



7 STEPS TO RESPONSIBLE EATING



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TABLE OF CONTENTS

Do You Know What Meal Czechs Like Best?	2
7 Steps Towards Real Food	5
Eco-Schools Committee.....	8
Food Review.....	14
Action Plan	19
Monitoring and Evaluation	27
Curriculum Work.....	29
Informing and Involving	30
Eco-Code – Code of Responsible Eating.....	37
Appendix	
Worksheets for Informing Tools	
Bulletin Board.....	39
Article	40
Internet.....	41
Presentation.....	42
Illustration of the Hamster Family	44
Illustration of the Eco-Schools Committee in the Kitchen	45
Comic 1: ‘Strangers in the Mirror’	46
Comic 2: ‘Lots of Questions’	47
Comic 3: ‘A Good Plan’	48
Comic 4: ‘Want To Know Something?’	49
Analysis	
School Canteen/Tuck Shop.....	50
School Vending Machine	56
Home.....	59
Evaluating the Questionnaire	64

| Do you know what meal 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:

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:

Chicken



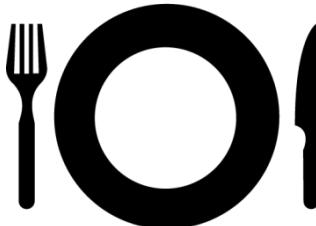
Sauce – "Halali" pickled vegetable mix, flour, cream, sugar, water

Mug dumplings (flour, egg, rolls, milk, salt)

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

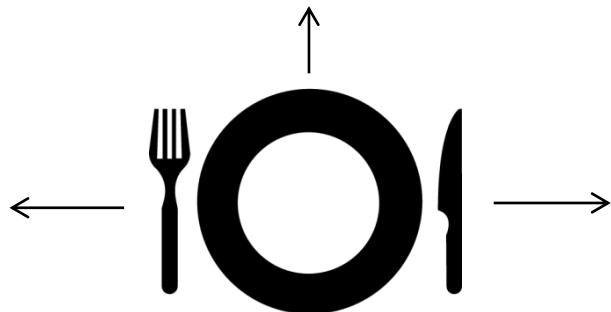
**Robi meat substitute smothered in soy
sauce mixed with celeriac bacon**

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



Vegan spelt dumplings
(spelt flour, fresh yeast, puffed rice, water, salt)

OR DO YOU LIKE A DIFFERENT KIND? YOURS:



What kind of svíčková would you like?

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 sauces... 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?***"

Taking a little step towards more responsible eating 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 chapter "What influences food?"). 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 Eating**.

Happy travels and bon appétit!

7 steps towards Real Food



ECO-SCHOOLS COMMITTEE	<ul style="list-style-type: none"> • Assembling an appropriate team for the topic of Food • Dividing up and defining roles among team members • Getting motivated for a new topic
FOOD REVIEW	<ul style="list-style-type: none"> • Investigating the canteen/tuck shop and/or taking a glimpse into our homes • Evaluating the results and seeing what could be improved upon
ACTION PLAN	<ul style="list-style-type: none"> • Finding out from the Food Review results which area of the topic "We Eat Responsibly" needs to be improved • Agreeing what to change specifically • Creating a plan for the year to help us come closer to Real Food
MONITORING AND EVALUATION	<ul style="list-style-type: none"> • Agreeing how to record and evaluate ongoing achievement of targets • Continually monitoring and evaluating our steps
CURRICULUM WORK	<ul style="list-style-type: none"> • Incorporating the Food topic into the curriculum
INFORMING AND INVOLVING	<ul style="list-style-type: none"> • Informing others within and outside the school of our progress on the topic of Food • Learning to interpret our activities and the results, writing an article, creating a board, poster and website and informing through social networks • Organising an event on the topic of Food for schoolmates, parents/guardians and the public • Cooperating with parents/guardians, general public, food experts, farmers, cooks, vendors ...
ECO-CODE – code of responsible eating	<ul style="list-style-type: none"> • Agreeing on what is important for us in the topic of Food and adding it to our Eco-Code

How to motivate the Eco-Schools Committee throughout the various steps

It is important for the 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. You can find the whole storyline for each type of school in the appendix; the current activity that motivates and relates to the given step is provided with each step.

Motivational storyline for pre-schools

This is a story where an animal runs into "food" troubles and asks the children for help. The children will gradually help create the story and accompany it with illustrations as they move through the project. The result will be 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 where they could be happy. Such a place must also provide good, high quality food. Mrs Hamster won't eat just anything and she only wants the best for her children. 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 happened and where people from the school and its surroundings get their food, what they eat, who cooks for them...

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

Motivational activity for secondary schools

The students' task is to shoot a short (10 min) film on the topic of eating responsibly based on the results of the Food Review. They will 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 project We Eat Responsibly.

Eco – Schools Committee

The composition of the Eco-Schools Committee for the topic "We Eat Responsibly" will vary and depend on the conditions at the school. You can use your existing Committee or form a sub-committee to deal with the topic of Sustainable Food Consumption. (You can find an example from a school – example of good practice – at the end of this chapter.)

You can find more information on how to assemble an Eco-Schools Committee and further information on the website for the Eco-Schools programme at <http://www.ekoskola.org.mt/seven-steps/ekoskola-committee/>

Motivational activity for pre-schools - Eco-Schools Committee

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 (how to divide up roles in a team).

WHAT NEEDS TO BE READY:

- 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 printed out and the illustration of the Hamster Family (see Appendix p.44)

MESSAGE 1:

Hi Kids!

*Am I in the right place? Is this the pre-school of ...**fill in teacher's name**? I'm Mr Hamster (**can come up with a different name**) 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, however, and 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 and healthy food to eat. 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...

For the introduction use the illustration of the Hamster Family (see Appendix p.44)

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

You can put the illustration of the hamster family with the caption up on the notice 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 - Eco-Schools Committee

TASK: At the first meeting give the pupils the first part of the comic. Steer them to look for the mailbox in which they find a letter with more information. After reading the letter, do the activity Assigning Roles. The pupils will have to 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 NEEDS TO BE READY:

- Printed-out comic "Strangers in the Mirror" (see Appendix p.46)
- A mailbox, which you should place by the Eco-Schools board and into which you will gradually place the letters
- A print-out of the first letter (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)

"STRANGERS IN THE MIRROR" COMIC:

1. *In the year 1885, a farm ...*
2. *So let's see whether grandpa's magic mirror really works or whether it's just a tall tale.*
3. *Which period should I look into? I'll try something in the future, next century. I'm curious what happens to my farm.*
4. *What's this? Where'd everything go? Where did these kids come from and what are they doing?*
5. *Strangers in the mirror, I write you this letter because I must find out what happened ...*

"STRANGERS IN THE MIRROR" LETTER:

Strangers in the mirror,

I write 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's happened to my farm and everything around it? Where do you get your food? And what do people eat there? What happened?

I should introduce myself. My name isteacher fills in something....., and I'm a farmer on a family farm, which 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 the people around us.

But who and what is it 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 clarifies that he means the notice board and that it will be their place of communication)

This is followed by the activity Assigning Roles. The pupils present themselves using business cards displayed, for example, on the notice board or another visible place in the school.

Motivational activity for secondary schools

TASK: Do the activity "What Do I Consider Real Food?" with the students, see below. After you have defined Real Food, inform the students that their task will be to record a short film on the topic of Sustainable Food Consumption, for more detail see "Film" below.

Activity: What Do I Consider Real Food?

OBJECTIVE: a first reflection on the topic of eating responsibly and finding out what the students think about the term Real Food – a starting point which will 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 big 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, "Real". 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 "Real".

At the meeting a little buffet is made with the food and accompanying statements and at an appropriate moment everyone will have the opportunity to taste what everyone brought in. Over the course of the tasting, the Eco-Schools Committee members will read the statements. Ask the students to try to think up, using the statements about the food, their own definition of "Real Food", 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 Real Food as they are described in the introductory chapter. This is not a bad thing however. On the contrary it is good that their definition is their own, created by them based on their current thinking about the topic.

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



Film: Tell the students that over the course of the project they will be shooting a short film on the topic of eating responsibly based on the results of the Analysis. As an example you can show them a film (use the link : https://youtu.be/5Uq_vpIk1jc).

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

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

How to divide up roles

Teamwork requires the involvement of all members and their various roles can be of fundamental importance for the overall success of the team. Roles help pupils become aware of their qualities and to take on responsibility as individuals for the team's activities.

How to find out what everyone's good at

For a team to be effective, each member should play a role that is natural for them, for which they are best suited. Which one is it though?

Activity "Assigning Roles"

OBJECTIVE: Students assign roles in the Eco-Schools Committee based on their preferences.

TIME: 30 minutes

WHAT IS NEEDED:

- Cut-out descriptions of the roles, so that each pupil will have one role.
- Illustration of "Eco-Schools Committee in the Kitchen" (see Appendix p.45) for each group

- Cut-out business cards (to be forwarded), 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 – can be drawn from a hat).

1. **Each pupil** silently **reads the characteristics** of the given role and **considers** whether they're suitable for that role; whether it characterises them or not.
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 do**.
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 refuse 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 notice board or in a different spot.

ROLE DESCRIPTIONS:



CHEF – LEADER OF THE TEAM – likes to organise things, likes working with people, is good at multitasking, has natural authority, is open, doesn't reject new thoughts and ideas, can run a meeting or discussion...



SUPPLIER – SEEKER OF INFORMATION – curious, communicative, quick to react, good at seeking out contacts and resources, can work with information, sort it and pick out what is important to share...



FACILITATOR – TEAM-BUILDER – sociable, positive, friendly, responsive to the needs of others, imaginative, knows how to listen...



EXPERIMENTAL COOK – FULL OF IDEAS – creative, imaginative, doesn't like boredom or stereotypes, sees different ways of doing things, does not work in details, likes to think up ideas rather than see them through to the end, head in the clouds...



MANAGER – SORTER OF IDEAS – sees things realistically, considers possibilities – pros and cons, judges things from multiple perspectives, has practical judgment, can judge what is feasible, feet on the ground...



REVIEWER – INFORMANT – knows how to listen, likes to read and write, responsive to the needs of others, can judge things objectively, from different sides, creative, active and communicative...



PHOTOGRAPHER – DOCUMENTER – has a visual imagination, sense for capturing the moment (composition) and for detail, likes working with technology, patient...



SECRETARY – systematic, conscientious, responsible, reliable, pragmatic, can choose the important information for taking minutes...

Examples of good practice

1-2 examples of how the pilot schools chose the Eco-Schools Committee, divided up the roles and motivated the pupils for the topic We Eat Responsibly. TO BE FILLED IN OVER THE COURSE OF THE PILOT YEAR – EACH COUNTRY WILL ADD IN EXAMPLES OF GOOD PRACTICE FROM THEIR SCHOOLS.

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 the 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 in the appendix on p.50-63.

What will you find on the Food Review worksheets?

The questions are divided up into three parts according to the place you will be asking about - the school canteen/tuck shop, school vending machine and home.

For some questions you will also find recommendations on how to best find your answer. The majority of answers on the school canteen/tuck shop can be found out by asking directly. There are others, however, where a poll would be preferable. The questions for finding out about responsible consumption of food 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.

The individual questions have also been highlighted in different colours. These colours classify the question under one of the sub-topics - yellow is Health and Lifestyle, blue Local Food, green Food Waste, purple Dining Culture. These colours will help you work with the Food Review in determining the strengths and weaknesses and selecting questions for the Action Plan (see p.19).

TIP – At the end of each table in the Food Review you will find empty rows where you can fill in your own questions.

How to motivate students to carry out the Food Review?

Motivational activity for pre-schools

TASK:

At the meeting read the children a message from Mr Hamster: Mrs Hamster has prepared a list of questions for Mr Hamster on things that are important for her about food which he must find the answers to. Mr Hamster asks the children for help and asks them to ask at home and find the answers to Ms Hamster's questions (see Appendix p.59 of the Food Review). Then go over the list of questions with the children, including how they will find out the answers, who will do what and set a deadline for the Food Review and carry out the Food Review. The children will draw a picture from the study.

WHAT NEEDS TO BE READY:

- Message 2 printed out
- Food Review worksheets (see Appendix p.59)

MESSAGE 2

Hi Kids!

As I said, Ms 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 have to 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 NEEDS TO BE READY:

- "Many Questions" comic
- "Many Questions" letter printed out (put the letter in the Eco-Schools Committee mailbox before the meeting)
- Food Review (Food Review) worksheets (see Appendix p.50-63)

"MANY QUESTIONS" COMIC:

at the farm, 5 o'clock in the morning ... Where did they all go?...I didn't see any there!...Dear Eco-Schools Committee, Now I know who I'm dealing with, but I still have many questions ...

"MANY QUESTIONS" LETTER

Dear Eco-Schools Committee,

Now I know who I'm dealing with, but I still have many questions. I've been thinking about it all day while working. Around your school I don't see the fields you work, 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? Where do you eat? Who grows the fruit and vegetables you eat? And what do you actually eat? Are you satisfied with it? Please, answer me! I know it is a lot of questions and maybe it won't be easy to find out 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: At the Eco-Schools Committee meeting discuss the next task with students. *Our filmmaking Eco-Schools Committee has divided up the roles and now it needs to find a good topic for the screenplay. Helping us to 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 consumption of food. 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 NEEDS TO BE READY:

- Food Review (Food Review) worksheets (see Appendix p.50-63)

How to find out the strengths and weaknesses and select an area to deal with further?

Now comes the time to fill out the last two columns on the Food Review (Food Review) worksheets and 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 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 Ms Hamster be satisfied with and why 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 for where they are satisfied with the result, the frowny faces for where things could stand to be improved.

WHAT NEEDS TO BE READY:

- set of little faces (smiley, frowny)
- filled out Food Review worksheets

Primary and secondary schools:

TASK: After the students have completed the Food Review, meet with them over the results and assign the activity **Selecting an Area**.

WHAT NEEDS TO BE READY:

- filled out Food Review worksheets for the individual groups (each group will evaluate a part of the Food Review)
- sets of thumbs-up or thumbs-down for each group
- colour print-out of the Food Review
- paper for notes and calculations
- scissors

Activity: Selecting an Area

OBJECTIVE: Using a statistical method the students will pick an area of responsible food consumption which is in need of greater attention and on which they will continue to work.

TIME: 30 minutes

WHAT IS NEEDED: see above

TASK:

1. At the meeting after the complete Food Review (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 amount.
2. 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).
3. When all the questions have been marked, the groups join together and go through the Food Review together and then discuss the problematic questions together.
4. After the thumbs have been distributed the students should count how many areas received a thumbs-up and how many a thumbs-down. The colour highlighting of the questions aids in orientation (blue for Impact on Resources and Climate, Local Food; red for Food Waste; orange for Health and Lifestyle; purple for Dining Culture and Openness to Different Dietary Habits and Needs).

Careful! Not all areas have the same number of questions, thus it is important to convert the number of thumbs-up and thumbs-down for a given area into a percentage. Only then will it be possible to compare the results from the various areas.

For example, the area Local Food totalled 20 questions for the school canteen/tuck shop and home. Fifteen of them received a thumbs-up and five a thumbs-down.

area	Total questions	Questions with thumbs-up	Questions with thumbs-down
Impact on Resources and Climate, Local Food	20	15	5
Food Waste			
Health and Lifestyle			
Dining Culture			

100%....20 questions

$$X\%.....15 \text{ questions} \quad x=15/20*100 = 75\%$$

The strengths and weaknesses for all areas should be calculated this way.

E.g.

Area	Thumbs-up	Thumbs-down
Impact on Resources and Climate, Local Food	75%	25%
Food Waste	30%	70%
Health and Lifestyle	15%	85%
Dining Culture	60%	40%

5. With these calculations the students come up with an area that requires more attention and where it would be good to try and change things for the better. In our example this is Food Waste.
6. We will deal with how to select the questions for the Action Plan in the following chapter, **Action Plan**.

Example of good practice

To be filled in over course of pilot year

Action Plan

Why should we teach our pupils to plan?

A good plan is like a good map. It helps us find our way to our target. 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 which 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) which 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, do 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 eating responsibly and which has the weakest points (e.g. the area Impact on Resources and Climate and Local Food). Now for the Action Plan it is necessary to select specific questions we will 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 rather than multiple objectives that will be time-consuming to achieve.

DON'T FORGET:

1. When drafting your Action Plan, include planning for the Public Event, which should be the culmination of the whole year's efforts (see sample Action Plan, p.26).
2. Present your Action Plan in an attractive and interesting way to others. Use the notice board, school newspaper, websites, etc.

FROM FOOD REVIEW TO ACTION PLAN

Selecting an area → selecting specific questions → formulating objectives → putting together an Action Plan

Motivational activity for pre-schools - Action Plan

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.

WHAT NEEDS TO BE READY:

- Completed Food Review questions
- Paper, pencils, coloured pencils for making the Action Plan
- Illustration of Mr Hamster's Action Plan (to be forwarded)

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 ... teacher or parent fills this in or the children themselves can suggest what had the most smiley faces in the Food Review... but Mrs Hamster is very particular about teacher or parent fills this in or the children based on where there are frowny faces in the Food Review - weaknesses. 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? Are we even able, is it in our power, to change it?*

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:

Illustration Mr Hamster's Action Plan

OBJECTIVE: To find a suitable place to live for my family where they pay attention to having high quality, healthy and environmentally friendly food. Drawing - e.g. the hamster at the finish line cutting the ribbon, behind him his family with suitcases and before them the pre-school...

Step 1: Pick out and find out information about suitable places in the area. **Who is responsible:** Mr Hamster; **Deadline:** the end of summer holidays; **Achieved:** thumbs-up for yes; Drawing: the hamster with binoculars, digging through books, browsing on the computer...

Step 2: Select a suitable spot, meet with the local inhabitants and find a capable team to help. **Who is responsible:** Mr Hamster; **Deadline:** end of September; **Achieved:** thumbs-up for yes; Drawing: Mr Hamster with the kids at the pre-school

Step 3: Do a study of the place. **Who is responsible:** Eco-Schools Committee; **Deadline:** October; **Achieved:** thumbs-up for yes; Drawing: The hamster and children examining food with a magnifying glass ...

Step 4: Propose what needs to be improved and draw up a plan. **Who is responsible:** Eco-Schools Committee and Mr Hamster; **Deadline:** by Christmas; **Achieved:** Drawing:

Step 5: Carry out the proposed changes. **Who is responsible:** Eco-Schools Committee and Mr Hamster; **Deadline:** mid-May; **Achieved:** Drawing:

Step 6: Present the place and its inhabitant to the family. **Who is responsible:** Mr Hamster; **Deadline:** end of May; **Achieved:** Drawing:

How do I know when my objective has been achieved? - The family likes the new place and Mrs Hamster is satisfied with the food there. Everyone wants to move to the new place.

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 letter in the mailbox that will motivate them to move forward. Remind the students that when processing the results of the Analysis they chose an area that they should deal with in more detail and which requires their attention. Now it will be their task to select specific questions (one of the weaknesses, one of the strengths) that they will deal with further (can use the activity Break Point, see p.22, or the Extra Activity, see p.23). Formulate **objectives** they want to achieve for the selected questions. Then draw up an Action Plan that leads to these objectives (can use the activity Workshop of the Future, see p.23).

WHAT NEEDS TO BE READY:

- Print-out of the comic "Good Plan" (see Appendix p.48)
- Print-out of the letter "Good Plan" (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)

"GOOD PLAN" COMIC:

1. *What's been worrying me the most lately is how to ensure food for my animals in the winter. The main thing I need to figure out is how to acquire enough hay.*
2. *The hay from my field only covers part of the winter and the rest I have to buy from a farmer from the next village over. It's very expensive and the farmer is fickle and unreliable – last year he provided me with much less hay than he promised...*
3. *Thus it would be better to have enough of my own hay... I could expand the hayfield at the expense of other crops, but then I would lose part of my harvest, which is very important to us.*
4. *Or I could buy another field, but I don't have enough money.*
5. *The most likely variant is that I will rent part of a hayfield!*
6. *Dear Eco-Schools Committee, thank you for your responses to my questions regarding how you eat. I really like the fact that...*

"GOOD PLAN" LETTER:

Dear Eco-Schools Committee,

Thank you for your responses to my questions regarding how you eat. I really like the fact that ... (teacher fills this in based on Food Review results), but I also see a few things that might be worth an attempt to make some changes. What do you think? 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 is bothering you and what does your Action Plan look like?

Motivational activity for secondary schools – Action Plan

TASK: Remind the students that in the Food Review chapter they chose an area that deserves their attention and thus a subject for their film. Now they are focusing on choosing specific questions from that area that they will deal with further (Break Point or Extra Activity, see p.22-23), formulating objectives they want to achieve and creating a detailed Action Plan to achieve them (e.g. through the activity Workshop of the Future, see p.23). 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 eating responsibly. 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 for helping select a solution – Break Point

OBJECTIVE: to arrive 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 Analysis (including filled out weaknesses and strengths) cut up into strips

TASK: Prepare the set of questions (with strengths and weaknesses filled out) from the area that you picked in the Food Review as the one for which you will pick out questions for the Action Plan (in our example it was the area Impact on Resources and Climate and Local Food). 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. 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 "break 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>

Extra Activity for older students (older primary school and secondary school students)

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. Other ones include:

1. **Financial demand** - how much money will resolving the problem cost us? Do we have enough? Is it within our power to raise enough?
2. **Human resources** – how many people will be needed to successfully resolve the problem? Do we have enough or could we find enough?
3. **Time required** – are we able to resolve the problem in the given time?
4. **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 which you will then develop into the Action Plan.

Activity supporting creation of the Action Plan - Workshop of the Future

OBJECTIVE: to help pupils create an approach that leads to achievement of the formulated objectives. The activity is made up of three connected phases – the Criticism Phase, the Fantasy Phase and the Implementation Phase.

TIME: 45 - 60 mins

TASK:

CRITICISM PHASE: In the preceding activities the students named a problem they want to address based on the Food Review of the school and formulated objectives. Now comes a phase that might surprise them. They will not start planning how to resolve the problem right away, but on the contrary will let their emotions rage in the "Criticism Phase".

Divide the students up into groups and assign them a task: to name and write on scraps of paper everything that could stand in the way of resolving the problems, why they might not be successful in achieving their goals, why the problem might not be able to be solved. Let them get everything that weighs them down in connection with the given problem out – anger, complaints, concerns, criticism, problems, etc. They should formulate it and write it in as much detail as possible and stick it on a board under the heading of the problem they're addressing.

Then ask the students to pick from all their statements the ones they will work with further. You can use the tally method for this (each has a certain number of picks (say, three) they can divide up among the statements based on which they find the most problematic). They'll decide how many statements will move on to the next phase (the Fantasy Phase) and according to the tally of picks will select this many statements.

Rules for the Criticism Phase (you can hang them up somewhere in a visible place so the pupils can

see them):

- Express your emotions politely
- Formulate your criticism concisely and specifically and write it on scraps of paper
- Don't make suggestions for implementation
- Don't discuss

Illustration:

Problem: The school canteen/tuck shop does not react to the seasonal offer of ingredients (fruits, vegetables) when making meals.

Objective: For the canteen/tuck shop to offer meals based on what is in season right now.

Our schoolmates don't know what seasonal fruits and vegetables are and what's ripe right now anyway... most diners want tomatoes all year round and not just in the summer... at the canteen they'll tell us it's impossible... the cooks don't know enough recipes for cooking from season ingredients... it's too complicated to work out... fresh and seasonal things will certainly be more expensive, so there won't be enough money... no one will want to find out what's ripe when...

FANTASY PHASE: This is the most fun phase. In it, the pupils focus their attention on the future. The students free themselves of facts and reality, don their wings of creativity and imagination and discover an ideal world where everything is possible. After the preceding Criticism Phase, however, it is good to get in the proper mood for this phase. Use the following activity:

JOURNEY INTO THE IMAGINATION

OBJECTIVE:

TIME: 10 minutes

TASK: Ask the students to sit comfortably or lie down, close their eyes and in their mind's eye to set out on a journey on which you will accompany them. Then read them the following text "My School in the Future". After you finish reading, ask them to open their eyes so they can share their impressions. You can use music to accompany the text.

MY SCHOOL IN THE FUTURE:

Sit comfortably or lie down. Close your eyes. Inhale deeply and slowly exhale, repeating this several times ...

Imagine that you find yourself in the year 2050 and you've heard about a school where absolutely everything is possible. The students and teachers run the school and life at the school together. Everything works in a way that you would never have imagined in your wildest dreams. And you can visit that school, but only once ...

Imagine that you have never seen this new school before. You are curious and want to learn as much as you can about it.

Come for a walk with us and first examine the school and its surroundings, the building and everything found nearby. Then enter the school and look around carefully. Perhaps you hear something and smell something, maybe some sounds or voices. This school certainly smells very nice.

Then you meet some colleagues and pupils (teachers and schoolmates). And you meet in the way you have always wanted. Maybe you want to discuss something or plan and do something together.

After you've seen everything and burned it into your memory, you can go to the place where classes take place. First look closely around at everything, the colours, the objects. Focus on the students as well (or teachers or schoolmates). Listen to the sounds and voices and notice what the treatment of the students and the relationship between you and the students (or the teachers and students) is like and how the lessons are run. What is different? What do you particularly like? What would you like to take with you?

Now let everything sink in for another moment and then set out at your own speed out of this new school. Return back to this place. Slowly open your eyes and stretch.

Continuing with the Fantasy Phase: Once your pupils are in the right mood you can get to work. Ask them to try to reformulate selected statements from the criticism phase into positive statements (e.g. *our schoolmates don't know what seasonal fruits and vegetables are and what's ripe when* can be reformulated to *all our schoolmates know what seasonal fruits and vegetables are and when what is ripe...*). Thus they achieve a description of the ideal target state.

Then divide the students up into small groups in which they will continue to work. There are no restrictions on this part. The students' task is to write into clouds (they evoke dreaming) whatever occurs to them as a solution for the selected points, but not to flesh out how to achieve it. Each group must, for example, come up with dream solutions for one statement.

For example: the group with the statement *all our schoolmates know what seasonal fruits and vegetables are and what's ripe when* write their dream visions of how to achieve it into the clouds, e.g. *All students can observe when fruits and vegetables ripen right in our school garden... or There are no supermarkets and we buy all our fruits and vegetables from famers... In the school we have an enormous monitor showing what is in season right now...*

Rules for the Fantasy Phase (you can hang them up somewhere in a visible place so the pupils can see them):

- Come up with ideas according to the motto: "Everything is possible"
- Even unreasonable and unrealistic ideas are welcome
- Use short catch phrases
- No criticism, don't judge the ideas of others
- No discussion
- No suggestions for implementation

Implementation Phase: The goal of this phase is to return from our trip to the clouds back down to earth, to reality and determine: What can be implemented? What is possible?

Let the students keep working in the same groups as in the Fantasy Phase. Their task will be first to select which of their dream suggestions they will present to the others. They can come to an agreement or use the tally method. The proposal should be feasible this time however.

E.g.: *In the school we have an enormous monitor showing what is in season right now...* that clearly won't be possible at school, but what could work, for example, is: *We can create a calendar of seasonal fruits and vegetables, put it up on the board and outside the canteen/tuck shop or in individual classes...*

Together the students will develop the individual activities into an Action Plan, including who will do what with whom and when and setting up the evaluation method (how we know the task has been fulfilled).

Rules for the Implementation Phase (you can hang them up somewhere in a visible place so the pupils can see them):

- Put utopian ideas into real-world conditions
- Adapt ideas to the practical and specific
- Ensure connection with the issue/topic

- Highlight steps leading to realisation
- Prepare later activities (Action Plan)

What could an Action Plan look like?

OBJECTIVE: The canteen/tuck shop 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 canteen/tuck shop includes food from seasonal ingredients at least twice a week.

Step 1. Speak with the school canteen/tuck shop to see if they would be willing to cooperate and present them with the plan.

Responsible party: Maya; Helped by: Chris, Peter; Deadline: end of November; Achieved: flag stuck in for achieved

Step 2. 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; Deadline: November – February; Achieved:

Step 3. Make a calendar of seasonal fruits and vegetables and hang it up in the school and canteen/tuck shop.

Responsible party: Cynthia; Helped by: Luke, Tony, Rachel; Deadline: November – March; Achieved:

Step 4. Collect recipes based on the seasons using seasonal fruits and vegetables and offer them to the canteen/tuck shop and homes (internet).

Responsible party: Emma; Helped by: Jen, Mark, Matt; Deadline: November – March; Achieved:

Step 5. Draw up a detailed Public Event plan (farmers' market with taste tests of food from seasonal ingredients).

Responsible party: Dora; Helped by: the whole Committee; Deadline: end of January; Achieved: flag stuck in

Examples of good practice

To be filled in over course of year

Monitoring and evaluation

Introductory picture the same as the picture from the 7 steps poster

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 and face new challenges that must be dealt with and overcome. It is best to lay down some criteria ahead of time according to which we can assess how we are doing 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?

1. 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
2. Visualising our evaluation, for example using happy and sad faces, thumbs up or down, little flags or other pictograms - a clear system of evaluation helps us to know better what is working and what isn't
3. Setting the way in which we will monitor and evaluate our activities in advance and including it in the Action Plan
4. Evaluation should be part of every Eco-Schools Committee meeting - evaluating our activity, cooperation, communication, individual steps, how we are meeting objectives....

WARNING! Evaluation also includes evaluation of the questionnaire survey the students conduct as part of the Food Review. If they choose an issue from the survey, e.g. Food Waste, they will have to evaluate both the initial state and the state after the planned steps have been completed in order to determine whether the target was met.

Activity: Stumbling blocks

This is what we call things that bother or obstruct us on our path to successful fulfilment of the objective. It is good to learn to call these stumbling blocks by their proper name and find a way to remove them. Stumbling Block is also the name of the following activity to support the naming of problems and proposing of solutions.

TIME: 30 - 45 minutes

WHAT IS NEEDED: a sufficient number of boxes covered in pieces of paper that can be written on, writing materials

TASK: First get the Eco-Schools council 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), which will represent stumbling blocks - possible causes of the problem. Stick pieces of paper to the boxes ahead of time. Every 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, the pupils return to their places. Then they examine the problems and organise them. The game continues.

The boxes are once again placed in the centre of the room and the game is repeated, but with the difference that now, when the students stumble over a box, they should read what stumbling block it is and write on the piece of paper a suggestion of how to resolve the problem and throw it inside. 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.

Examples of good practice:

Several illuminating examples of evaluation and monitoring systems set up in the various pilot schools... 3 examples (1 for pre-schools, 1 for primary schools and 1 for secondary schools)...to be filled in during the pilot year

Useful link: PDCA - The plan–do–check–act cycle is a four–step model for carrying out change. Just as a circle has no end, the PDCA cycle should be repeated again and again for continuous improvement.
<http://asq.org/learn-about-quality/project-planning-tools/overview/pdca-cycle.html>

Curriculum Work

People work better when they know why they're doing something and when they can decide to do one thing or the other based on information. In the same way, students need to acquire certain knowledge on the topic of eating responsibly so they can plan and realise changes in their diet. That is why the Eco-Schools programme includes this step.

The topic of eating responsibly can be included under various subjects. The worksheets for the various levels of school can help you incorporate the topic into the curriculum. The worksheets will be created over the course of the pilot year in cooperation with teachers.

Kindly refer to curriculum link examples provided with this pack.

| Informing and Involving

With a bit of exaggeration we could say that whoever doesn't make themselves heard, it's as if they didn'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 on, know that your project was a success and what you achieved.

Your work on the project, what it did for you, what you learned thanks to it, who you met, what you discovered, all this, together makes one big story. And stories are meant to be told, to spread among people, so they can be inspired, learn, think...So share your story too!

Motivational activity for pre-schools – informing and involving

TASK: At the start of the meeting read or otherwise present to the children (e.g. through a dramatisation) the message from Mr Hamster. The message should motivate the children to inform others about their work on the project both within the school and outside. After reading the message, ask the children to propose in what ways they could inform others about what is going on with the project and about food and its influences on health and the world around us. Some means of informing they use already – the notice board, assemblies, open day, the exhibition of pictures... and they can make others.

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 out one of the options presented in the paragraph Little Public Event Idea List (see p.34). As part of the Public Event, the official presentation of the pre-school to Ms Hamster and her family could also take place.

MESSAGE 3:

Hi Kids!

I have to tell you what's been bothering me. I was thinking a lot on the way home yesterday. We've accomplished a lot together and found out 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, he doesn't care what he eats and where his food comes from, whether it's healthy or not, he just worries 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 found out 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 where we 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 maybe then we'd even start to help each other.

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

Motivational activity for primary schools – informing and involving

TASK: At the beginning of the meeting give the 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. Divide up who will be responsible for what kind of informing and give them the worksheet for the given tool based on that.

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 out one of the options presented in the paragraph Little Public Event Idea List (see p.34).

WHAT NEEDS TO BE READY:

- A print-out of the "Want to Know Something?" comic (see Appendix p.49)
- A print-out of the "Want to Know Something?" letter (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 p.39-43)

"WANT TO KNOW SOMETHING?" COMIC:

Did you know that one day this work will be done by machines and most people won't have an orchard, field, garden or even animals?

What kind of nonsense is that, where would they get their food and what would they eat?...They'll buy their food in these special buildings – shops or supermarkets...everything in one place and you can buy, say, bananas or kiwis or tomatoes the whole year round...anything at all and it won't matter at all whether it's summer or winter, you'll always be able to get what you want...

Well, we'd better get working, we don't have any "kiwis" or "supermarkets" or whatever you said, so enough crazy stories and back to work...

"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. I don't know what to make of everything and 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 like a madman.

But you should let me people know about your work and what you are finding out, learning and discovering. Don't keep your findings for yourself, but 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 in their diet, taking an interest in what they eat, how food gets to their plate and what impact it has on them and their surroundings.

I'm glad that in the future there are still people like you who take an interest in what's going on around them and try to improve it.

Proposal – during the pilot year, a lesson could be created with the comics and letters where students would compare earlier forms of farming and producing food to today's...

Motivational activity for secondary schools – informing and involving

TASK: Tell the students that the success of a film depends in part on good promotion. Every good producer tries to raise awareness about a 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. Divide up who will be responsible for what kind of informing and give them the worksheet for the given tool based on that.

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 p.34).

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 eating responsibly, about your investigation and the changes you've achieved. Inform and inspire the public. You can share the movie on social networks and on websites (the school website, project website, etc.). You can also use it as part of the planned Public Event, for instance to entice 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 Cafe event the film could be screened followed by a discussion with experts. etc.).

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.

- **Notice board** – You can use the existing Eco-Schools board or make a new one for the topic of Eating Responsibly. **WS How to create an eye-catching bulletin board** (see Appendix p.39).
- **Article** – for a newspaper, school periodical, etc. **WS How to write an intriguing article** (see Appendix p.40).
- **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. **WS How to write a web article** (see Appendix p.41).
- **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 and the slides visually accompany them. You can use it to present the project at a conference, school assembly or the Public Event. **WS How to make a presentation** (see Appendix p.42).

How to promote the ‘We Eat Responsibly’ project

Over the course of the project all information output must include the logo and appropriate sentence about EU support. Appendix – worksheets for informing tools

Public Event

While before you were able to choose from the options on how to inform your school about the topic of eating responsibly, every school involved in the We Eat Responsibly project must plan an event for the public. At least the whole Eco-Schools Committee should be involved in planning the event, plus other interested parties. 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.

How to plan the Public Event

In the prior steps you chose what you would like to improve in the field of eating responsibly 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 have to decide what kind of event you are going to organise. The event should be the culmination of your year-round efforts on the project, be based on the Action Plan and relate to the issue you're addressing.

What to think about when planning

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

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 are going to plan.

What do we all want to do at the event? - We can use the brainstorming and the subsequent discussion to decide what is 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 people to know when fruits and vegetables are ripe – 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 farmers from nearby and organise a market, make a map of farms nearby and info on what they can find there...)

The groups should present each other their activities 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 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) 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 will the event for the public itself be
- how much time will each of the planned activities require
- how much time will the setting up the individual activities 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...).

How much will the event cost? Try to estimate how much money you'll need and find out whether you'll be able to arrange it from your own resources or whether you'll need to find sponsors.

Who will be responsible for what? Assign roles and responsibilities for 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 where you will fill each other in on the course of work. Set deadlines for when things need to be ready and supervise the preparations so you'll know in time if something is not going according to plan and you can fix it in time.

Add to table or create separate Public Event Plan

Promoting the "We Eat Responsibly" project - over the course of the project it is necessary to mention EU support at events.

Little Public Event Idea List

Regional cafe – For one day, turn your school into a cosy cafe open to everyone, maybe even outdoors, which serves delicious dishes and beverages from local, regional ingredients. Not only will the guests of the cafe get tasty treats, but also 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 where 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.

Theatre – Organise a theatre presentation concerning the topic of eating responsibly.

Garden party – Organise a public tasting of the fruits of 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 eating responsibly.

Examples of good practice

Samples of Public Events by pilot schools will be filled in during the pilot year

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 it would require much greater effort to do so. You can open up the invitation to get involved in your activities to everyone, but 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	We did
(In this column, students can write down their ideas about what should be changed or done as part of the project.) <i>Ex.: There are no trees in the garden and nowhere to hide from the sun.</i>	(In this column the Eco-Schools Committee writes what it did about it.) <i>Ex.: Tree planting is planned for spring! Mark your calendars!</i>

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 surroundings where they're dealing with similar problems. It could be another Eco-School involved in the We Eat Responsibly project or even a "non-Eco-School", where they are also dealing with the topic of eating responsibly.

We Eat Responsibly is an international project and there are 8 other EU countries involved as well. One of the goals of the project is to establish cooperation between Malta and foreign schools. Take advantage of this situation and contact one of the foreign schools.

Eco-Code – Code of Responsible Eating

Introductory illustration - the same as the one used on the 7 steps poster

The Code of Responsible Eating is a set of rules the pupils create and will attempt to follow to serve as an example and inspiration for others. In an ideal situation 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 notice board, or a board by the canteen/tuck shop or food preparation room.

How to create a Code of Responsible Eating

Activity "Responsible Eating at our School"

OBJECTIVE: acquire suggestions for rules, pick out the best and create a Code of Responsible Eating.

TIME: 30 minutes

WHAT IS NEEDED: a large piece of paper for every group (class), coloured pencils

PROCEDURE:

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.

TASK: 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...

Remind students or write somewhere visible which areas responsible eating applies to. Health and Lifestyle, Food Waste, Transport (Local Food), Influence on Resources – land, water, Impact on People at Home and Abroad, Influence on Nature and Landscape). 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 eating responsibly. Then reformulate them and create a Code of Responsible Eating so as to be specific, clear and realistic. The formulations should be positive, engaging and imaginative.

Recommendation! 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 that. 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 Eating.

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

Examples of good practice

Sample rules from pilot schools will be added in over the course of the pilot year.

Appendix – worksheets for informing tools – Bulletin board

After the pilot year the worksheets will contain one specific sample for each tool of what a proper result looks like with arrows pointing to certain spots along with instructions about what to watch out for, how to formulate things, what style to choose, the font, graphics, etc. Each partner selects potential samples from their schools.

Bulletin board

How to create an eye-catching bulletin board

The bulletin board should be located in a highly frequented spot so that as many people as possible find out about it. It should attract attention at first glance and should be regularly updated so that the information on it does not become stale and the board just another picture on the wall.

Font – choose a font and size that can be read from at least 1m away. Use a simple font – overly decorative fonts are hard to read.

Text – if the board is to catch people's eye, there should not be too much text, but what is there should be something striking, something that speaks to people and grabs their attention, maybe even shocks them (positively). Don't forget to include information on where those who are interested can learn more or ask to get involved.

Header – select one that captures the attention at first glance. It's the first thing that the reader reads and if it doesn't attract them, they won't read more.

Pictures – a good picture is worth a thousand words, so pick them carefully and include a short and concise caption. Always include the author or source of the picture and check the copyright.

Graph – present the data you found in the form of a simple and easy-to-read graph. For the text, be brief with a big font and make the information as concise as possible.

Promoting the "We Eat Responsibly" project - over the course of the project the logo and appropriate sentence on EU support must be included on the board.

Appendix – worksheets for informing tools - Article

Article

How to write an intriguing article

Decide what you're going to write about before you start planning how to write the article. Do you want to use the article to inform the reader or to convince them of something or just to entertain them?

Get to know your audience. Who is the article meant for? Writing for teenagers requires a different style than writing for parents or, say, experts on the given topic. Look at how other articles in your selected periodical are written and adapt your article to that.

Provide a new perspective on the topic. Come up with new ideas, approaches, little known information. Your enthusiasm for your topic will make your article more interesting.

Find reliable sources. You can use the internet, library, consult with experts...

Determine the length of your text or find out how much space you have for your article.

Create an outline for the article. Don't write off the top of your head. An outline will help you divide up the information and will become your guide while writing the article. It will also help you not to forget anything important.

Add pictures, photos and graphs ...They liven up the text and the reader can rest for a minute. Always include the author or source you drew on. Check copyright.

If you include information from another **source** in the article, **cite it**.

The reader should find **the answer to the questions who, what, when, where, how and why** in the article.

The headline should always be concise and intriguing. It should characterise the content of the text, catch attention and motivate people to read on.

The lead – the introductory part of the article. It must catch attention and give the reader an idea of the content. It is often written in italics and answers the who, what, when and where.

The body – this expands on the information. It answers the questions how and why. The text should fit together logically, and it is best to break it down into smaller paragraphs with subheadings. Also include your plans for the future that relate to the topic.

The conclusion – here you can reference other information, interesting facts, literature, include thanks, etc...

Name of the author

Promoting the "We Eat Responsibly" project - over the course of the project the logo and appropriate sentence on EU support must be included on the board.

Appendix – worksheets for informing tools - Internet

After the pilot year the worksheets will contain one specific sample for each tool of what a proper result looks like with arrows pointing to certain spots along with instructions about what to watch out for, how to formulate things, what style to choose, the font, graphics, etc. Each partner selects potential samples from their schools.

Internet

How to write a web article

Writing articles for the web is governed by specific rules.

Keywords – before you start writing, jot down some keywords associated with the topic on which you want to write. You can use a specialised tool by Google for proposing keywords - the Google Keyword Tool. Then use these keywords when writing the article.

Write concisely, emphasising the important parts – use shorter paragraphs; don't go into too much detail

Use interesting graphics – add pictures, photos, graphs, diagrams, etc. to the text...

Header – must be attention-catching. Pay attention to hierarchical ordering of headings.

Links – link to the linked page directly from the text (don't link by saying "click here")

Include the title and page description – the title and description is what show up for potential visitors in search results. If it hasn't been filled out, the search engine generally uses part of the text from the start of the page.

Promoting the "We Eat Responsibly" project - over the course of the project the logo and appropriate sentence on EU support must be included on the board.

Appendix – Worksheets for Informing Tools - Presentation

After the pilot year the worksheets will contain one specific sample for each tool of what a proper result looks like with arrows pointing to certain spots along with instructions about what to watch out for, how to formulate things, what style to choose, the font, graphics, etc. Each partner selects potential samples from their schools.

Presentation

How to make a presentation

A presentation is one of the tools that can help you present your project to the public. It is a short, simple, comprehensible and above all fun and entertaining performance where spoken word plays the main role and the slides visually accompany it. You can use it to present the project at a conference, school assembly or when presenting to the public.

- You must always know **what the objective of the presentation** is (to present the project, to get funding).
- It is best **to plan the presentation** on paper. Once you've come up with what and how you want to present, to what end and in what form, how many slides you need and what the main ideas are, then you can transfer it to slides.
- There is beauty in simplicity – make your **own templates**.
- Sometimes fewer slides with more words is less effective. Put one idea in one slide.
- The **title** of the presentation should **be short, comprehensible and concise**.
- Make use of a **font colour that contrasts** with the slide background.
- Too much text is a waste – it's better to pinpoint the main idea, the rest you can say. **10 words per slide** is enough.
- All the text should be readable from anywhere in the room. **The minimum font size should be 24**; choose a sans serif font (e.g. Arial).
- **Do not use a lot of moving effects**, at most one, ideally none. They distract the audience.
- **Select your pictures carefully**; they should relate to the topic and have an emotional impact. Always reference the author or source; check copyrights. Use **simple graphs** and don't forget to **label the axes**, so people can see what's what. Don't give the audience print-outs of the presentation, unless they're to serve as note paper. It's better to **prepare a text document** that has more information than on the slides, or prepare documents on the presented topic for them.
- **Work with multiple senses**: they see something on the slide, they hear something from you and then it's good if they get something in their hands, it will make it easier for them to remember it (e.g. if you are presenting about the school garden, bring them some of its fruits or herbs to smell).
- **Prepare and practise the presentation** in advance.
- Speak clearly, **work with your voice** and remember that **gestures and facial expressions** are important.

- **Thank the audience for their attention.**

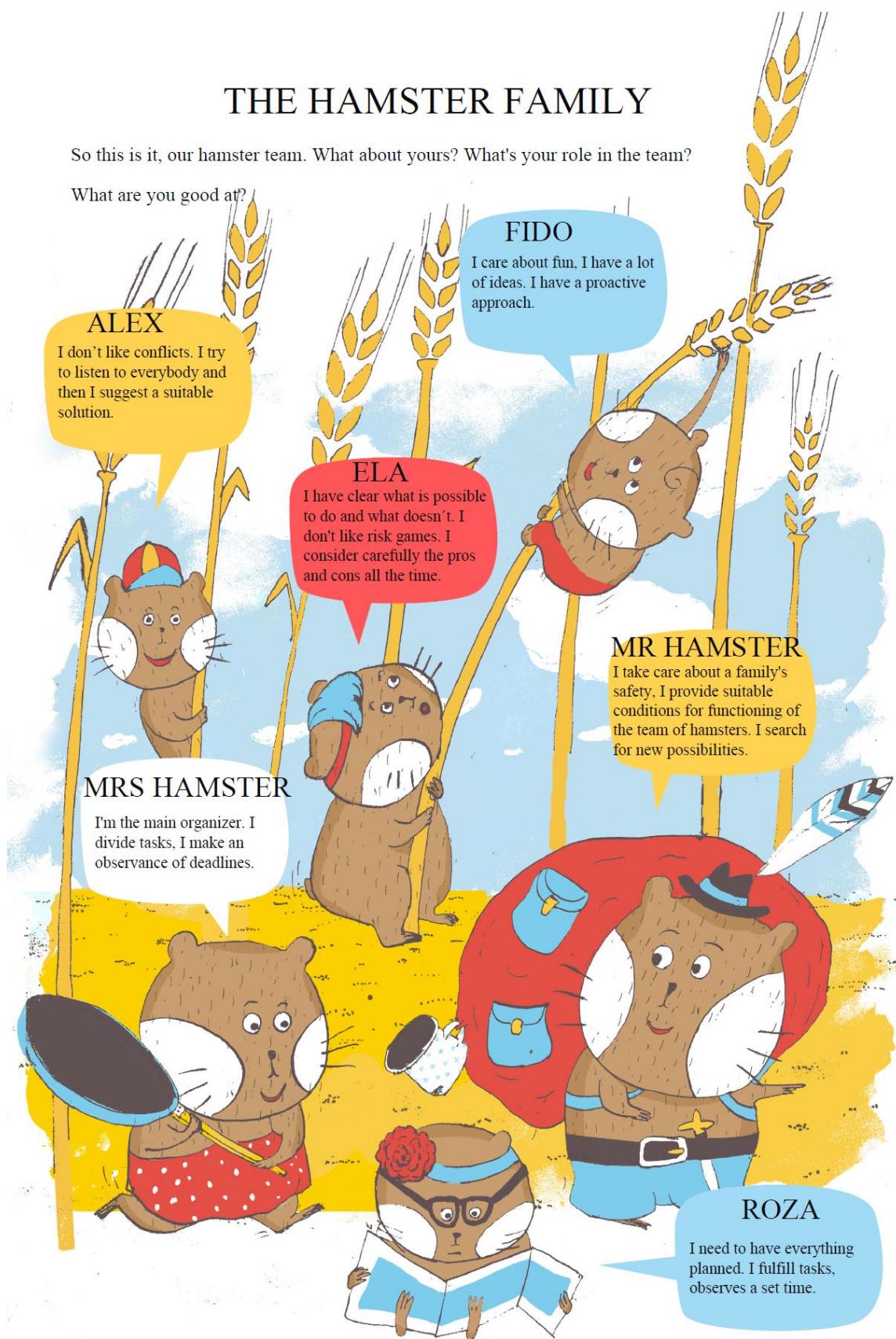
Promoting the "We Eat Responsibly" project - the logo and appropriate sentence on EU support must be included in the presentation.

Appendix – Illustration of the Hamster Family

THE HAMSTER FAMILY

So this is it, our hamster team. What about yours? What's your role in the team?

What are you good at?



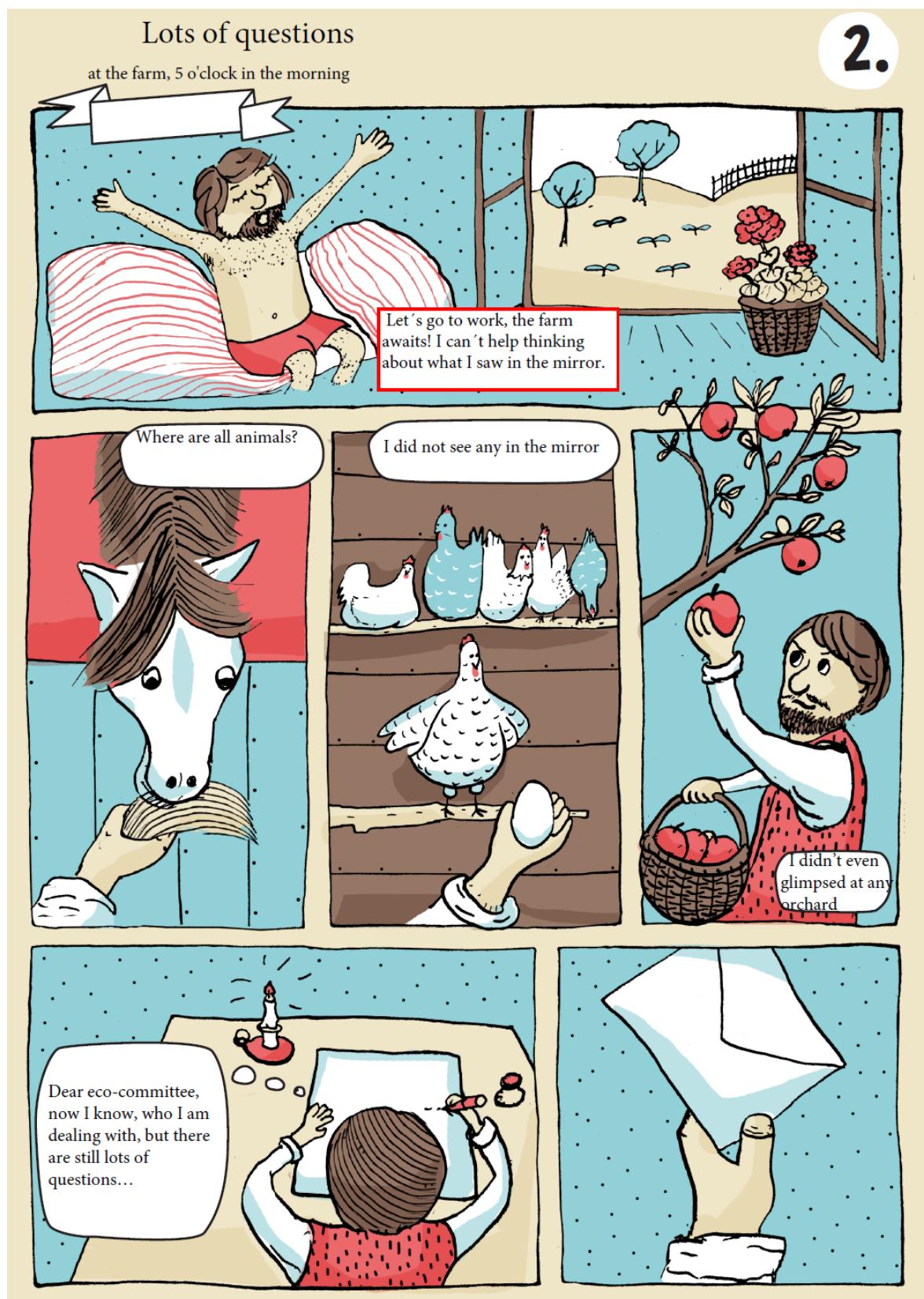
Appendix – Illustration of the Eco-Schools Committee in the Kitchen



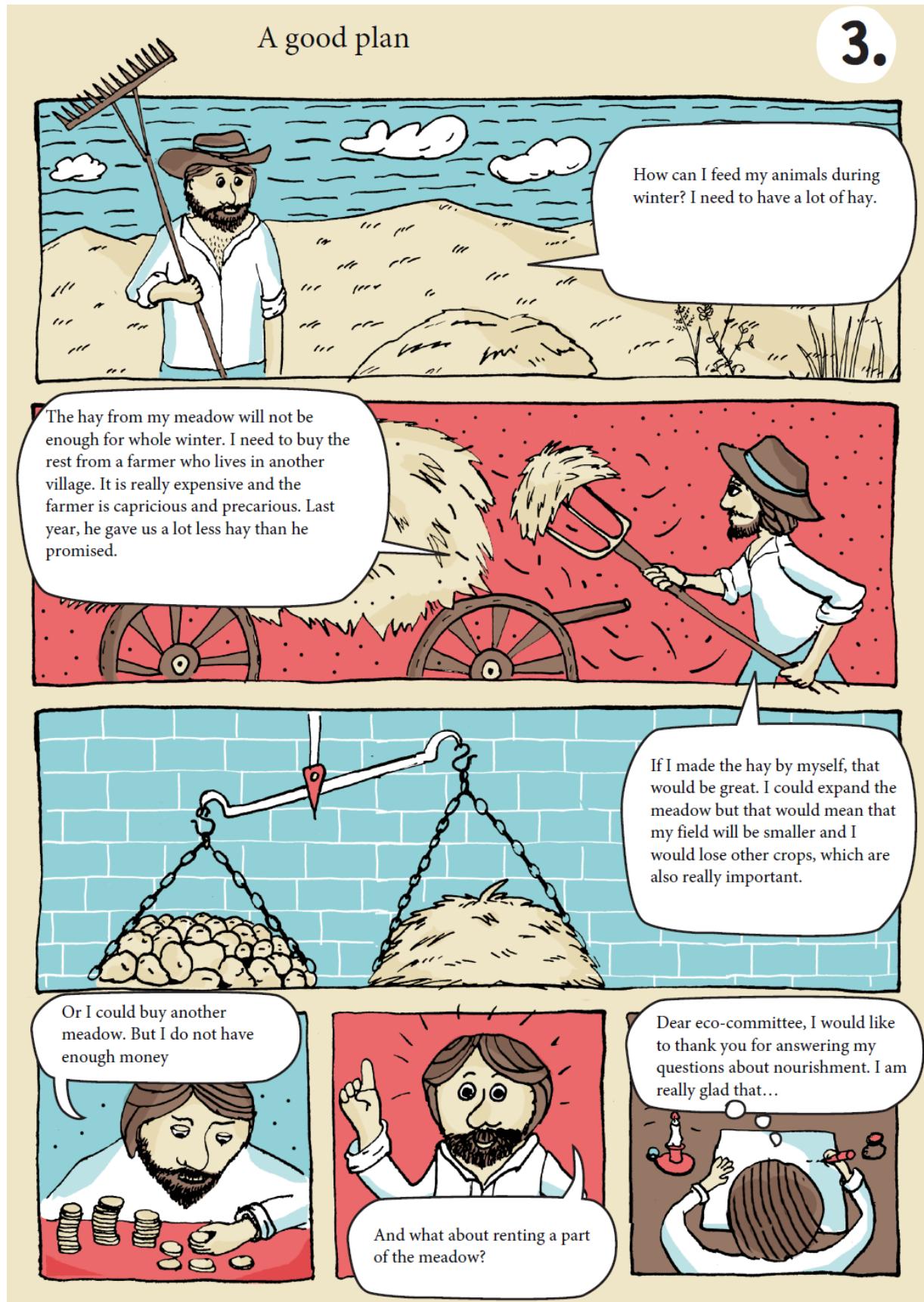
Appendix – ‘Strangers in the Mirror’ Comic



Appendix – ‘Lots of Questions’ Comic



Appendix – ‘A Good Plan’ Comic



Appendix – ‘Want To Know Something?’ Comic



| Appendix - Analysis – school canteen/tuck shop

the yellow questions are voluntary

Impact on Resources and Climate, Local Food																																										
Question	Response																																									
1. Do pupils receive fresh/raw fruit and vegetables grown in Malta? How many times a week? <i>Imported fruits and vegetables are picked before they are ripe in order to survive transport and thus contain fewer vitamins and minerals than those picked when they are ripe.</i> <i>Mark down the kind of fruit or vegetable and where it is from.</i>	<table border="1"> <thead> <tr> <th></th><th>Malta</th><th>Imported</th></tr> </thead> <tbody> <tr> <td>Monday</td><td></td><td></td></tr> <tr> <td>Tuesday</td><td></td><td></td></tr> <tr> <td>Wednesday</td><td></td><td></td></tr> <tr> <td>Thursday</td><td></td><td></td></tr> <tr> <td>Friday</td><td></td><td></td></tr> <tr> <td>Total</td><td></td><td></td></tr> </tbody> </table>				Malta	Imported	Monday			Tuesday			Wednesday			Thursday			Friday			Total																				
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2. Where does the school canteen/tuck shop buy its ingredients for making school lunches? How many kilometres did they travel before getting to the school?	<table border="1"> <thead> <tr> <th></th><th>Origin</th><th>Number of km</th><th>Are they available somewhere closer?</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> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>		Origin	Number of km	Are they available somewhere closer?	Vegetables				Fruit				Meat				Dairy				Flour				Eggs																
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3. Does the canteen/ tuck shop menu react to which foods are in season? Does it serve different foods in the autumn and spring depending on what foods are growing and ripening in Malta?																																										

4. Are any of the ingredients used in the canteen/tuck shop organic? Which ones? How often do they show up on the menu?		
5. Are any of the ingredients used in the canteen/tuck shop Fairtrade? Which ones? How often do they show up on the menu?		
6. Does the school include vegetarian (non-sweet) meals at least once a week? <i>The growth in intensive meat production is contributing to climate change. Intense livestock breeding releases a large amount of methane, one of the most potent greenhouse gases, into the atmosphere. To produce a kilogramme of beef on the Czech market, 5 000 – 15 000 litres of water is needed, as well as a large expanse of land. The famous Beatle Sir Paul McCartney is a meat-lover, but in order to reduce the impact of meat production on our planet he came up with "Meat Free Monday" ☺</i>		
7. How is the distribution of fruit as part of the School Fruit Scheme dealt with? Where does the fruit come from?		
Other questions (Do you have any other problem at your school not covered by the proposed questions? Add your own).		

Food Waste

1. How much food is thrown out in the canteen/tuck shop? Where do the canteen/tuck shop leftovers end up?

The average European, however, throws out around 100 kg of food a year and, according to estimates, around a third of food ends up in waste dumps needlessly.

Talk with the canteen manager 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. 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.

	Amount in kg or in litres	Per person	Per person per year
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total			

Leftovers from the school canteen/tuck shop end up:

2. Can students serve themselves part of the meal or the whole lunch?

Food Item 1:

Food Item 2:

3. Is it possible to ask for a smaller portion?

4. Is it possible to have a second helping?

5. Is it possible to pick the type of side dish or decline part of the meal?

6. Is there an option of replacing part of the meal with something else? For example replacing meat with vegetables.

7. Which food and drink are most and least popular with pupils?

Food/drink item	Most popular	Least popular

8. Does the canteen/tuck shop find out what students like and what they don't?

9. What food would students like to have in the canteen/tuck shop?

Health and Lifestyle						
<p>1. Does the school worry about the issue of healthy eating? How? Does it educate canteen/tuck shop managers and cooks; deal with awareness for pupils and teachers?</p> <p><i>Maltese society should learn to eat healthily. This is one of the main objectives of the Healthy Eating and Physical Activity policy launched by the Ministry for Education and Employment.</i></p>						
<p>2. Does the school canteen/tuck shop provide information on the composition and nutrition of the food consumed in it? Where is this information found? Is it easily accessible? Is it intended for pupils, parents, or teachers?</p>						
<p>3. Which foods are made from fresh ingredients? What percentage? <i>Find out what ingredients foods are made from in the weekly menu.</i></p>	Ingredient	fresh	frozen	dried/instant	canned	
	Vegetables					
	Eggs					
	Meat					
	Milk					
	Side dishes (potatoes, rice, etc.)					
4. What is the predominant method of cooking? Steaming, baking, frying, ...? Check the weekly menu. Do you have combi steamers at the school? <i>A combi steamer is a professional kitchen appliance that combines the attributes of a convection oven and steam cooker. It is appropriate for many kinds of cooking, including baking, frying, grilling, steaming and blanching. The advantages of this technology include shorter cooking times and gentler cooking that allows food to keep more of its vitamins compared to regular cooking methods.</i>						
5. Which drinks are offered? Is water or an unsweetened beverage offered?						

Dining Culture and Openness to Different Dietary Habits and Needs		
1. Can pupils or parents/guardians influence the school menu?		
2. Is it possible to pick from two or more foods?		
3. Can students who bring in food from home heat it up in the canteen/tuck shop and eat lunch with their fellow students?		
4. Does the canteen/tuck shop cook for children with dietary restrictions? Which diets does it cook for?		
5. Is the environment in the canteen/tuck shop welcoming for you? Do you like the arrangement of tables, decor, cleanliness, tablecloths? Are the cooks friendly? Find out through a poll done at the school or on the school or canteen/tuck shop website.		
6. How many vegetarians are there at school and how do they eat at the school canteen/tuck shop?		

| Appendix - Analysis – school vending machine

the yellow questions are voluntary

Assortment <i>(In the empty rows write in what types are available, e.g. under "Nuts" you can write in hazelnuts, cashews, etc.)</i>	Sales rate (number of items per a period selected by you; you can check with the operator)	Where it comes from (how many km it travelled)		Presence of palm oil	Energy value – percentage of daily intake	
		Malta	imported		Energy value KJ (1 calorie = 4.187 joules)	% of daily intake
Nuts						
Fruit						
Sweets						

Crackers						
Hot snacks (<i>fast food – pizza, hot dogs, etc.</i>)						
Cold snacks (<i>baguettes, buns, etc.</i>)						
Beverages						

Dairy products						
Other						
Evaluation	The most sold are: 1. 2. 3. . . .	Of the most sold:% are from local sources% are imported% of products contain palm oil			

1. Can pupils/teachers/parents or guardians influence the assortment of the vending machine? If so, state who.	
2. Does the vending machine offer food for children with dietary restrictions? For which diet?	
3. How much food is thrown out from the vending machine per week? Provide the number of kg and the total value.	

| Appendix - Analysis – home

Eco-Schools Committee questionnaire for Menu for Change

Dear students and parents/guardians,

On behalf of all the members of the Eco-Schools Committee for the "Menu for Change" project, we want 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. In this way we hope to get an idea of what is normal for us at home. This information will help us decide what our Action Plan should look like.

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 out 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 are instructions on how to answer them. At the beginning of the form are basic instructions on who should ideally fill out the form.

Your Eco-Schools Committee

The questions marked purple are addressed to the 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 filling them out.

1. We would like to know where you buy 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	rarely	sometimes	often	mostly	always
a) We buy food at a shop.						
b) We buy food at farmers' markets.						
c) We buy food directly						

from the producer/farmer.					
d) We grow our own food.					

2. If you've checked off that you grow your own food, please write what food specifically.

3. How do you decide which food to buy?

Read each statement carefully and on a scale of 1 to 6 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 6 means "It fully represents how I shop."

Check off the selected response for each statement.

	1	2	3	4	5	6
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).						
I buy food labelled fair-trade or organic.						
I buy food regardless of visual qualities (e.g. crumpled package, crooked carrots or cucumbers, etc.).						
I buy food that does not contain palm oil if available.						
When buying fruits and vegetables I prefer those that are in season (those that are growing and ripening here at the moment).						
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.						

4. How often do you make food at home?

Check off the appropriate answer.

Every day	
Every other day	
Twice a week	
Once a week	
Less frequently	

5. How often do you eat the following at home*Check off the appropriate answer.*

	Every day	Every other day	Roughly twice a week	Once a week	Less frequently
a) meat or meat products (incl. ham, bacon, hot dogs, lard, etc.)					
b) vegetables					
c) fruit					

6. Children, fill in how often per week you eat breakfast...:

	Every day	Every other day	2 – 3 times a week	Less
...at home.				
...on the way to school at a shop.				
...on the way to school at a fast food place.				
...purchased from the school canteen.				

7. How often do you go to fast food outlets:

	Every day	Every other day	Roughly twice a week	Once a week	Less frequently
a) alone?					
b) with friends?					
c) with parents?					

8. Do you change what you eat based on what is in season in Malta? For example, in spring you eat cauliflower, cabbages and green beans and in autumn you cook pumpkin?*Check off the appropriate answer.*

Definitely not	
Rather not	
Rather yes	
Definitely yes	

9. How often do you use ready-made food at home (frozen pizza, instant soup, ready-made meals, etc.)?

Check off the appropriate answer.

Never
Rarely
Often
Always

10. Do you (children) know how to cook anything?

Select the appropriate answer.

Yes		If so, what? _____
No		

11. 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 where they came from. Use the grey fields below as inspiration.

12. How often do you throw out unused food at home?

Check off the answer that best corresponds to reality.

Daily or nearly daily	<input type="checkbox"/>
Two to three times a week	<input type="checkbox"/>
Once a week	<input type="checkbox"/>
Less	<input type="checkbox"/>

13. 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 some we feed 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: _____

14. What are the most frequent reasons that you throw out unused food at home?

Check off the most and second most frequent answer.

	1st reason	2nd reason
It goes bad	<input type="checkbox"/>	<input type="checkbox"/>
It goes past its best before date	<input type="checkbox"/>	<input type="checkbox"/>
We cook too much and food is left over	<input type="checkbox"/>	<input type="checkbox"/>
Nobody feels like eating it anymore	<input type="checkbox"/>	<input type="checkbox"/>
There's an accident (falls on the floor, burns)	<input type="checkbox"/>	<input type="checkbox"/>

15. How many members are there in your family? _____

| Appendix - Analysis – Evaluating the Questionnaire

Food Review - 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?

Every day 

Every other day 

Twice a week 

Once a week 

Less frequently

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

	Number of responses	How frequent are the responses? Number of responses/number of respondents * 100	Evaluation				
			What does the result mean?	What's good about it?	What could be changed?		
Example: How often do you make food at home?							
Every day	6	$6/30=0.2$, $0.2*100=20\%$	20 % of families cook at home every day	<i>We think that the fact that a third of families cook every other day is good.</i>	<i>Cooking twice a week seems like not very much to us and it seems lots of families cook only twice a week.</i> <i>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.</i>		
Every other day	10		33 % of families cook every other day				
Roughly twice a week	12		40 % of families cook twice a week				
Once a week	2		7% of families cook once a week				
Less frequently			Nobody cooks less than once a week				
1. Where you buy your food?							
a) We buy food at a shop.							
Never							
Rarely							
Sometimes							
Often							
Mostly							
Always							
b) We buy food at farmers' markets.							
Never							
Rarely							
Sometimes							

Often					
Mostly					
Always					

c) We buy food directly from the producer/farmer.

Never					
Rarely					
Sometimes					
Often					
Mostly					
Always					

d) We grow our own food.

Never					
Rarely					
Sometimes					
Often					
Mostly					
Always					

2. What food do you grow on your own?

3. How do you decide which food to buy?

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 <i>It does not describe how I shop at all</i>					
2					

3					
4					
5					
6 <i>It fully represents how I shop</i>					
I buy food labelled fair-trade or organic.					
1 <i>It does not describe how I shop at all</i>					
2					
3					
4					
5					
6 <i>It fully represents how I shop</i>					
I buy food regardless of visual qualities (e.g. crumpled package, crooked carrots or cucumbers, etc.).					
1 <i>It does not describe how I shop at all</i>					
2					
3					
4					
5					
6 <i>It fully represents how I shop</i>					
I buy food that does not contain palm oil if available.					
1 <i>It does not describe how I shop at all</i>					
2					
3					

4					
5					
6 <i>It fully represents how I shop</i>					

When buying fruits and vegetables I prefer those that are in season (those that are growing and ripening here at the moment).

1 <i>It does not describe how I shop at all</i>					
2					
3					
4					
5					
6 <i>It fully represents how I shop</i>					

We take prices into account so that we pay as little as possible.

1 <i>It does not describe how I shop at all</i>					
2					
3					
4					
5					
6 <i>It fully represents how I shop</i>					

We buy food according to what we feel like eating at the moment.

1 <i>It does not describe how I shop at all</i>					
2					
3					
4					

5					
6 <i>It fully represents how I shop</i>					
4. How often do you make food at home?					
Every day					
Every other day					
Roughly twice a week					
Once a week					
Less frequently					
5. How often do you eat the following at home:					
a) meat or meat products (incl. ham, bacon, hot dogs, lard, etc.)					
Every day					
Every other day					
Roughly twice a week					
Once a week					
Less frequently					
b) vegetables					
Every day					
Every other day					
Roughly twice a week					
Once a week					
Less frequently					
c) fruit					
Every day					
Every other day					
Roughly twice a week					

Once a week					
Less frequently					

6. how often per week 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.

Every day					
Every other day					
2–3 times a week					
Less frequently					

7. How often do you go to fast food outlets...?

a) alone?

Every day					
-----------	--	--	--	--	--

Every other day					
Roughly twice a week					
Once a week					
Less frequently					
b) with friends?					
Every day					
Every other day					
Roughly twice a week					
Once a week					
Less frequently					
c) with parents/guardians?					
Every day					
Every other day					
Roughly twice a week					
Once a week					
Less frequently					
8. Do you change what you eat based on what is in season in your country? For example, in spring you eat cauliflower, cabbages and broad beans and in autumn you cook pumpkin?					
Definitely not					
Rather not					
Rather yes					
Definitely yes					
9. How often do you use ready-made food at home (frozen pizza, instant soup, ready-made meals, etc.)?					
Never					
Rarely					
Often					

Always					
--------	--	--	--	--	--

10. Do you (children) know how to cook anything?

Yes					
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No					
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What kind of food can you make on your own? Write down the kinds of food, which appear in the questionnaire. You can add some easy recipes and make your own cookbook.

11. Where were the foods you eat or use for cooking at home made?

Malta					
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Europe					
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Other continent					
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12. How often do you throw out unused food at home?

Daily or nearly daily					
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Two to three times a week					
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Once a week					
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Less					
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13. What do you do with food that's past its best before date?

We automatically throw it out.					
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We throw some out and some we feed 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?					
14. What are the most frequent reasons that you throw out unused food at home?					
1st reason					
It goes bad					
It goes past its best before date					
We cook too much and food is left over					
Nobody feels like eating it anymore					
There's an accident (falls on the floor, burns)					
2nd reason					
It goes bad					
It goes past its best before date					
We cook too much and food is left over					
Nobody feels like eating it anymore					
There's an accident (falls on the floor, burns)					

