Hi kids!

Am I in the right place? Is this the pre-school of *.....?

I'm Mr. Hamster and a friend of mine told me that your pre-school has clever children that might be able to help me. You see, I have a difficult task. My wife, Mrs. Hamster, sent me out to find a new good place to live for our large family. Mrs. Hamster is verrrry careful and caring, but like any mother she wants only the best for our children. And this applies to food as well. She sent me out to find a new place where we could live well and where there is good food that would be as healthy for us as for the Earth. Do you think your pre-school might be such a place? Mrs. Hamster gave me a number of things I need to find out about this place; can you help me?

Before we get started though, I'd like to introduce you to our whole family – our hamster team... **

So, this is it – our hamster team. What about yours? What's your role on the team? What are you good at?

* Teacher fills in the school name.

** Show the children the illustration of the Hamster family; see Appendix 2.

TIP

You can put the illustration of the Hamster family with the caption up on the bulletin board, and next to it the children could create their poster introducing the Eco-Schools Committee – stick on a picture of the various members, write their name and what role they have on the team. Writing down the roles should be preceded by dividing up the roles on the team – who is responsible for what, what roles will be needed, who is good at what.

Motivational activity for primary schools



TASK:

At the first meeting, give the pupils the first part of the comic. Steer them to look for the mailbox, where they find a letter with more information. After reading the letter, do the Assigning Roles activity (see page 13) and put the results on the bulletin board. The pupils must respond to some letters. They should use the Eco-Schools board for their responses, where both the farmer from the past and everyone in the school will see them.

WHAT IS NEEDED:

- Printed-out comic „Strangers in the Mirror“ – see Appendix 3.
- Printed-out first letter – see Appendix 4 (place it in the mailbox before the meeting so that the students can go to the box and find it as soon as they've read the comic).
- A mailbox, which you should place by the Eco-Schools board and into which you will gradually place the letters.

„STRANGERS IN THE MIRROR“ LETTER

Strangers in the mirror,

I am writing you this letter because I must find out what happened. I've gone too far and there's no way back. My curiosity will not let me sleep. What happened to my farm and everything around it? Where does your food come from? What do you eat? What has happened?

I should introduce myself. My name is....., and I'm a farmer on a family farm I inherited from my father, who inherited it from his father and so forth for several generations now. I take care of the animals on the farm, the fields, the orchard... We live off what we grow here and the surplus we sell or exchange with neighbours.*

But who and what do I see in this mysterious mirror that looks into the future? That's not my farm! And who are you? What are you doing? What are you taking care of? Please write me a response on that colourful board I saw in the mirror.

* Teacher fills in the name of the farmer.

Motivational activity for secondary schools



TASK:

Do the activity „*What Do I Consider Responsible Food?*“ with the students; see below. After you have defined responsible food, let's look at how our food connects us with the world using the example of responsible food consumption. Encourage students to explore what hidden stories of their food are and tell them that they are supposed to make a short film on the topic of responsible food consumption based on the results of the Food Review. As an example, you can show them the film *He Risked His Life to Save the Day* (use the link https://www.youtube.com/watch?v=KkYuCl_Qflw, or find another suitable film).

First of all, however, just like in a film, it must be clear in the Eco-Schools Committee who has what role, who is responsible for what, who's good at what and how they can contribute, so that the team runs smoothly.

Do the *Assigning Roles* activity (see page 13) with the students. You can use the names of filmmaking professions for this case (chef = director, supplier = scriptwriter, manager = producer, etc.).

ACTIVITY

What Do I Consider Responsible Food?



OBJECTIVE:

A first reflection on the topic of responsible food consumption to learn what students think about the term “responsible food” – a starting point to be worked with over the course of the project.

TIME: 20-30 minutes

WHAT IS NEEDED:

- A food to taste from everyone with a statement about the food.
- A large piece of paper or board for writing definitions.

TASK:

Before the first meeting of the Eco-Schools Committee, ask the students and other members to bring a food to the meeting that they consider, for whatever reason, „responsible“. They should bring enough food that every member can at least taste it. The members will also prepare a little slip of paper with a brief statement (may be anonymous) on why they consider the given food „Responsible“. At the meeting, a small buffet is made with the food and accompanying statements, and at an appropriate

moment everyone will have the opportunity to taste what has been brought in. Over the course of the tasting, the Eco-Schools Committee members will read the statements. Using the statements about the food, ask the students to try to come up with their own definition of „responsible food consumption“, what they imagine it means at this moment, and write it down on the paper.

It is likely that now, at the start of the project, the students will base their opinions on what is close to them and what they know. They will likely not yet be able to cover all aspects of responsible food as they are described in the introductory chapter. However, this is not a bad thing: it is good that their definition is their own, created by them based on their own current thinking on the topic.

Set this definition aside and use it again for the final evaluation of the project (or at an appropriate moment during the project) and ask the students to build on it. Over the course of the project they will certainly develop other views of what responsible food is and what we can take into account when consuming it. Discuss with them how their view has changed and what new things they've discovered.

ACTIVITY

Assigning Roles



OBJECTIVE:

Students divide up roles on the Eco-Schools Committee based on their preferences.

Team work requires the participation of all members and all their roles might have crucial meaning for the success of the team. Roles help pupils realize their qualities and take responsibility for the activities of the team. For greater effectiveness, it is best that everyone takes a role that suits them best. But what role is that? This activity should help them discover the answer.

TIME: 30 minutes

WHAT IS NEEDED:

- Cut-out descriptions of the roles, so that each pupil has one role; see Appendix 5.
- Illustration of „Eco-Schools Committee in the Kitchen“ (see Appendix 6), for each group.
- Cut-out business cards (see Appendix 7), so each pupil has one business card.

DESCRIPTION OF ACTIVITY:

Each pupil receives a slip of paper with a role (randomly, so the roles can't be seen – they can be drawn from a hat).

1. Each pupil silently reads the characteristics of the given role and considers whether the role is right for them.
2. The pupils form groups according to the role they received (chefs together, suppliers together, etc.). Each group receives the illustration „Eco-Schools Committee in the Kitchen“, where all the roles are named and described. For each role, including their own, they nominate someone from the Committee (the role may be suited to multiple people) who they think would be suitable. The rule is that all the pupils on the Committee must be assigned a role.

3. Everyone in the group also picks one of the offered roles for themselves, the one that best corresponds to their abilities and skills and which they would like to perform.

4. Each group presents the role they originally drew to the whole Committee, their proposed person(s) who they think should perform that function and states the reasons why. The other groups then also state who they would assign this role to. The persons in question then state whether they also selected this role and whether they would happily perform it. Then everyone agrees together on a final decision and writes down the result. (Each pupil has the right to reject a given role, but in the end, they must choose one of the roles available.)

5. Once the roles have been divided up, each pupil creates their own business card, which they then put up on the bulletin board. It will have the symbol and title of the given role, the name and photo of the pupil holding it and each student chooses the attributes and characteristics from the role description that best capture them, briefly adding what specifically they will be doing. Each role can be held by multiple people and each of them may have slightly different qualifications for the role (e.g.: Supplier George is communicative, can quickly react to the situation and is good at sorting information. Supplier Ellen is curious, likes to seek out information from different sources and is good at picking out the most important things to share). The whole Eco-Schools Committee will thus present itself on the bulletin board or in a different place.

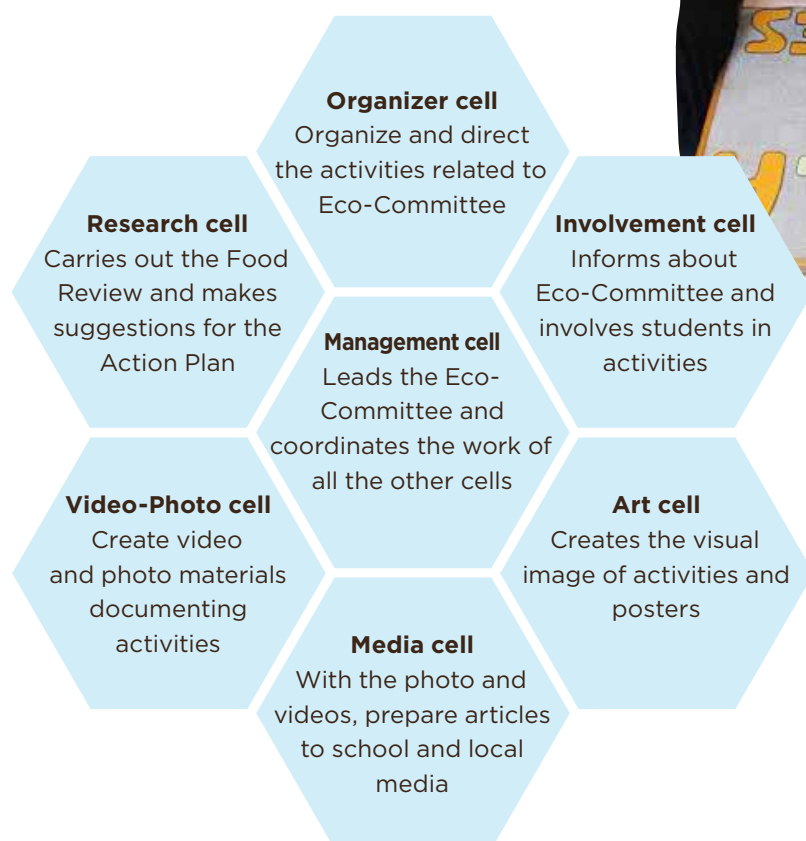
Dividing responsibilities with the cell system

Rezekne Polish State Gymnasium. Latvia

A very strict distribution of responsibilities can often be replaced by a bit more indirect role distribution, where the tasks are divided by groups of students – or Cells, as in the following example from the school in Rezekne. We believe that it could be a good option for larger schools, where there are older students that feel better working in groups. The “functions” of the cells are similar to what the suggested roles for students are, some are united together and others added as seen below.



Eco-Committee, Rezekne Polish state gymnasium, Latvia



2. Food Review

When we want to change something, it is good to find out how we are doing now and base the further steps on that. This is also true for responsible consumption of food. Thus, we start with a Food Review. You can find the worksheets with the questions you and the Eco-Schools Committee will be attempting to answer on the electronic version of the document Questions for the Food Review under materials at www.eatresponsible.eu.



What will you find on the Food Review worksheets?

The Food Review covers current things under the responsible food consumption theme such as local and seasonal food, agrobiodiversity, food waste, processed food and palm oil, meat consumption and means of production – bio, fair trade.

The questions are divided up into three parts according to the place you will be asking about – the school cafeteria, school canteen/vending machine and home. Questions for the school cafeteria are divided into mandatory and optional. Mandatory questions are to get a general idea about how well

your school is working with the responsible food consumption topic. The optional questions should help you get more detailed information about the topic you have chosen.

The questions for finding out about responsible food consumption at home have been designed in the form of a questionnaire. It would be good to distribute this questionnaire to as many schoolmates' families as possible.

Motivational activity for pre-schools



TASK:

At the meeting, read the children the message from Mr. Hamster. Then go over the list of questions with the children, including how they will find the answers, who will do what and set a deadline for the Food Review, and then perform the Food Review.

WHAT IS NEEDED:

- Message 2 printed out (see Appendix 8).
- Food Review printed-out worksheets (see *electronic version of the document Questions for the Food Review*).

MESSAGE 2

Hi kids!

As I said, Mrs. Hamster has entrusted me with checking things out here and finding out how you eat and whether our little Hamster family would be OK here. And because Mrs. Hamster doesn't like to leave anything to chance, she gave me a list of questions about food. I'm supposed to find out the answers, but I can't do it myself, as I don't know who to ask and I don't know my way around. Can you help me? Can we figure it out together? We should go and take a look at the cafeteria, and we'll also check things out at your homes. Here are the questions!

Motivational activity for primary schools



TASK:

At the meeting, give the children the next part of the comic entitled „Many Questions“. After reading it, direct the pupils to the mailbox in which you have placed the „Many Questions“ letter before the meeting. After reading it, hand out the Food Review worksheets. Go over the list of questions with them, including how you will find out the answers and who will do what. Set a deadline for the Food Review and then carry it out.

WHAT IS NEEDED:

- „Many Questions“ comic printed out (see Appendix 9).
- „Many Questions“ letter printed out (put the letter in the Eco-Schools Committee mailbox before the meeting).
- Food Review printed-out worksheets (see *electronic version of the document*)
 - Questions for the Food Review.

„MANY QUESTIONS“ LETTER

Dear Eco-Schools Committee,

Now I know who I'm dealing with, but there are still many questions in my head. I've been thinking about it all day while working. Around your school I don't see the fields you work at, the orchard where you pick your fruit, the fields where the animals that provide you with milk and meat graze. Where are your chickens? Do you not eat eggs? Where do you get your food from? Where do you eat? Who grows the fruit and vegetables you eat? And what do you actually eat? Are you satisfied with the food? Could you answer me, please? I know it is a lot of questions and maybe it won't be easy to find the answers. You will have to search in various places and overcome obstacles. But I believe you are the right team for the job and will be able to dig up all the information you need.

Motivational activity for secondary schools



TASK:

Discuss the next task with students at the Eco-Schools Committee meeting. Our filmmaking Eco-Schools Committee has divided up the roles and now it needs to find a good topic for the screenplay. Helping us answer the question „What will our film be about?“ is the Food Review, a list of questions that will help you find out how your school and even your home measure up in terms of responsible food consumption. Then we will select an area to cover in the next steps and upon which we will base our film.

Then hand out the Food Review worksheets to the students. Go over the questions with them, including how you will find out the answers and who will do what. Set a deadline for the Food Review and then carry it out.

WHAT IS NEEDED:

- Food Review printed out worksheets (see electronic version of the document: *Questions for the Food Review*).

How to find out the strengths and weaknesses?

Now comes the time to find out what we're doing well and what we need to improve on.

Pre-schools



TASK:

After you've completed the Food Review, meet with the children over the results and motivate them to work a bit more: Mr. Hamster is eagerly awaiting the children's report – what do the meals at the cafeteria and at home look like? But looking at the report, he finds that he doesn't know what to make of it. Could the children help him interpret the results of the Food Review? What might Mrs. Hamster be satisfied with and what might she not like? Mr. Hamster has prepared little faces for the children that they can assign to the questions according to

how it turned out. The smiley faces are used when they are satisfied with the result, the frowny faces for when things could stand to be improved. You will use the questions with assigned pictograms later in the Action Plan.

WHAT IS NEEDED:

- The set of little faces (smiley, frowny) or different pictograms.
- Completed Food Review worksheets.

Primary and secondary schools



TASK:

At the meeting after the complete Food Review has been conducted, divide the students up into groups and assign the questions to them so that each group has roughly the same number (e.g. Group 1 has questions 1-14 from the school cafeteria, Group 2 questions 15-28 from the school cafeteria, Group 3 questions from the canteen/vending machine and Group 4 the questions on home).

Each group receives a set of thumbs-up and thumbs-down and together assigns them based on whether they are satisfied with the result (thumbs-up) or whether they think that the result is unsatisfactory and something needs to be done (thumbs-down).

When all the questions have been marked, the groups join together and go through the Food Review together and then discuss the problematic questions. You will use the sorted questions later in the Action Plan.

WHAT IS NEEDED:

- Completed Food Review worksheets for the individual groups (each group evaluates part of the Food Review).
- Sets of thumbs-up or thumbs-down for each group.

How did Slovak schools carry out the audit?

MAKE SPARE TIME

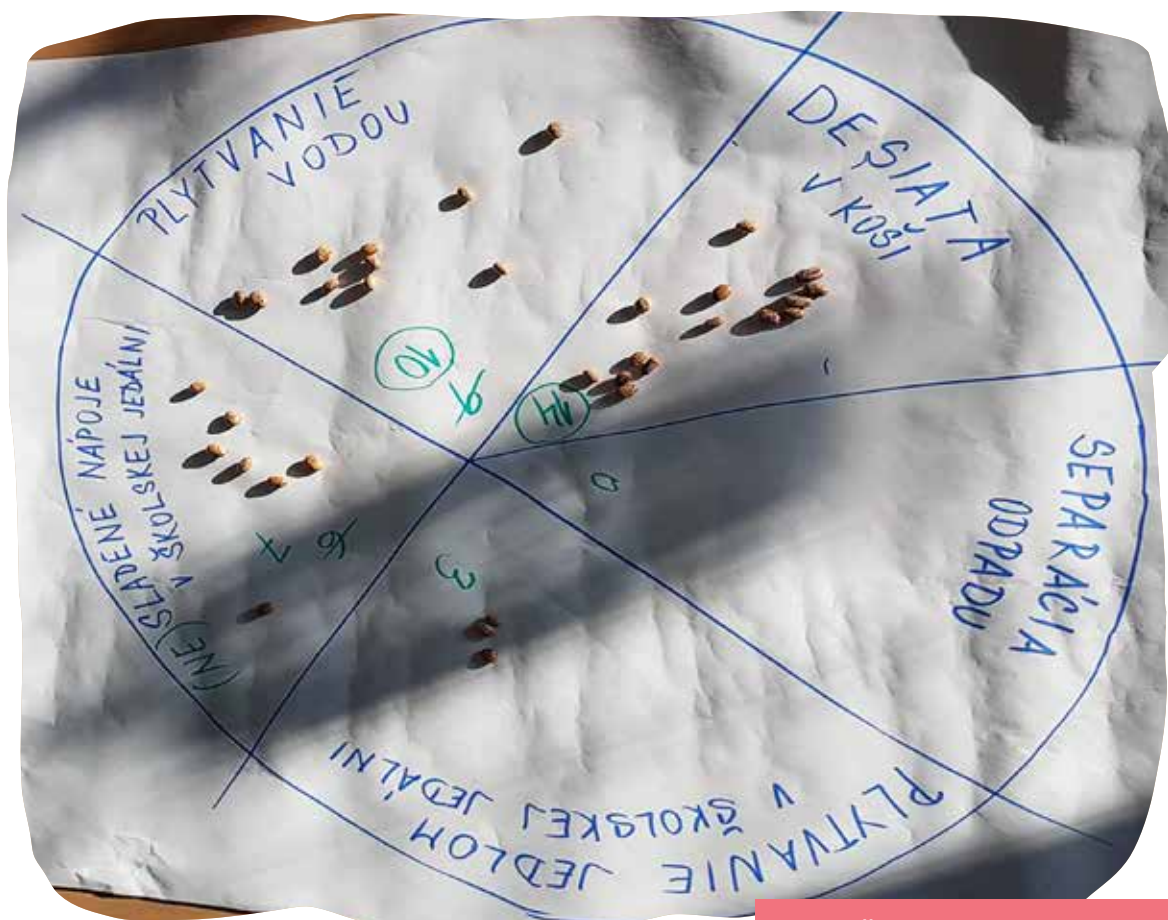
The teacher hung questionnaires gradually on the notice board. Students worked when they had spare time or when they wanted – also together with students from of Eco-Committee but who were interested in the topic of responsible food consumption. Together with the school coordinator, they agreed on the final deadline when everything should be finished, but the whole process was set by students themselves. They didn't feel under pressure and also engaged other students.

BEAN POLL

When the Eco-Committee evaluated the strengths and weaknesses of their school, they created a graph and used beans to vote about the topics they want to focus on the most in their activities.

HOUSEHOLD AUDIT ON THE WEBSITE

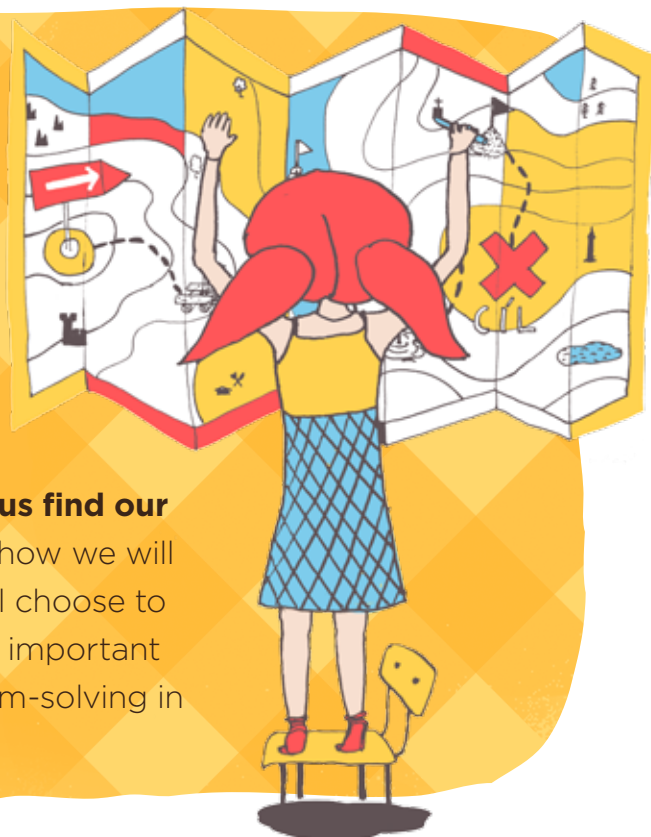
As the Eco-Committee wanted to reduce the use of paper, they put the questionnaires for households on the school website. Parents also received a questionnaire via email, and they managed to get many answers.



Bean Poll

3. Action Plan

A good plan is like a good map – it helps us find our way to our destination, i.e. thinking about how we will proceed, what we'll do and what paths we'll choose to achieve our goal numbers among the most important activities for successful learning and problem-solving in everyday human life.



What should we not forget on our path?

- **Starting point** – The place we currently are and from where we will set out on our journey towards our destination – we determine it using the Food Review.
- **Target** – A clearly defined place we wish to get to – what we wish to achieve with the given problem.
- **Action Plan (route plan)** – A number of steps (stages on the path) that must be taken to successfully reach the target – who will be responsible for what, how to perform the given step and by when.
- **Activity** – Implementing the plan – setting out on our path.
- **Evaluating the activity** – Were the chosen steps the right ones? Did we choose too arduous a journey? Did we encounter unexpected obstacles? And if so, did we manage to deal with them? Should we try to propose a different route to the same destination? Did we stray from our goal during the journey? How do we know we've arrived?

How to choose questions for the Action Plan

In the previous step, the Food Review, we chose an area that bothers us the most under the topic of responsible food consumption and which has the weakest points (e.g. Local and Seasonal Food). Now, for the Action Plan it is necessary to select specific questions to focus on and address further. We will attempt to suggest how to improve the situation at the school (in the case of weaknesses) or maintain the current situation (if we choose a question that turned out to be a strength). At the outset we recommend selecting, for example, one weakness

and one strength and formulating goals and a detailed Action Plan for them. It is better to meet two well-formulated goals than multiple objectives that will be time-consuming to achieve.

DON'T FORGET:

When drafting your Action Plan, include planning for the Public Event, which should be the culmination of efforts from the whole year (see sample Action Plan, pg. ...).

Motivational activity for pre-schools



TASK:

Go over with the children what questions in the Analysis have the most frowny faces and discuss whether something could be done so that the Hamster family would like it here. Can you also find something that you are doing well (lots of smiley faces) and you would like to keep it that way? How? Together with the children, try to pick what you will deal with further, what you would like to improve, what to maintain and what is realistic to change, and try to draft an Action Plan for the school year. After you and the children pick out the questions you want to address, try to formulate a goal together and create an Action Plan on how to

achieve it. Put this up on the board or in a visible place in the school so that the children can go to it and work with it over the course of the project. As an example, you can use the plan that Mr. Hamster drew up (see Appendix 11).

WHAT IS NEEDED:

- Completed Food Review questions.
- Paper, pencils, coloured pencils for making the Action Plan.
- Printed-out illustration of Mr. Hamster's Action Plan (see Appendix 11).



The teacher can play with a stuffed hamster, for example: The hamster is talking with the children – ... *it's very nice here, Mrs. Hamster would really like how* but Mrs. Hamster is very particular about ** Is it in your power to meet Mrs. Hamster's requirements? What all will we need to make a change for the better? How much time will it take us? How much energy will we have to put into it? Is it even in our power to change it?*

* teacher or parent fills this in or the children themselves can suggest what had the most smiley faces in the Food Review...

** teacher or parent fills this in or the children based on where there are frowny faces in the Food Review – weaknesses.

Motivational activity for primary schools – Action Plan



TASK:

At the Eco-Schools Committee meeting, hand out the comic to the pupils and don't forget to put the motivational letter in the mailbox. Remind the students that when processing the results of the Analysis they should choose an area that they will deal with in more detail and which requires their attention. Now it will be their task to select specific questions (at least one of the weaknesses and one of the strengths) that they will deal with further. For the choice of questions, you can use the activity Breaking Point (see page 23) or the We Have on It expanding activity (see page 23). Formulate objectives

they want to achieve for the selected questions. Then draw up an Action Plan that leads to these objectives (you can use the Workshop of the Future activity – see Appendix 14).

WHAT IS NEEDED:

- Printout of the „Good Plan“ comic (see Appendix 12).
- Printout of the „Good Plan“ letter (should be placed in the mailbox before the meeting so that the students can go to the box and find it as soon as they've read the comic) – see Appendix 13.
- Food Review with marked strengths and weaknesses.

„GOOD PLAN“ LETTER

Dear Eco-Schools Committee,

Thank you for your responses to my questions regarding your food consumption. I really like the fact that * Are you sure that everything should be like that? Are you satisfied with all the findings? As a farmer, I have to decide every day what I should do, what to invest my energy in, what is within my power, what I can change and what is beyond my ability. For example, today I was dealing with an important issue regarding my fields and in the end, I found a way to resolve it. Now it's important for me to plan everything out nicely. And how do you go about choosing what to work on? What does your Action Plan look like?

* Teacher fills in the strength based on the Food Review result.

Motivational activity for secondary schools



TASK:

Remind the students that in the previous step they found strengths and weaknesses. Now they are focusing on choosing specific questions from Food Review that they will deal with further. For the choice of questions, they can use the Breaking Point activity (see page 23), or the We Have on It expanding activity (see page 23). Then they will formulate objectives they want to achieve and create a detailed Action Plan to achieve them. Next, draw up an Action Plan that leads to these objectives (you can use the Workshop of the Future activity – see Appendix 14).

DON'T FORGET:

Emphasise to the students that their film will be included in the Action Plan, but creating it should not overshadow the real problem they want to address in terms of responsible food consumption. The film should serve as an introduction to the problem, for example. It can map out work on the project or document a current situation that occurs during the activity.

ACTIVITY

Breaking Point



OBJECTIVE:

To reach at a consensus in the group and discuss various suggestions. This activity helps refine opinions and arguments, to comment on the matter clearly and concisely, to learn how to accept another's argument, to be aware of the dynamic of the discussion and of the whole group and to show good will toward coming to an agreement.

TIME: 30 – 45 mins

WHAT IS NEEDED:

- Questions from the selected sections of the Food Review (including completed weaknesses and strengths) cut up into strips.

TASK:

Prepare the set of questions (with strengths and weaknesses filled out) from the area that you chose in the Food Review as the one for which you will pick out questions for the Action Plan. Write out each question (or cut it out) on a separate strip of paper so that each pair of students has a complete set of

questions. Students should work in pairs. The task is to agree on a ranking of questions from those that they consider a top priority to those that are not so important. Then the pair will decide where to make the cut-off between questions that should definitely be dealt with and those they consider of minor importance. These will be below the „breaking point“.

After working in twos, the pairs join together into fours and the activity is repeated. The pairs each bring their own rankings and attempt to agree on a joint solution. We can repeat this with the whole team. In the end we will have a ranking of proposals on which we all agree.

Reflections: How did you do comparing the priorities? What was easy and what was hard? How was it for you to have to agree with another group? Are you satisfied with the result?

Based on <http://www.respektneboli.eu/pedagogove/archiv-metod/bod-zlomu>



ACTIVITY

We Have on It

In the preceding activity we picked out questions from the Food Review that we consider important to address (we chose one strength we would like to maintain and one weakness we would like to improve) and put together a detailed Action Plan for them. We chose them based on the criterion of **Importance of the Problem**. This criterion is just one of many that we could think about when making our selection. Others include:

- **Financial demand** – How much money will resolving the problem cost us? Do we have enough? Is it within our power to raise enough?
- **Human resources** – How many people will be needed to successfully resolve the problem? Do we

have enough or could we find enough?

- **Time required** – Are we able to resolve the problem in the given time?
- **Feasibility of change** – Can we do something about the problem or is it outside our realistic means?

Look at the selected questions together (or in groups – each group can receive one criterion based on which it will evaluate the selected questions) once more and try to discuss whether the Committee can realistically address the questions you've chosen. Agree on the questions that you will then develop into the Action Plan.

What could an Action Plan look like?

Objective: The cafeteria should offer food based on what is ripe here and now.

How do we know the objective has been met?
In spring and autumn, the school cafeteria includes food from seasonal ingredients at least twice a week.

Step 1

Explain to our school how the consumption of local and seasonal food relates to sustainability and ask for respective changes at the school level (e.g. in the canteen).

Responsible party: Emma.

Helped by: 9th grade.

Financial demand: CZK 1,000.

Deadline: end of November.

Achieved: 

Step 2

Speak with the school cafeteria to see if they would be willing to cooperate and present them with the plan.

Responsible party: Maya.

Helped by: Chris, Peter.

Financial demands: CZK 0.

Deadline: end of November.

Achieved: 

Step 4

Draw up a detailed Public Event plan (farmers' market with tastings of food from seasonal ingredients) and create leaflets with information on the impact that seasonal and local food has on a sustainable way of living.

Responsible party: Cynthia.

Helped by: Luke, Tony, Rachel.

Financial demands: CZK 3,000.

Deadline: November–March.

Achieved:

The goal of the Action Plan is the target state we hope to achieve with various tasks. It is concrete, realistic and understandable for the pupils. Explain to the students how to set a goal and show some examples (for instance: They sell only products without palm oil in the school buffet. Students throw out less food in the school cafeteria).

When you formulate a goal, try to also agree on a method for evaluating your success. This is important information you will use when assessing your activities.

Step 3

Find out where fresh seasonal fruits and vegetables can be purchased and make a list of these places. Find out the prices of the goods offered.

Responsible party: Tom.

Helped by: Roberta, Jacob, Sara.

Financial demands: CZK 0

Deadline: November–February.

Achieved:

To fulfil the goal, you have to accomplish several tasks. Plan in detail when you are going to do the activity, who is responsible for it, how much is it going to cost, and also set deadlines. While monitoring, don't forget to mark that the task is done or whether you were not able to finish it.

Step 5

Make a calendar of seasonal fruits and vegetables and hang it up in the school and cafeteria.

Responsible party: Dora.

Helped by: the whole Committee.

Deadline: end of January.

Achieved:

4. Monitoring and evaluation

It would be wonderful if everything went the way we planned it. But if we move from the world of fantasy back to reality, we find that it is quite common that even the best laid plans run up against unexpected obstacles or new challenges that must be dealt with and overcome. It is best to count on such situations arising and to establish some criteria in advance for assessing progress in fulfilling our plan. And if something doesn't go according to plan, it's good to know what to do about it.



How to avoid disappointment from unexpected failure?

- Setting the way, we will monitor and evaluate our activities in advance and including it in the Action Plan.
- Evaluating the project on an ongoing basis in order to help determine in time if something is not working the way we planned and to react to it.
- Visualising our evaluation, for example, using happy and sad faces, thumbs up or down, little flags or other pictograms – as a clear system of evaluation helps in knowing what is working and what isn't.
- Evaluation should be part of every Eco-Schools Committee meeting - evaluating our activities, cooperation, communication, individual steps, how we are meeting objectives, etc.
- To be able to successfully evaluate your action, it is necessary to compare actual situation with the starting point.

DON'T FORGET!

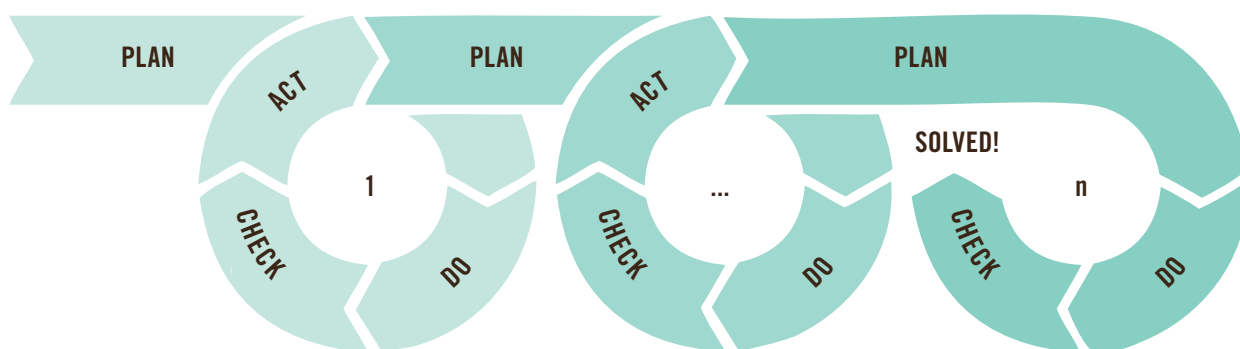
Evaluation also includes assessing the questionnaire survey students conduct as part of the Food Review.



PDCA METHOD

This method is a continuous circle of activities that lead to effective solutions. The circle is suitable for any problem solution or in searching for new ways while planning. The four basic PDCA steps can be continuously repeated. Through their repetition, the spiral of gradual improvement starts spinning.

The method consists of four steps:



P – PLAN

gathering information and planning of activities.

D – DO

realisation of planned tasks.

C – CHECK

monitoring of achieved results and their comparison with the plan. To check whether you are on the right path to the set goal.

A – ACT

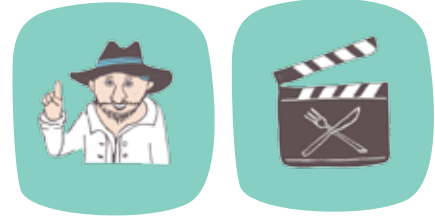
if you are not successful in fulfilling the task or goal, search for the cause of the problem and adjust the plan to make it better.

Stumbling blocks

This is what we call the things that keep us from reaching the goal. It is good to learn to name these hindrances and to try to remove them. If you run into a stumbling block during the project, try to overcome it with the activity of the same name (see page 28).

ACTIVITY

Stumbling blocks



OBJECTIVE:

Pupils name a problem and propose solutions.

TIME: 30-45 minutes

WHAT IS NEEDED:

- enough boxes, Post-its, pen

TASK:

First get the Eco-Schools Committee in the right mood: When monitoring and evaluating, it seems that we are not managing to fulfil one of the proposed steps. What could be the cause and how can we solve the problem? Place several boxes in the middle of the room (e.g. shoe boxes) to represent stumbling blocks - possible causes of the problem. Stick pieces of paper to the boxes ahead of time. Each pupil receives something to write with. Ask the students to stand up and cross the centre of the room from place to place and imagine that the boxes are stumbling blocks. Whenever they stumble over one they should think about what stumbling block it is and what could be the reason they are not managing to complete the task. They write their suggestion on the paper on the box. When the students can think of nothing else and all the stumbling blocks have been named, they play the game again. The difference is that when they stumble over a box now, they read the problem and write down a suggestion for solving it and place it inside the box. There may be multiple solutions. At the end, the Eco-Schools Committee opens

the box together, reads the proposed solutions, discusses them and decides which measures are realistic, effective and desirable. Together they come to a consensus.

This activity is a modified version of a method taken from the publication: Podpora participácie žiakov v programe Zelená škola [Support for Student Participation in the Green Schools Programme]. Published by Živica, 2012.

5. Curriculum Work

Global development education and its incorporation into the Eco-School program

Eco-Schools try to work with the problems from their close environment or neighbourhood. But it is important to connect local action with its global dimension, especially when we drink tea from China for breakfast, have a fish from the Atlantic Ocean for lunch and eat chips fried in palm oil from Indonesia for dinner. It is obvious that the choices we make every day impact people, animals as well as the environment on the other side of the world. That is why it is important to see and understand global connections using global development education.



Global development education helps students:

- understand the real interconnection of the world – connections between what is personal, local, national and global with their everyday work and lifestyle, impacts of consumer behaviour on people and places elsewhere in the world, etc.;
- challenge established orders and think critically about stereotypes;
- unveil their own values and attitudes in terms of social justice, solidarity and global responsibility and look how they influence others;
- listen, understand and respect different perspectives, cultures and other diversity;
- acquire skills that will enable them to stand up to injustice, prejudice and discrimination;
- develop self-confidence, self-esteem and the ability to analyse, cooperate, communicate and resolve conflicts;

- develop the ability to care for themselves, their surroundings on the planet and to develop empathy, respect and active concern for others that will be shared.

The goal isn't to transmit information without understanding its broader context. On the contrary, through fun, interactive, stimulating and creative methods it fosters awareness and develop skills and competencies such as critical and creative thinking, communication skills, conflict resolution and team work based on participatory methods. The teaching process focuses on pupils and motivates them to engage and respond to global challenges.

Global development education used to be part of the national curriculum.

Environmental and global education have many interconnections. During one lesson we can highlight the impact of monoculture banana plantations and, at the same time, talk about human rights violations against the people who work there.

There are some basic concepts that bring a global dimension to regular school topics, such as:

- sustainable development and environment;
- consumption and production;
- food and agriculture;
- natural resources;
- poverty;
- global economics and international trade;
- migration;

- peace and conflicts;
- political power, democracy and human rights;
- diversity and intercultural relations;
- health and welfare.

(Učíme (sa) v globálnych súvislostiach, 2015)

Using the example of a lesson, we can understand principles of incorporating global education into the curriculum. It is also easy to adapt the activity to elementary school students.

Fisherman activity



OBJECTIVE:

Students understand that in a world with limited resources, there are no winners or losers, because ultimately it counts what is left for the future and not what we gained for ourselves.

TIME: 45 minutes

WHAT IS NEEDED:

- 20 “fish”, a piece of cloth as a lake ((if you have a large group of students,
- you can make more lakes, though each should still have 20 fish or other objects such as small pieces of paper or smarties to symbolise fish),
- 3 fishing poles,
- blackboard.

NUMBER OF PARTICIPANTS:

3-30 (based on the number, you should use the activity for individuals or for groups).

DESCRIPTION OF ACTIVITY:

● Try to introduce the activity in an engaging manner as possible – tell them they will be fishing. Place a piece of cloth in the middle of classroom (as a lake) and put 20 fish inside. It helps if the “props” are as compelling as possible to draw their attention.

- Divide students into 3 groups, whose first

task is to come up with a group name. Write down their group names on the blackboard.

- After that, describe the situation to help them understand their role: You are fishermen and you live by the lake. You make a living from the lake. You catch fish to feed your family, to pay school for your children, to buy everything you need for your everyday life. At the beginning there are 20 fish in the lake but as you can see there are other fishermen that make a living the same way you do.

Your goal is to have the greatest number of fish at the end of the game.

We are going to play this game for 10 days, and you can catch from 0 to 3 fish based on your decision. After every group decides about its catch, the night comes – during the night fish reproduce and in the morning 25% of new fish will be added to the remaining number of fish in the lake (round the count if it is not possible to divide by 4). The number of fish in the lake can't be higher than 20, as this is the lake limit.

- The game is played in 10 rounds (day 1-10), and you write down the catches of each group on the board.

- Students will probably tend to ask for more information, but it is important to stick to the basic game rule: “Your goal is to have the greatest number of fish at the end of the game” and you should create a competitive

	Sharks	Fleet	Eels
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			
Day 8			
Day 9			
Day 10			

atmosphere. Write down the catches of groups and add new fish gained between rounds.

- The fish will most likely be caught before Day 10. Point out that they are fishermen and there are no fish left – it was their livelihood and now they don't have anything to live off.

ANALYSIS:

For this type of game, it is important to have enough time devoted to analysis. Make it about the same length of time as the game itself. Ask questions and give pupils a chance to discuss and express their own opinions. Be a guide and do not judge; just point out the interesting situations that occurred during the game. Sometimes pupils need a lot of time to process the game. Even if there was silence in the classroom, that's ok.

- Were you able to get to the end of Day 10 without catching all the fish from the lake? If not, it means that at least one or more fishermen caught more than the natural resources. If you ended sooner, it means that the nature couldn't recover quickly enough to fulfil your needs.
- How do you feel at the end of the game? Are you satisfied with the result?
- How did you understand the assignment? There are more ways to understand it: either you/your group has to catch the greatest number of fish or there should be as many fish as possible left in the lake at the end of the game, or possibly you should have as many fish as possible but there should still be enough fish left in the lake so you can keep catching them.

- How were thinking those of you that caught the most fish? What led you to do that?
- What led you to gradually catch fewer fish?
- How did you work in your group? Who decided about the number of fish you caught in each round?
- How did you feel when your opponents caught more fish?
- How does the number of fish caught by your opponents influenced your catch?
- If you could play the game again, how would you play it? How would you manage to stay as long as possible?

This game doesn't have winners or losers; either you all win or lose.

DON'T FORGET:

It is important for the students to find parallels in their daily life so the game doesn't remain on an abstract level. Ask students:

- Can you think of a similar example from real life?
- Do you know about any natural resources that are declining or already depleted? Who is most affected by that and how does it influence us?
- How much are our everyday decisions influenced by the opinion and behaviour of others?

The "Fishermen activity" is an example of the interconnection of environmental, ethical and global education. Pupils learn that when personal profit becomes the highest value, the fish in the lake disappear, destroying the natural habitat of the lake and affecting lives of people, who lose their livelihood as a result. Based on this experience, it opens the way for the formation of values such as respect, empathy, responsibility and solidarity. It strengthens awareness of their own responsibility for what is happening in the world, motivates them to commitment and personal involvement.

6. Inform and involve



With a bit of exaggeration, we could say that whoever doesn't make themselves heard, it's as if they don't exist. If you need support for your plans, you need to let the world know about them. You should also continue to inform them over the course of the project.

Try to keep others on their toes so they know that there's still something going on that they can get involved in. Did you manage to achieve your objectives? Then let everyone who helped you out or even just watched know that your project was a success and what you achieved.

Remember to tell others why you decided to deal with the topic of responsible food consumption and try to encourage them to make more responsible food choices.

Motivational activity for pre-schools



TASK:

At the start of the meeting, read or present to the children (e.g. in a dramatic presentation) the message from Mr. Hamster. The message should motivate the children to inform others about their work on the project, both inside and outside the school. After reading the message, ask the children to propose ways to inform others about what is going on with the project and about food and its influences on health and the world around us. The children are already familiar with certain means of providing information, i.e. bulletin boards, exhibitions of pictures, and they can make others.

Agree with the children what event you'll organise for the public and include preparations for it in your Action Plan. You can implement your own idea or pick out one of the options presented in the paragraph entitled Little Public Event Idea List (see page 39). As part of the Public Event, the official presentation of the pre-school to Mrs. Hamster and her family could also take place.

WHAT IS NEEDED:

- Print-outs of Message 3 (see Appendix 15)

MESSAGE 3

Hi Kids!

I must tell you something that's been bothering me. I was thinking a lot on the way home yesterday. We've accomplished a lot together and discovered a lot of things. We're looking into our food, trying to find out what's good for us and the world around us and attempting to change it at least a little bit. But how should we tell everyone else? Wouldn't it be good if as many people as possible knew about it? After all, we all have to eat and we should think about what we eat. My cousin Louie, for instance, doesn't care about what he eats and where his food comes from, whether it's healthy for him and his environment or not; he only cares about how it tastes. And I bet he's not the only one.

Maybe we could help people like that. How? By telling them what we've learned over the course of the project and how we're trying to make small changes here in our pre-school and at home. We can try to organise an event for people to talk to them about food and its impact. Maybe then they will start to take an interest in where their food comes from and how it influences our bodies and our surroundings, and perhaps we'd even start helping each other.

So, shall we try to come up with how we can let the world and Mrs. Hamster know about our food project?

Motivational activity for primary schools



TASK:

At the beginning of the meeting, give students the comic and before the meeting place the last letter in the box. After reading the letter, ask the students to propose in what ways they could inform people inside and outside the school about what is going on with the project on food and its impact on our health and the world around us. Delegate who will be responsible for disseminating what information and give them the worksheet for the given tool based on this.

Agree with the children what event for the public you'll organise and include preparations for it in your Action Plan. You can implement your own idea or pick one of the options presented in the paragraph Little Public Event Idea List (see page 39).

WHAT IS NEEDED:

- Print-out of the comic „Want to Know Something?“ (see Appendix 16).
- Print-out of the letter „Want to Know Something?“ (see Appendix 17) Don't forget to put the letter in the mailbox before the meeting, where the children will pick it up after reading the comic.
- Worksheets for the information tools (see Appendix 18-21).

„WANT TO KNOW SOMETHING?“ LETTER:

Dear Eco-School Committee,

I'd really like to thank you for letting me look into your world and learn what the situation with food is over a hundred years from now. Some things are beyond my comprehension. How could such an enormous change be possible? Many times, I've struggled with the question of whether I could change something if I told someone what I see in this mirror. In fact, I even tried it, but nobody believed me and they looked at me as if I were a madman.

But you should let people know about your work and what you are finding out, learning and discovering. Don't keep your findings to yourself; instead, inspire others, both within your school and outside it. You've done a good bit of work that will certainly impress others and convince them that they, too, can take at least a small step for the better by taking an interest in what they eat, how food gets to their plate and what impact it has on them and their surroundings.

Motivational activity for secondary schools



TASK:

Tell the students that the success of a film depends in part on good promotion. Every good producer tries to raise awareness of their film even while it's still being made and they use various tools to that end. Ask the students to suggest ways they can inform people inside and outside the school about what is going on with the project on food and its impact on our health and the world around us. Delegate who will be responsible for disseminating what kind of information and give them the worksheet for the given tool based on this.

Agree with the students what event for the public you'll organise and include preparations for it in your Action Plan. You can implement your own idea or pick out one of the options presented in the paragraph Little Public Event Idea List (see page 39). Have you already shot, edited and done the

sound for the film and are ready to release it to the world? Then the time has come to let people know about it. At the screening provide further information on the project and the topic of responsible food consumption, about your investigation and the changes you've achieved. Inform and inspire the public. You can share the movie on social media and on websites (the school website, project website, etc.). You can also use it as part of the planned Public Event, for instance to attract people to the event, as an invitation or you can use the film at the start or during the actual Public Event (e.g. as part of the Regional Café event, the film could be screened followed by a discussion with experts, etc.).

WHAT IS NEEDED:

- Worksheets for the information tools (see Appendix 18-21).

What communication tools do you have?



For each tool you will find a worksheet in the appendix. The worksheets contain guidelines for proper use and are designed to be given directly to the pupils who are to be responsible for the given tool.

BULLETIN BOARD

You can use the existing Eco-Schools board or make a new one for the topic of responsible food consumption. Worksheet: How to Create an Eye-Catching Bulletin Board (see Appendix 18).

ARTICLE

for a newspaper, school periodical, etc. Worksheet: How to Write an Intriguing Article (see Appendix 19).

INTERNET

writing articles for the internet has its own rules and requires experience. Even so, it's good to try out writing such an article and learn how they are written. Worksheet: How to Write a Web Article (see Appendix 20).

PRESENTATION

one of the tools that can help you present your project to the public. These are short, simple, comprehensible and above all fun and entertaining performances where the presenter plays the main role accompanied by slides visually. You can use it to present the project at a conference, school assembly or the Public Event. Worksheet: How to Make a Presentation (see Appendix 21).

PUBLIC EVENT

an attractive event where you present the responsible food consumption topic to the public in connection with your work. More information is included in the chapter How to plan the Public Event (see page 37).

Involving

Why is it so important to get people involved? For example, because it can help us achieve things we would not be able to achieve alone or would require much greater effort to do so. You can open the invitation to get involved in your activities to everyone, and you can also pick certain people (municipal representatives, experts, sponsors, etc.) who you should approach directly. Whoever you are trying to get involved, it is always good to already have a concrete idea about what you need help with.

When someone knows what you want from them it is easier for them to decide and get involved.

One form of involvement is that your schoolmates fill out the questionnaire or propose possible improvements. If you do something like that at your school, don't forget to thank them and also let them know what you did with their opinions. You can use the following table:



You say

(In this column, students can write down their ideas about what should be changed or done as part of the project.)

*E.g.: na We'd like
biscuits without palm oil
in the school buffet.*



We did

(In this column the Eco-Schools Committee writes what it did about it.)

*E.g.: We explained to the buffet
management how production of
palm oil harm the environment.
Now, they sell biscuits without
palm oil.*

Template taken from Smart School Councils website <http://www.smartschoolcouncils.org.uk/>

COOPERATION BETWEEN SCHOOLS

Would you like to share your experiences with someone working on a similar topic? Are you racking your brain trying to solve a problem with the project? Or would you like to get more people involved in preparing your Public Event? Then maybe it would help if you worked together with

another school in your area where they're dealing with similar problems. It could be another Eco-School involved in the We Eat Responsibly project (a list is available at www.eatresponsibly.eu/en/about-us) or even a „non-Eco-School“, where they are also dealing with the topic of responsible food consumption.

Students at the elementary school in Plesná, Czech Republic, report on palm oil



Elementary school and kindergarten Plesná

Based on the Food Review in families, pupils felt that it was important to inform other students and public about the consequences of consuming processed food and palm oil. To get as much support from other teachers as possible, pupils decided to present the problem at the teachers' meeting. Their idea worked quite well, and teachers decided to report

about the problem in their classes. Pupils also created a notice board showing containers of food with palm oil. The Eco-Committee in cooperation with the municipal information centre planned a presentation for the residents of the municipality.

How to plan the Public Event

In the prior steps you chose what you would like to improve in the field of responsible food consumption and you have also already started working on it. The Public Event will help you in your efforts to become more visible and promote your project; maybe it will even help you find new members and helpers and increase public awareness about the given issue. First you must decide what kind of event you want to organise. The event should be the culmination of your year-round efforts on the project; it should be

based on the Action Plan and related to the issue you're addressing. The event should show a global dimension of the problem to the public. The whole Eco-Schools Committee and other interested parties should be involved in planning the event. This event will require separate planning, and you need to think about having enough time for preparation and realisation. Plan the event at the start of the project, right after setting the objectives and tasks and include the event in the Action Plan.

Ask the students the question: **What kind of event would you like to do?** Brainstorm ideas and write them all down. Discuss with the students which of the proposed events relates most to the objective they set down in the Action Plan. By assigning points, select the event you intend to plan.

DON'T FORGET:

Before you start planning an event for the public, write down the objectives from your Action Plan (on the blackboard, for example) so you have them in front of you.

WHAT ALL DO WE WANT TO DO AT THE EVENT?

We can use brainstorming and subsequent discussion to decide what all we'll do.

Divide the students into groups. The groups will come up with what they want to share and what activities would be appropriate. (For example: **They want to inform the school about the seasonality of local vegetables and fruits and about food miles** – one idea is fliers with a calendar of seasonal fruits and vegetables on one side and a recipe made of these ingredients on the other, which will be distributed. Pupils could also work a station where visitors will have the task of assigning fruits and vegetables to the month in which they are ripe. **They want to show that they like foods made from these ingredients** – they prepare a sampler of foods from seasonal ingredients. **They want to show that there are farms around that sell quality seasonal vegetables** – they invite in farmers from the surrounding area and organise a market, make a map of nearby farms and report on what they can find there).

The groups should present their activities to each other and record them all on a piece of paper. Then they should try to put together a programme for the event using the proposed activities, possibly also deciding which activities it won't be possible to include.

WHO SHOULD WE INVITE?

Think about who you want to invite, who you want to show what you've accomplished and who you want to inspire. Consider the fact that people need to be invited in advance so that their calendars aren't full of other things.

WHEN AND WHERE WILL THE EVENT TAKE PLACE?

Plan an appropriate date and time for holding the event. Make use of an important day concerning the environment (Earth Day, World Environment Day, Overshoot Day) or food, or use an important day for your school or municipality. You should also choose the date and time with consideration for the availability of those you want to invite.

HOW MUCH TIME WILL THE EVENT AND PREPARATIONS TAKE?

Create a timeline for the whole event, including preparations:

- How long the event for the public itself will be.
- How much time each of the planned activities will require.
- How much time setting up the individual activities will require and how they fit together.

WHAT WILL WE NEED?

write down what you need to arrange for (e.g. booths, space in front of the school, paper for making fliers, printing, etc.).

HOW MUCH WILL THE EVENT COST?

Try to estimate how much money you'll need and find out whether you'll be able to manage it from your own resources or whether you'll need to find sponsors.

WHO WILL BE RESPONSIBLE FOR WHAT?

Delegate roles and responsibilities for the preparation and implementation of the event. Think about who will be responsible for creating each activity and who else will be involved.

HOW DO WE FIND OUT WHETHER EVERYTHING IS BEING PREPARED AS IT SHOULD BE?

Plan further meetings together to fill each other in on the course of work. Set deadlines for when things need to be ready and supervise preparations so you'll know in time if something is not going according to plan and you can fix it in time.

Little Public Event Idea List



REGIONAL CAFÉ

For one day, turn your school into a cosy cafe open to everyone, maybe even outdoors, and serve delicious dishes and beverages from local and regional ingredients. Not only will the guests of the café enjoy tasty treats, they'll also receive lots of interesting information from the experienced staff - the pupils.

FARMERS' MARKET

Invite local farmers and food producers to your school and organise a farmers' market mixed with booths at which people can find out everything they need about local products and why it makes sense to buy from local farmers. A map where visitors can find a list of farms and local food producers could be a useful thing to include.

EDUCATIONAL TRAIL

Create an intriguing „Food“ educational trail. You can do it in different ways, for example as the path from a seed to a final food or as a path to responsible food... The Public Event could then be connected with opening the educational trail.

ESTABLISHMENT OF A SEEDBANK

Create a seedbank, a space for the storage and exchange of diverse seed varieties. You can cooperate with an existing NGO or establish a new platform with cooperation from local community, other schools, farmers, etc. Plan a special initial meeting where you introduce your activity to the public as a contribution to the preservation of the world's biodiversity that all of us can do. You may connect it with a seed exchange.

PARTY ANNOUNCING THE ESTABLISHMENT OF COMMUNITY-SUPPORTED AGRICULTURE

Plan an event in the school to introduce your new activity - community-supported agriculture. Introduce the principle and its value in terms of responsible food consumption principles to the public and connect the event with cooking from the harvested vegetables.

GARDEN PARTY

Organise a public tasting of the fruit from your school's garden, present your work on the project and the beauty of gardening. Inform the public on local crops and prepare a few recipes that can be made from them.

COOKING COURSE

Organise a cooking course for the public at your school. You can combine it with a tasting and presentation of the project and the topic of responsible food consumption. Incorporate a discussion of the origin of food and its impact on the environment.

FAIR TRADE BREAKFAST

Join your Public Event with an International fair trade Day that is celebrated traditionally in May all around the world. Plan for a fair trade breakfast for residents and provide them information.

Public events at participating schools



All schools march, Latvia



Eco-Festival, Burgas, Bulgaria



Primary school Plesná, Czech Republic



Primary school in Rumian, Poland

TIP

TIP: For more inspiration, visit the examples of good practices on the project website at www.eatresponsibly.eu.



Laura Vicuna School, Gozo, Malta



Primary school Park Angelinum, Košice, Slovensko

Kindergarten „Vrapčić“, Šenkovec, Croatia



Kindergarten, "Micul Prinț", Rădăuți, Suceava County, Romania



Primary school 11. maj Grahovo, Slovenia

7. Eco-Code – Code of Responsible Food Consumption

The Code of Responsible Food Consumption is a set of rules the pupils create and will attempt to follow to serve as an example and inspiration for others. Ideally, it should be created not only by the students from the Eco-Schools Committee, but by as many students from the school as possible. This means that more people will identify with the rules. The rules should be placed in a visible place in the school so that students will be exposed to them. An appropriate place would be the Eco-Schools board, or a board by the cafeteria or canteen.



How to create a Code of Responsible Food Consumption



TASK:

According to the number of people, either the whole Eco-Schools Committee will work together or it will be divided up into smaller groups. Each group receives one piece of paper and several coloured pencils.

Draw on the paper what you think a responsible eater at our school looks like. Around them write everything that occurs to you that such a responsible eater does, what they pay attention to, what they eat, how they behave, etc.

Remind students or write somewhere visible which areas responsible food consumption applies to (local and seasonal food, agrobiodiversity, food waste, processed food and palm oil, meat consumption, production methods – bio, fair trade, etc). The students should propose rules for all these areas. The resulting Eco-Code must have at least one rule for each area.

If you are working in groups, go over all the suggestions together afterwards. Draw one

responsible eater for the whole Committee and select from the suggestions those that seem the most important in terms of responsible food consumption. Then reformulate them and create a Code of Responsible food consumption that is specific, clear and realistic. The formulations should be positive, engaging and imaginative.

WHAT IS NEEDED:

- a large piece of paper for every group (class), coloured pencils



Eco-Code, Kindergarten Annele, Latvia



Art High School "Ionel Perlea", Slobozia, Ialomița County, Romania

TIP

For as many people as possible to take part in forming the rules, it would be good to repeat this activity in individual classrooms. The class representatives on the Committee could take care of this. Each class would have the task of creating one collective proposal of a responsible eater. The Committee representatives would bring the proposals to the Eco-Schools meeting and together they would pick the most frequent suggestions. They would also include their proposal in the selection, then formulate and create the Code of Responsible Food Consumption.

You can also use this idea for the Public Event, with visitors also able to write in their suggestions for responsible food consumption on a pre-drawn figure.

**GREAT THANKS TO ALL SCHOOLS
THAT HELPED WITH AND TESTED THE
METHODOLOGY DURING THE 2015/2016
AND 2016/2017 SCHOOL YEARS.**



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Proofreading: David Gaul

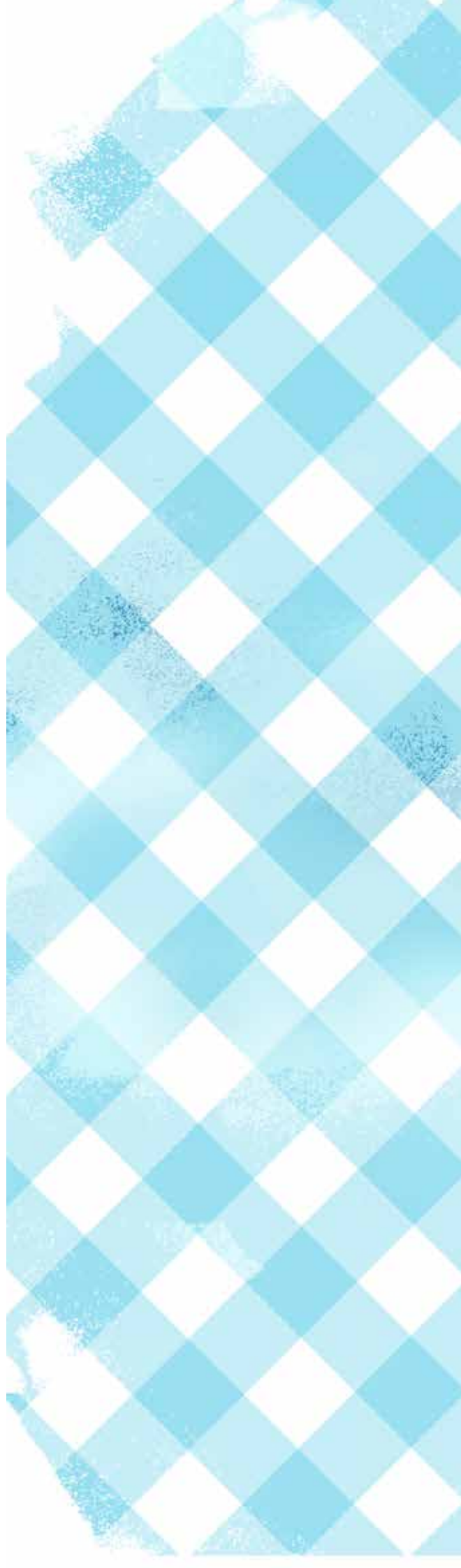
Illustrated by: Mgr. Alžběta Šimková

Graphics by: BETAMAX

Published by:

TEREZA, educational centre, Prague 2017

WWW.TEREZANET.CZ



THE DEFINITION OF RESPONSIBLE FOOD CONSUMPTION DEVELOPED AS PART OF THE WE EAT RESPONSIBLY! INTERNATIONAL PROJECT.

Responsible Food Consumption means making conscious choices about the foods that we eat by considering the health, environmental, political, social, cultural and economic aspects of our decisions, which are in accordance with the basic and real needs of all, while being low-impact, beneficial and life-enhancing for the planet and improving the quality of life for the individual consumer and for society as a whole.

This document has been produced with financial assistance from the European Union. The content of this document is the sole responsibility of Glopolis and can under no circumstances be regarded as reflecting the position of the European Union. This document is published within the framework of the project entitled “Eat Responsibly! An Action-oriented Global Learning Programme for EYD 2015 and Beyond”.

Partners in this project are Glopolis (CZ), TEREZA (CZ), ŽIVICA (SK), Društvo DOVES – FEE (SI), Centrul Carpato-Danubian de Geoecologie (RO), Bulgarian Blue Flag Movement (BG), Udruga Lijepa Naša (HR), Environmental Partnership Foundation (PL), Nature Trust Malta (MT) and Vides Izglitibas Fonds (LV).

