



ELLINOGERMANIKI AGOGI

EDUCATIONAL MODULE

Food Waste



In a nutshell

This short classroom course aims to trigger awareness about the issue of food waste from a food systems perspective with the help of (local and European) (show)cases. Student feedback focuses on building critical thinking skills and the elaboration of an Action Plan can take the module outside of the classroom, from reflection to practice.

Food 2030 focus



What for?

- To train or educate people on food system transformation

For whom?

For educators to use with secondary school students.

How long?

2-3 sessions of 45-50 minutes

Created by

Ellinogermaniki Agogi (Pallini, Greece) with external experts active in the field (Boroume, Attica Food Bank, Redirect)

Something to share?

Leave us a comment about this tool on the [FIT4FOOD2030 Knowledge Hub](#).

You can also contact Katerina Riviou, kriviou (at) ea (.) gr

This tool was developed as part of the FIT4FOOD2030 project; find this tool and many more on the [FIT4FOOD2030 Knowledge Hub](#).

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How to cite?

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What will you gain from this?

The module has the goal to raise awareness (content knowledge) about the issue of food waste and to develop students' critical thinking.

Thematic area

Food waste, food systems

Target audience

Secondary school students

Age of participants

12-15-year old

Number of participants

25-30

Number of facilitators

1

Prior knowledge required for participation

No prerequisites.



FOOD WASTE

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GETTING PREPARED

Set the scene

This module could be implemented in class (face-to-face), supported by printed cards and a project for presenting different cases and resources, or purely online, integrating the presentation and group discussion on an online teaching platform.



Caption

Materials

- Projector
- Printed cards about local and international cases
- Flipboard sheets for brainstorming
- Stationary

FLOW

STEP 1: Feel (25 minutes)

STEP 2: Imagine (25 minutes)

STEP 3: Create (follow-up classes or events)

STEP 4: Share (follow-up classes or events)

FACILITATOR TIPS

This tool needs to be carried out together with the participants. During multi-stakeholder dialogues you as a facilitator (or moderator) have an important role to play to ensure the active participation of all the participants in the given time frame while also reaching the session goals.

As a facilitator you need several skills and competences, such as verbal and non-verbal skills, negotiating skills, flexibility, and leadership. You will need to create an environment in which all participants feel secure, are able to speak up and give their perspective on issues being discussed. This means that you may have to stimulate some participants to speak more often, while you may have to prevent other participants to speak too often or too long. It also means that you will need to avoid discussions on issues that are not directly relevant.

A brief guide with facilitation tips are provided in this address:
<https://knowledgehub.fit4food2030.eu/facilitatorstips>



STEP 1: FEEL

25 MINUTES

As a teacher or facilitator of this module, you can begin by presenting to students or participants:

- Pictures of selected Food and Nutrition Security challenges which step-by-step introduce/problematicize students around the issue of food waste
- Pictures of positive local or international examples that could represent positive trends (for example, in the Greek context, Local cases Boroume/SavingFood ([presentation video](#)) and Redirect ([presentation video](#)) were consider relevant



TIPS & TRICKS

The FIT4FOOD2030 project has surveyed a number of cases showing potential for transformation, known as showcases. The following could also serve to bring an international perspective to the discussion: Feeding the 5000, GrowUpUrban Farms, Winnow, KromKommer and the FoodWINproject.

Questions that can bring the discussion forward:

- What caught your eye in the video we just watched/material that we just read?
- What is this initiative about? How does the specific initiative handle the issue of food waste?
- What is the difference in the approach between the cases in the way that they handle food waste?

Introduce the terms of **carbon food footprint** and **food insecurity**. Guiding the discussion on the fact that food waste can take place in all of the processes/steps of the food system. Encourage students to realise:

- the extent of environmental resources (e.g. water) that go wasted as well /need to be consumed for the production of e.g. 1 loaf of bread
- that implications can be apart from financial (obvious), societal/ethical and environmental
- the levels of food wasted at various points from farm to fork to gut and back.

STEP 2: IMAGINE

25 MINUTES

Encourage students to form small groups to develop their own solution/project/action plan/breakthrough in order to address food waste. Ask them to consider:

- Different fields of application: their home, their school canteen, the school garden;
- Different roles: e.g. restaurant owner.

STEP 3: CREATE

FOLLOW-UP CLASSES OR EVENTS

Working with the ideas produced by students, follow-up classes could explore:

- Concrete actions they can take to find out more about the problem, e.g. a survey (with a paper-based questionnaire or student learning apps) to record food waste their peers' daily practices at their homes, school canteens, local restaurants or other institutions' (e.g. hospitals);
- To which stakeholders they would need to reach out for mentoring/feedback for devising their solution;
- Which stakeholders they should address for possible collaborations.



TIPS & TRICKS

Ideally, there would be further scope to work on some of the Activity Plans developed during the classroom. After piloting of the module, a group of students was inspired come up with the idea to prepare smoothies to offer to the audience of the event taking place in the end of the school year (where students present their projects) from fruits that would end up in waste otherwise; also exploring the potential to use recycled /sustainable containers and straws.

STEP 4: SHARE

FOLLOW-UP CLASSES OR EVENTS

Encourage students to:

- write an article to the blog of their school, in the school newspaper
- organise a thematic evening in the end of the school year where they present the outcomes of their project to their families and local stakeholders, as well as recommendations for citizen conscience (mottos)
- publish their projects to the [Open School Journal for Open Science](#) (describing the systemic approach they followed).



Coordinated by:



Partners



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