Green Generations Students' Curriculum

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Table of Contents

Introduction to the Green Generations Project

The Green Generations project, provides teachers with the curricula, resources, guidance, and training in Intergenerational (IGL) Climate Change Education (CCE) to enable them to implement green active citizenship education successfully at school, home and community and equip their students with important skills of the 21st century such as agency, creativity through design thinking, creativity and environmental literacy and problem solving, but also value of intergenerational learning, such as respect, collaboration, etc. The development of these skills will facilitate students' behavioural shift towards a greener and more sustainable future. Based on the gaps and challenges identified across France, Greece, Cyprus, Romania and Bulgaria, the curriculum that will be designed in the framework of the GreenGenerations project aspires to:

- help teachers integrate intergenerational learning around environmental practices into classrooms,
- develop students' 21st century skills such as effective communication, teamwork, respect, creativity and critical thinking,
- develop and test an innovative curriculum for intergenerational climate change education.

Green Generations Curriculum in a nutshell

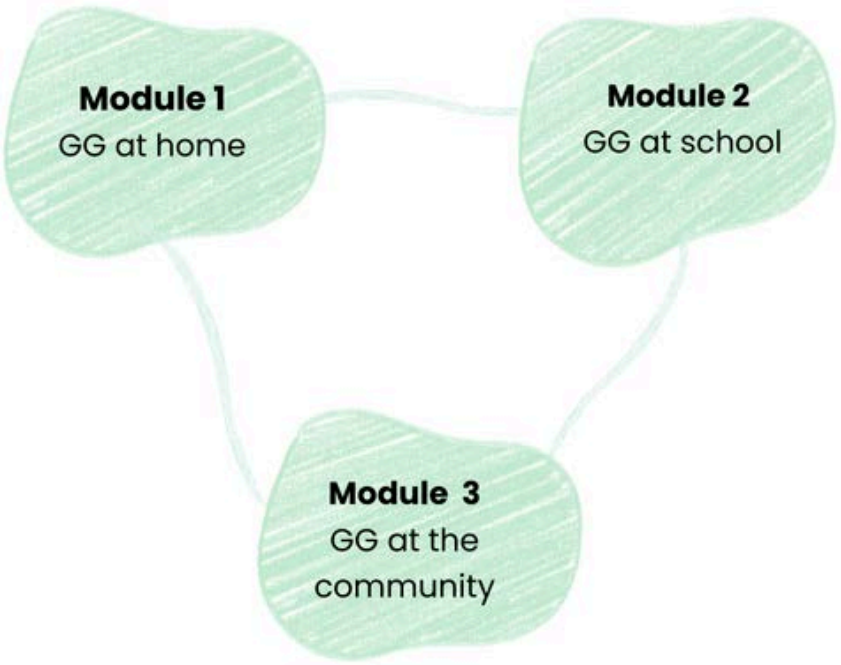
This document contains educational practices, guidelines, tools, and resources that guide the implementation of the Green Generations Curriculum in different educational settings of primary and secondary education. It defines the competences, the design principles, and the instructional activities of the GG Curriculum and it provides support on its implementation at school. An important element of the GG Curriculum is that the module activities are adaptable to different educational contexts and age groups allowing in this way its implementation in various contexts, involving students with different profile, backgrounds, and needs. The GG Curriculum aims to support primary and secondary education teachers to implement the GG methodology in a class by proposing activities for students towards a greener changemaking attitude employing intergenerational learning for climate change advocacy and action.

The goal of the Curriculum is to:

- provide teachers with a useful tool for climate change education through an intergenerational learning approach,
- develop students' 21st century skills such as effective communication, teamwork, respect, creativity and critical thinking.

Green Generations Modules

The curriculum will include innovative lesson plans and educational activities of intergenerational learning that could be applied at 3 levels: at a **school** level, at **home** and at a **community** level.

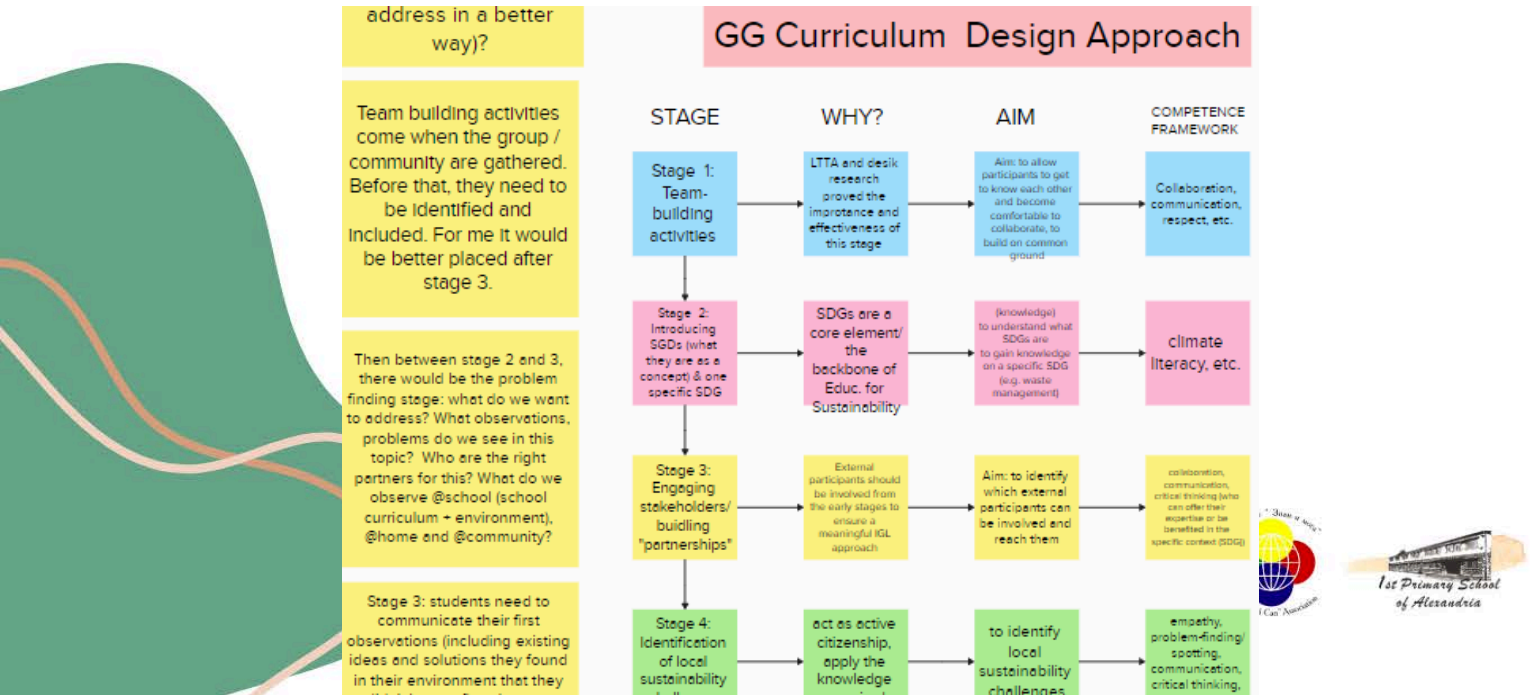


According to the application, the curriculum has been co-designed based on the following three modules:

1. **GreenGenerations at School**: It focuses introducing students to the concepts of climate change and Sustainable Development Goals (SDGs). At the first stage of Module 1, students will explore concrete applications of their knowledge by focusing on the topic of food, in order to delve into the complexity of food system, causes and effects of this specific topic. At the second part of Module 1, students and teachers will come together and build strong partnerships with external stakeholders/adults from different generations, developing empathy and respect, collaboration and commination competences with a special focus on the topic of food.
2. **GreenGenerations at Home and Community**: Through applying experiential learning and design thinking activities, students, teachers and stakeholders/adults will be actively involved in the identification of local sustainability challenges with a special focus on food and the broader food system (related to food production-consumption-waste, energy, biodiversity, etc.). After identifying local sustainability challenges, students, teachers and stakeholders will be involved in the co-design of sustainable solutions with positive impact at the community level.
3. **GreenGenerations at the Community**: It will include educational resources on ways in which citizens can adopt habits towards climate change mitigation and adaptation. Students will become local ambassadors for positive change. As such, partnerships with local organisations will be developed and supported to increase the impact not only of the project, but also the positive impact of children on other adults in their community. Some of these activities will be out-of-school activities and will require parental involvement for the safety of children but also to enhance their participation.

Co-design phase

Stimmuli as the leading partner of the result, initiated two online co-design sessions with partners, in order to decide the structure and the competences to be targeted by the GG Curriculum. Mural Board was used for the co-design sessions.



Partners co-decided to follow the intergenerational approach for climate change education across and throughout the three modules, and not discern the school, from home and community. The main topic of the activities will relate to the topic of "food waste" through different lenses and perspectives (e.g. consumption, energy, biodiversity, etc.). The type of activities proposed below can be adapted to various topics related to climate change based on students' interests and needs. In this context, teachers will be equipped with a holistic IGL approach, and the know-how to implement it across different climate change topics.

In addition, partners discussed the competences, knowledge and attitudes that should be developed through the GG Curriculum. Regarding knowledge, partners agreed that students should acquire knowledge related to the following subjects: climate change, citizen's rights and responsibilities, and climate advocacy/activism. Acquiring knowledge in these areas will allow them to act as responsible citizens against climate change by actively taking environmental-friendly actions at school, home and community. Regarding the skills, the partners pointed out that it is very important to enhance students' creativity, problem-solving, leadership skills, communication, collaboration skills, critical thinking, and media literacy. Finally, in terms of attitudes, partners discussed that the GG Curriculum should be inspirational, and promote proactiveness, civic responsibility, positivity, assertiveness, and respect for the environment. Also, it's expected to motivate young people to take action and work collaboratively with different generational groups to implement green actions. Combining the outcomes of the co-design session, the partners agreed on a common Competences Framework, that will structure the learning objectives and the content of the GG Curriculum.

Targeted Competences

During the co-design session, it was decided to target the following core competences through the GreenGenerations Curriculum: active citizenship, climate literacy, collaboration, communication, critical thinking, creative problem-solving, global citizenship competences. The core competencies are analyzed and defined in the table below:

Competence	Definition	Source	Corresponding activities
Active Citizenship	Active Citizenship is defined as the participation in a civil society, community and/or political life, characterized by mutual respect and non-violence and in accordance with human rights and democracy. Active citizenship competence is closely related to civic competence that is the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community.	REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE	All activities, especially 3.1. 3.2. 3.3. 3.4. 3.5. 3.6.
Climate literacy	A climate-literate person understands the essential principles of Earth's climate system, knows how to assess scientifically credible climate information, communicates about climate change in a meaningful way, and can make informed and responsible decisions regarding actions that may affect climate.	North American Association for Environmental Education	All activities, especially 1.1. 1.2. 1.3. 1.4. 1.5. 1.6.
Collaboration competence	Collaboration is an important skill of the 21st century. According to the Framework for 21st Century Learning, collaboration forms part of the learning and innovation skills (4Cs) that also include communication, critical thinking, and creativity. In the framework of the collaboration competence, students are expected to demonstrate ability to work effectively and respectfully with diverse teams, exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. Students should also assume shared responsibility for collaborative work, and value the individual contributions made by each team member.	Partnership for 21st century skills	All activities
Communication competence	Communication competence is defined as the awareness of effective, befitting, or appropriate communication skills or styles	Partnership for 21st century skills	All activities

	along with the ability to adapt and use that awareness in different contexts.		
Critical thinking	Critical Thinking is the mental and emotional function in which a person evaluates the reliability of information and decides what to think or do through reasoning based on all possible evidence available to him.	Partnership for 21st century skills	2.1. 2.2. 2.3. 2.4. 2.5. 2.6.
Creative problem-solving	Creative Problem Solving (CPS) involves breaking down a problem to understand it, generating ideas to solve the problem and evaluating those ideas to find the most effective solutions. It uses techniques to make the problem-solving process engaging and collaborative.	Harvard Business School Online	2.3. 2.4. 2.5. 2.6.
Global citizenship	Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. It includes the following: •Participating effectively in civic life through knowing how to stay informed. and understanding governmental processes. • Exercising the rights and obligations of citizenship at state, national and global levels. • Understanding the global implications of civic decisions.	Partnership for 21st century skills UN Global Citizenship	All activities

Design principles

The GG educational material and the Curriculum specifically are designed according to the following principles:

	DESCRIPTION

DESIGN PRINCIPLES	
Intergenerational learning	Intergenerational Learning (IL) is defined by the European Map of Intergenerational Learning (EMIL) as: "The way that people of all ages can learn together and from each other. IL is an important part of Lifelong Learning, where the generations work together to gain skills, values and knowledge.
Project-based learning	The GG curriculum follows a hands-on and project-based approach; students have an active role and get familiarized with concepts and activities and tools in an effective and engaging way. The project-based approach provides framework for activities that are flexible and customizable for schools in different contexts and for learners with different profiles and educational needs.
Design-thinking	Design thinking is an analytic and creative process that engages students in experimenting, creating, prototyping models, gathering feedback, and redesigning. Design thinking promotes collaboration among learners, urges them to be creative, inventive, flexible and observative.
Storytelling	Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values.
Student activism	Student activism refers to young people who attend or participate in school-based activist events (Watson, 2022). Students should have the opportunity to take action on important issues that are relevant to them and influence their daily life and future. Students should feel empowered to discuss and tackle issues that matter to them like climate change.
Cross-/Inter-disciplinary design	Cross/Interdisciplinary design in education is about learning and teaching across disciplines. It goes beyond just studying different perspectives. The knowledge and mindsets of different disciplines is integrated in order to delve into complex issues. For example, teachers can teach about climate change through combining different subjects, such as language learning, geography, history, chemistry, etc.

Experiential learning	Experiential Learning is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations.

Learning Objectives for Students

Through the GG Curriculum students will:

- gain knowledge related to climate change in their local and global context,
- learn to identify climate change challenges in their daily life,
- be aware of their own active citizenship competence,
- develop their communication and collaboration competence through intergenerational learning,
- develop empathy and respect for other generations' perspectives on climate change,
- become more proactive, positive, assertive, and respectful to the environment,
- cultivate motivation to initiate environmentally friendly initiatives and address climate change through intergenerational collaboration,
- learn how to collaborate with external stakeholders/adults to address local sustainability challenges,
- learn how to communicate their ideas to the wider community, inspiring others to take action towards climate change mitigation.

Learning Objectives for Teachers

Through the GreenGenerations Curriculum teaches will:

- develop/improve their knowledge on climate literacy,
- learn how to apply intergenerational learning in the context of Climate Change Education,
- be equipped with innovative, participatory and creative pedagogical tools and approaches through ready-to-use educational resources,
- learn how to invite and engage external stakeholders/adults to be part of the project, and co-creators of knowledge together with the students.

Learning Objectives for External Stakeholders/Adults

Through the GreenGenerations Curriculum external stakeholders/adults that will participate in the activities will:

- collaborate and communicate with younger generations, sharing a common vision for climate change initiatives within their local communities,
- improve their knowledge on climate literacy,
- share knowledge with younger generations on sustainability practices in the past and now,
- co-create projects aiming to address local sustainability challenges.

Pre- and post-assessment

Before and after analyzing and implementing the content of the Module and the complementary activities, teachers should share the following pre-and post-assessment documents (See Annex). These questionnaires are indicative, and teachers are able to adopt the questions regarding competences according to the thematic chosen in class and the age range of their students. This means that the questions may be more simple or complex, but the competences will remain the same.

Students will be handed over a thorough questionnaire to reflect on their expectations of this program, on their familiarity with identifying and addressing sustainability challenges in collaboration with intergenerational stakeholders, and about their thoughts and feelings regarding climate change (GG Pre-Assessment or see Annex).

Module 1 – GreenGenerations at School

Stage 1.1: Exploring SDGs in relation to climate change from a perspective (food system)

Developed by: Eutopique (France)

Module 1 of the Green Generations package aims to introduce students to the concepts of climate change and SDG. Following this introduction, students will explore concrete applications of their knowledge by focusing on a chosen topic, exploring its system, causes and effects, in this case of food.

The approach we are adopting here will empower students to use and develop systems thinking, inquiry practice and skills such as intergenerational communication and critical thinking. They will acknowledge their capacity to connect learning topics to a broader spectrum, allowing them to gain perspective.

The lesson plans are simple, based on European public schools' time units (45') and can be adapted to a variety of teaching pedagogies. These detailed lesson plans are designed for students aged 8-18, divided in three consistent groups. For students aged 8-10 (primary school), the lesson plan is adapted. For the two other groups - 11-14 (secondary school) and 15-18 (high school), you will use the same basis, but options adapted to each age group are proposed following each lesson plan.

Learning Outcomes

By the end of this module/By participating in the following lesson plans, students (and participants) will be able to:

- Summarise the concepts of climate change and SDG
- Define the food system and recognise that each stage generates or is affected by causes and consequences
- Apply the food system matrix to a case study (bread)
- Examine the impacts of climate change and SDG on the bread food system

Lesson Plans

Educational Level

- Primary school (8-10)
- Secondary school (11-14)
- High school (15-18)

Lesson Plan 1.1. (8-10) INTRODUCTION TO PLANETARY BOUNDARIES, CLIMATE CHANGE & SDG

This lesson plan introduces students to the concepts of planetary boundaries, climate change, and the United Nations' Sustainable Development Goals (SDGs). The lesson aims to build awareness among students about global environmental and social challenges, encouraging them to think critically about their role in contributing to a sustainable future.

Learning outcomes

By the end of the lesson students will be able to/are expected to:
-Summarise the concepts of climate change and SDG

Time

Preparation steps: Read the guidelines and prepare the teaching materials (see below)

Teaching time: 45’

Teaching material

Teaching material required for this lesson plan.

- Projector and screen or whiteboard.
- Printed handouts with key terms and definitions.
- Internet connection for live demonstrations

AGE GROUP: 8-10

Part 1 - Introduction to planetary boundaries and climate change

Duration: 20 min.

Option: Before starting this program, you might want to hand out our individual assessment tool that students can fill in (less than 5mn - you can collect them and keep them) which will be given again to the students at the end of these lesson plans to allow for assessment of their own progress on climate change and SDG knowledge.

Present the context and concepts to the students in a language adapted to them, based on the following information:

Today there are more than 8 billion people on earth.
The environment is the life support system for people and the economy. We depend on clean air, water and a stable climate. Without these conditions, we cannot prosper.
The **habitability of the planet** (the good living conditions) depends on our ability to ensure a **sustainable and prosperous future for all human beings**. But our development, as human beings, cannot be achieved at the expense of **the planet's resources and capacities which are limited.**
The **planetary boundaries** set the limits of the Earth's resources and capacity. There are nine limits which, if exceeded, will compromise the **health of the planet** and therefore our capacity to live on it. **Climate change** is one of these limits.
We talk a lot about climate change as compared to other limits because it is **one of the planetary boundaries on which mankind can really have an effect**. Unfortunately, we cannot necessarily have an impact on others.

Introduce the concept of climate change by showing a presentation of causes and effects of climate change.
You can either create a debate or simply ask students to comment on the following questions:

- What do they see in the picture?
- What do they think is happening or has happened?
- Complete their observations with the information provided in the presentation.
- What do they believe should be done? (There is no right or wrong answer at this stage, they do not need to have a set answer, this question will help you test the students and point out their level of knowledge and awareness).

Human activities greatly impact the environment.
The **use of fossil fuels** (coal, oil and natural gas which are non-renewable energies) has a great impact on the climate. Most of our activities depend on them while these activities produce 75% of greenhouse gas emissions and 90% of carbon dioxide emissions.

The 'carbon footprint' is how we currently measure this impact. It is the mark we leave on our environment from activities which release carbon into the atmosphere.

As a reminder, distribute this document to students summarising the causes and effects of climate change for them to learn (they can bring it home and test their parents!).

OPTIONS:

- *teachers can motivate children to ask questions before providing the information.*

- *You may use a video to introduce carbon footprint to students*
- *If you want to dig deeper, you can watch videos or explain to students what greenhouse gas emissions and carbon dioxide are.*

Part 2 – Introduction to SDGs

Duration: 5 min.

In order to address and act on the social and environmental challenges that the planet is facing, the United Nations Organisation (UNO) launched a worldwide call for joint action.

- 193 nations have set the Sustainable Development Goals to be reached by 2030.

Start by defining a few words with students:

- What is a goal? (something I'm aiming to obtain, that I want to succeed at.)
- What does sustainability mean? (The United Nations definition is meeting the needs of the present without compromising the ability of future generations to meet their own needs.)

OPTIONS: If more time is available: this video (English) can inspire as an example to explain.

Part 3 – Exploring SDGs

Duration: 20 min.

Presenting the UN SDGs (poster, booklet)
Engage in conversation with the students over the following questions. Based on what the students know, the teacher will be able to shape the lesson, based on the formal knowledge provided here (supportive material for teachers):

- what do you see? (students can read the prop and comment)
- how many goals are there?
- what do they tackle? (basic social needs such as poverty, hunger, education, health…and environmental challenges)
- who should act to reach these goals?
- what 2 or 3 spontaneous ideas can you come up with about actions to reach these goals? (consumption habits, energy, social and environmental care…)

AGE GROUP 11-14:

Part 1 - Introduction to planetary boundaries and climate change

Duration: 20 min.

During the presentation of climate change causes and effects, ask the students how they believe climate change affects people and the planetby providing examples close to them.

Part 2 – Introduction to SDGs

Duration: 5 min.

Vidéo presenting SDGs by inviting students to reflect and act. Can be used in part 2 or 3. Translations in other languages here.

Part 3 – Exploring SDGs

Duration: 20 min.

At the end of part 3: organise students in groups and ask them to reconnect SDG logos and definitions: UN SDG label game

Other optional games:

- https://go-goals.org/downloadable-material/
- https://socialimpactmovement.org/wp-content/uploads/2019/11/Fortune_Teller_print_English-1.pdf
- SDG cubes or fortune teller https://drive.google.com/file/d/1nuMKRAaLHd05u4ZjtCKgk21hGw9AcklD/view

AGE GROUP 15-18:

Part 1 - Introduction to planetary boundaries and climate change

Duration: 20 min.

During the presentation, you might ask students to apply systems thinking by analysing their ideas to question 4, based on what could be done at every day level and connecting 2 other levels of impact.

For example, if I buy food from a local producer, less food needs to be imported or transported from a further distance, and my local producer can live from his job. This allows us to reduce CO2 emissions and increase local employment.

Part 2 – Introduction to SDGs

Duration: 5 min.

Vidéo presenting SDGs by inviting students to reflect and act. Can be used in part 2 or 3. Translations in other languages here.

Part 3 – Exploring SDGs

Duration: 20 min.

After part 3, in order for students to report on what they have learned, plan a 'climate change trial'.
Select a judge and a prosecutor among the students and organise the remaining students in 5 teams. The judge will decide on the verdict. The prosecutor will apply the UN laws. Each team must present the court why the 5 P of Sustainable Development Goals must be defended (Peace, People, Planet, Prosperity, Partnership) and why they are essential in the context of the 2030 Agenda. The teams must present their case to convince all countries to make an active commitment to the Court. The Tribunal gives feedback on the 5 submissions according to a predefined grid (clarity/credibility/capacity to engage, etc.).

Assessment

Before starting this program, you might want to hand out our individual assessment tool which will be given again to the students at the end of these lesson plans to allow for assessment of their own progress on climate change and SDG knowledge.

Option 2: Use the following quizz for example which will require printing cards in advance. You may also present it on the screen.

French:
https://www.afd.fr/fr/ressources/le-quiz-odd-pour-tester-ses-connaissances-sur-les-objectifs-de-developpement-durable

Lesson Plan 1.2. (8-10) - EXPLORING SDG IN RELATION TO THE FOOD SYSTEM

This lesson plan is designed to educate students about the United Nations' Sustainable Development Goals (SDGs) with a specific focus on how they relate to the food system. The lesson plan fosters the development of a variety of skills across different domains such as critical thinking, research and information literacy, collaboration, creativity, communication and systems thinking while developing global awareness and social responsibility.

Learning outcomes

By the end of the lesson students will be able to/are expected to:
-Define the food system and recognise that each stage generates or is affected by causes and consequences

Time

Preparation time: 20mn

Preparation steps: Read the guidelines and presentation part 2, prepare the educational material

Teaching time: 45’

Teaching material

Teaching material required for this lesson plan

- Computers or tablets with internet access.
- Projector and screen or whiteboard.
- Printed handouts with key terms and definitions.
- Internet connection for live demonstrations

Part 1 – Connection to the previous activity

Duration: 15 min.

Reminder of the previous lesson / Ask students to summarise what they learned:
The increased social needs, the limits of the planet’s resources, and climate change threaten the living conditions of all living beings. As an answer to these threats, the United Nations have decided on Sustainable Development Goals (SDG).

To facilitate learning of the SDG concept, we have chosen to apply it to a specific topic: food.

Based on the previous UNO SDG poster, ask the students to define what SDG are related to Food. Engage students to explain their choice(s).

They should come up with the following:

- #2 - Zero hunger: Eliminating hunger, ensuring food security, improving nutrition and promoting sustainable agriculture.

See part 2, as some conscious students might come up with other SDGs. But it is not required at this stage.

Part 2 – Introduction to the food system

Duration: 20 min.

Present a formal introduction of the food system (designed presentation). Distribute or present slide 2 of this document to students.
The different steps are

- Production
- Transportation
- Transformation
- Distribution
- Consumption
- Disposal

Point students to the fact that the Food System is intricately connected to multiple SDG.

For secondary or high school students:
Ask them if they see other related SDG (could be the following) and have them explain their choices. Explanations are provided in this same document.

- #12 - Responsible consumption and production
- #13 - Climate action (the whole food system is impactful)
- #14 - Life below water (production)
- #15 - Life on land (production)
- # 9 - Industry, innovation and infrastructure (transformation)
- # 6 - Clear water and sanitation (production)
- # 3 - Good health and well-being (consumption)

Part 3 – Food-related SDGs

Duration: 10 min.

Divide students in groups.
Make them choose one of the food related SDGs that have been identified.

Give instructions to prepare a 5' (creative) presentation of the chosen SDG. Students can present their presentations to the class (need for an extra time if this option is chosen) or you can require an assignment to hand in to you for the next lesson, based in whole or in part of the following questions:

- What does this SDG cover? What does it defend?
- What part of the food system is it connected to ? How does this SDG impact the food system in whole or in part?

OPTIONS:

➔ Students can work on this short presentation with intergenerational partners such as siblings, parents, grand-parents, non profits, etc. They can choose to interview them and do research together on the chosen SDG.

Students could also choose more creative forms such as a vlog, interviews, role play…

OPTION 11-14:

Part 1 – Connection to the previous activity

Duration: 15 min.

Follow initial plan 8-10

Part 2 – Introduction to the food system

Duration: 20 min.

Follow initial plan 8-10

Part 3 – Food-related SDGs

Duration: 10 min.

How did the food system work through time ?
Students can research and do a presentation of how the food system worked before World War II and today.
This step can be carried out by the students as homework to do with their family. During class, this part will then be dedicated to explaining the assignment.

OPTION 15-18:

Part 1 – Connection to the previous activity
Duration: 15 min. Follow initial plan 8-10
Part 2 – Introduction to the food system
Duration: 20 min. Follow initial plan 8-10
Part 3 – Food-related SDGs
Duration: 10 min. How can we raise awareness among different generations of the impact of food on the SDGs? Form teams of 3 students. Each team will have to design a poster aimed at 4 different age groups: a communication poster (or a video made on a mobile phone) for children, a teen campaign, an adult/family campaign and a senior campaign. Each poster will have to contain: the WHAT: a key message (which sums up the idea in an impactful way), the WHY: 3 or 4 arguments to justify why it's important, the WHO: a paragraph explaining why we're addressing them as children/teens/parents/grandparents, specifically an impactful visual. and the HOW: how you can get involved for food and the SDGs.

Assessment

Reflection, discussion or brainstorming session, conclusion next steps

Lesson Plan 1.3. (8-10) - CASE STUDY: The bread food system - THE IMPACTS OF CLIMATE CHANGE AND SDG

In this lesson, students explore the food system in a more tangible way, using bread as a case study, building collective knowledge around systems thinking and discussing

the potential impacts of climate change and SDG on the bread food system and its various steps.

Learning outcomes

By the end of the lesson students will be able to/are expected to:
-Apply the food system matrix to a case study (bread)
-Examine the impacts of climate change and SDG on the bread food system

Time

Preparation steps: Read the guidelines and prepare the teaching material

Teaching time: 45'

Teaching material

Teaching material required for this lesson plan 1

- Computers or tablets with internet access.
- Projector and screen or whiteboard.
- Printed handouts with key terms and definitions.
- Internet connection for live demonstrations

Part 1 – Food system: The case of bread

Duration: 20 min.

Organise students in groups.
In order to make the food system and SDG learning more tangible, students will apply their learning to a specific food: bread.
Distribute the following document which includes two different worksheets for students:

- Slide 2: One worksheet adapted to primary school students (8-10) requires to define the people involved at each step of the food system and the activities they usually carry out.
- Slide 2 and 3: The two worksheets adapted to secondary school students (11-14) and high school students (15-18). The second worksheet requires to define the impacts of these activities on climate change, as well as the sustainable actions students would recommend for each of the steps to improve the food system, tackle climate change and reach the sustainable development goals.

A fully completed version for teachers is included.

You can either ask groups of students to work on it and write their answers on the worksheet or on a separate page. Or you can decide to organise an open discussion with the class.

At any rate focus more on

- distribution/retail: where I buy my bread and how much I buy.
- Consumption: what and how much I eat, where I eat it.
- Disposal: what becomes of leftovers and unsold bread (at home, in school, in bakeries or supermarkets, in restaurants, etc).

These steps are closer to them.

Be advised that students might not be able to answer every question at first (especially questions concerning the production, transformation steps) but if they can't, ask them to find out by researching as an assignment. The idea is to try to apply their current and newly acquired knowledge, keeping in mind there are sometimes multiple answers and ideas. They will also be able to share with the other groups in part 2.

We added a presentation of the bread food system through time (for primary school students), that teachers might want to use to inspire students. Explain that after World War II there was an agricultural revolution like never before, as society needed to feed a growing population.

Part 2 – Group Presentations

Duration: 15 min.

Ask groups to share their learnings with the class in a collaborative way. One group can start and present their worksheet and comment. In turn, ask each group to add extra information to the collective knowledge. Encourage the students to comment about any surprising facts or new learnings they might have had.
The following questions might help:

- Based on what we have learned previously, how can climate change threaten the bread food system?

What other events could you think of that would impact this particular food system positively or negatively?

Part 3 – Reflection

Duration: 10 min.

Depending on the time left, keep this final moment with all students to provide feedback on what they have learned throughout this module. Ask simple questions such as:

- What have you learned in this module that is new?
- What inspired you and why?

This part might be used by students to fill in their individual assessment sheet.

OPTION 11-14:

Part 1 - Food system: The case of bread
Duration: 20 min. Follow initial lesson plan - see presentation slide 2 and 3 for adapted options
Part 2 – Group Presentations
Duration: 15 min. Follow initial lesson plan
Part 3 – Reflection
Duration: 10 min. Follow initial lesson plan

OPTION 15-18:

Part 1 - Food system: The case of bread
Duration: 20 min. Follow initial lesson plan - see presentation slide 2 and 3 for adapted options
Part 2 – Group Presentations
Duration: 15 min. Follow initial lesson plan
Part 3 – Reflection
Duration: 10 min.

Follow initial lesson plan

Assessment

This Final individual assessment tool will allow students to evaluate their own knowledge. It can be given out at this final stage or twice, at the beginning of the lesson plans and again now to evaluate progress of knowledge. If this is the case, give time to students to compare their initial assessment (that you can hand out) with the current one.

Stage 1.2: Engaging stakeholders – Building intergenerational partnerships

Developed by: 1st Primary School of Alexandreia (Greece)

Lesson Plan 1.4

Intergenerational Dialogue Dinner

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students are expected to:

- recognize how food can serve as a means of connection between people, fostering active citizenship and intergenerational communication.
- learn about the concept of dialogue dinners, understanding their role in promoting active citizenship, social inclusion, and the sharing of ideas on societal and environmental topics.
- collaborate with parents, grandparents, or community members in preparing a meal, enhancing their teamwork and communication skills.
- develop empathy and respect for others' opinions and perspectives on eating habits and food.
- engage in intergenerational learning, gaining insights from older generations on sustainable food practices and their cultural significance.
- critically discuss the social and environmental impact of the ingredients used in the recipe, developing an awareness of the broader implications of their food choices.

Targeted Competences

- Environmental awareness/climate literacy
- Communication skills
- Respect
- Empathy
- Critical and reflective thinking
- Active citizenship

Time

Preparation time:

-introduction of the concept of dialogue dinner

-recipe of a food

-contact and invitation of parents and grandparents through emails, social media channels and project website of the school, etc.

Teaching time: 55minutes (This lesson can be extended to more than one teaching hour)

Teaching material

Online:	**Offline:**
Computers or tablets with internet access (optional) for displaying raising awareness videos/examples of dialogue dinner stories	• *Ingredients for cooking* • *Plates, bowls, forks, spoons, etc.* • *Post-it notes (for reflection)*

Lesson Plan 1.4.

Part 1 – Introduction

Duration: 10 min.

Begin by discussing the concept of sustainability and the importance of taking care of the environment. Ask students to share their favorite foods and how they think those foods are connected to the environment, e.g. "for meat", "*Is it local or imported?*". Then, discuss with students the food as a means of connection between people.

Finally, introduce students and adult participants to the concept of dialogue dinner.

What dialogue are dinners?

Dialogue dinners are social spaces that are through cooking and eating:

- Encourage active citizenship and foster social inclusion of disadvantaged groups.
- Develop personal, social and civic competencies, that benefit their physical and mental wellbeing.
- Interact and share their thoughts on personal, societal, and environmental topics in safe spaces, empowering participants', especially youth's, sense of

initiative and active citizenship in their local communities and across in Europe.

Part 2 – Implementation phase

Duration: 20 min.

(Preparation phase): Invite the students' parents and grandparents (or community members) to join the class for a hands-on cooking activity.
Provide the ingredients for a simple recipe that is made with locally-sourced and sustainable ingredients. Guide the students and their family members through the recipe, emphasizing the importance of using eco-friendly practices in the kitchen.

Part 3 – Reflective discussion

Duration: 20 min.

After preparing the recipe, have a tasting session where everyone can try the food and discuss the social and environmental impact of the ingredients.

By introducing healthy organic and seasonal food recipes along with interesting and engaging conversation recipes, this activity will have a positive impact on the participants' consumption habits.

<u>Prompt questions for discussion</u>

- How do the ingredients we use today impact the environment?
- How do the food practices and recipes shared today reflect the traditions and knowledge of older generations? How can we preserve these practices while adapting them to be more sustainable?
- In what ways does sharing a meal connect us to each other and to our community? How can we use food as a tool to strengthen these connections and promote sustainability?

How can making informed and sustainable food choices empower us to be active citizens in our community? What actions can we take to promote these practices in our everyday lives and encourage others to do the same?

Part 4 – Conclusion

Duration: 5 min.

Wrap up the lesson by reflecting on what the students have learned about environmental sustainability and the social impact of their favorite foods.

Encourage the students to think about ways they can make a difference in their own lives by adopting green practices and making informed food choices.

Assessment

The "Intergenerational Dialogue Dinner" lesson plan assessment proposal evaluates students' understanding of sustainability, active citizenship, and intergenerational communication through both cognitive and affective domains. The assessment consists of formative and summative methods.

Formative Assessments include:

1. Observational Assessment: Evaluates collaboration, communication, empathy, and respect during the cooking activity.

2. Interactive Discussions: Assesses critical thinking and engagement during reflective discussions on the social and environmental impact of food choices.

Summative Assessments include:

1. Reflection Post-It Notes Activity: Students reflect on their learning and propose actions based on the lesson.

2. Short Written Assignment: Students explain the concept of dialogue dinners, its role in promoting sustainability, and reflect on intergenerational learning.

3. Peer and Self-Assessment: Students provide peer feedback on collaboration and complete a self-assessment checklist to reflect on their participation and learning.

Assessment tools include reflection notes, peer feedback forms, and self-assessment checklists. Feedback is provided individually and in groups, encouraging students to reflect on their performance and set future goals.

The assessment plan is designed to balance formative and summative methods, promoting self-reflection, peer evaluation, and the application of learning to real-world contexts.

Adaptation to other levels

Ages 7-12: Focus on basic sustainability concepts, teamwork, and simple cooking activities. Assessment emphasizes participation and collaboration.

Ages 12-15: Emphasis on deeper understanding and critical thinking, with assessments focusing on discussion engagement and critical analysis.

Ages 16-18: Focus on leadership and global food system analysis, with assessments evaluating leadership and intergenerational learning.

Extension Activity: Extension activities may include, creating a class cookbook, and contributing to a school garden.

Lesson Plan 1.5.

"Calculate your Food Footprint" Workshop

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students are expected:

- To understand how food choices impact climate change.
- To calculate and compare the carbon footprints of different meals.
- To explore through intergenerational collaboration how traditional practices can be adapted to modern sustainability goals (e.g. in the production sector).

Targeted Competences

- Environmental awareness/climate literacy
- Communication skills
- Collaboration skills
- Inquiry and research skills
- Critical and reflective thinking

Time

Preparation time: 40 minutes

-invitation of external participants such as local farmers through email

-contact and invitation of parents and grandparents for planting seeds through emails, social media channels and project website of the school, etc.

-explaining the footprint calculator

Link

Teaching time: 60 minutes (This lesson plan needs to be extended to more than one teaching hour)

Teaching material

Online:	**Offline:**
https://eplca.jrc.ec.europa.eu/ConsumerFootprint.html *Computers or tablets with internet access.*	• *Pictures or samples of various foods* • *Whiteboard and markers* • *Posterpaper* • *Colorful markers, crayons, and stickers* • *Guest speaker (e.g. a local farmer or environmental educator)*

Lesson Plan 1.5.

Part 1 - Introduction

Duration: 10 min.

Begin by asking students to share their favorite foods and how they think those foods are connected to the environment (e.g. "*How do you think that your favorite food end up on your plate?*".

Then, begin with a brief discussion on what "food footprint" is and how it relates to climate change. Explain that different foods have different environmental impacts, depending on factors like production methods, transportation, and packaging.

Explain that students will work in intergenerational teams to calculate the carbon footprints of different meals, comparing traditional recipes with modern ones.

Part 2 – Exploring the Impact of Food on the Environment

Duration: 10 min.

Show pictures or samples of different foods and discuss how each one is produced, transported, and consumed.

Facilitate a discussion on the environmental impact of various foods, such as carbon footprint, water usage, and waste production.

In case you can expand the implementation of this lesson plan to more than one course, invite a guest speaker, such as a local farmer or environmental educator, to talk to the students about sustainable farming practices, food transportation and the importance of eating locally grown foods.

Then, engage students in a hands-on activity, such as planting seeds in pots, to demonstrate the connection between food production and the environment. Encourage students to ask questions and share their thoughts on how they can support sustainable farming practices.

Part 3 – Implementation phase

Duration: 20 min.

Team Formation: Divide students into small groups, each including an older participant (e.g., parent, grandparent, activist, farmer, etc.).

Meal Selection: Each team will select two meals to compare: one traditional meal that the older participant is familiar with, and one modern meal commonly eaten today. Provide teams with examples of meals or encourage them to calculate the food footprint of their favorite foods.

Carbon Footprint Calculation: Provide teams with a simple tool or guide for calculating the carbon footprint of each meal, considering factors like the type of ingredients, how far they travel, and how they're produced. Students and the external participants will work together to gather the necessary information.

Part 4 – Reflection & Conclusions

Duration: 20 min.

Ask each team to present their findings to the class. They should discuss the differences in carbon footprints and share ideas for making traditional meals more sustainable.

Facilitate a discussion on how food practices have evolved and how understanding these changes can help bridge generational gaps. Emphasize the importance of respecting cultural traditions while also embracing modern sustainability practices.

Assessment

- Observe students' engagement and participation in the activities.
- Review students' posters and proposals for creativity and understanding of the environmental impact of food.
- Students will write a short reflection on what they learned during the lesson and how they can apply it to their daily lives.

Adaptation to other levels

Ages 8-10: Objective: Introduction to the concept of food footprint and basic environmental impacts.

1. Simplified Discussion: Explaining the concept in simple terms, such as how the Earth helps produce and transport food. Show pictures of common foods to understand which ones are better for the environment.
2. Activity: Use visual aids to compare the environmental impact of food. Simplified carbon footprint calculations, such as which food uses the most water.
3. Reflection: Students share what they learned and how they can help the environment. They create posters or drawings to show their understanding. Activity Extension: Creating a school garden for growing vegetables.

Ages 11-14: Objective: Deeper exploration of food footprint and critical thinking.

1. Discussion: Analyzing the environmental impact of food choices, such as carbon footprint and water use. Comparison of traditional and modern meals.
2. Activity: Providing tools for more detailed carbon footprint calculations and interviewing elders about traditional practices.
3. Reflection: Presenting findings and suggestions for sustainable traditional recipes. Extension Activity: Research sustainable farming practices or the carbon footprint of a popular meal.

Ages 15-18: Objective: Critical analysis, sustainability leadership and community engagement.

1. Discussion: Examining complex issues such as global food systems and the ethics of food production.
2. Activity: Lead the calculation of detailed carbon footprints, considering global supply chains. Suggestions for improvement.

3. Reflection: Discuss how traditional practices can be adapted for modern sustainability goals. Activity Extension: Organizing a community workshop or awareness campaign on sustainable food consumption practices.

Extension Activity:

General Activities for All Ages:

1. Digital Food Footprint Tracker: Track food consumption and calculate carbon footprint.
2. Food Footprint Exhibition: Organizing an event with presentations on the footprints of various foods.
3. Green Recipe Book: Creating a low carbon recipe book.

Lesson Plan 1.6.

Create your "Sustainable Food Choices" Time Capsule

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students are expected:

- To empathize with how different generations perceive climate change and food-related environmental issues (e.g. food waste).
- To compare the food-related beliefs, attitudes and practices that different generations apply during the last decades.
- To reflect current attitudes, practices, and hopes for the future regarding the influence on climate change on food (systems).

Targeted Competences

- Environmental awareness/climate literacy
- Communication skills
- Collaboration skills
- Empathy
- Respect
- Critical and reflective thinking

Time

Preparation time: 20 minutes

-find the materials for the time capsule

-invitation of external participants such as local farmers through email

-posters and pictures with foods and practices

Teaching time: **50 minutes**

Teaching material

Online:	**Offline:**
https://eplca.jrc.ec.europa.eu/ConsumerFootprint.html *Computers or tablets with internet access.*	• *Posterboard* • *Markers* • *Magazines or newspapers* • *Scissors* • *Glue*

Lesson Plan 1.6.

Part 1 - Introduction

Duration: 5 min.

Start with a discussion on how people in the past understood and dealt with food-related environmental issues (e.g. food waste). Explain the concept of a time capsule and how it can be used to preserve the thoughts and practices of a particular moment in time.
Explain that students will work in teams with adults of different ages to create a time capsule that includes items, letters, and other artifacts representing their current understanding of food systems and climate change, as well as their hopes for the future.

Part 2 – Inspirational Talks

Duration: 15 min.

Invite a local farmer, supermarket/grocery owner, or chef to visit the classroom (or alternatively, you can visit their workplace) and bring samples of locally grown or produced foods. The guest speakers will elaborate on how these products/foods were grown or transported to end up on their plate, now and in the past.

Encourage students to taste the foods, and then, ask them to brainstorm or add post it notes on a school board about the benefits of buying locally-grown products, or about sustainable practices about food farming and distribution/transportation to the end-consumers.

Part 3 – Implementation phase

Duration: 20 min.

Divide students into small groups, each including an older participant (e.g., parent, grandparent, activist, farmer, etc.).

Each team will create content for the time capsule, including one or more of the following:

- Letters to the future: Students and external participants will write letters to future generations, sharing their thoughts on past and current food systems, how they evolved through time, climate change challenges, and their hopes for how these issues will be addressed.
- Artifacts: Teams will select or create artifacts that represent their current practices or beliefs about food and climate. This could include a recipe, a piece of technology, or an item related to sustainable food practices as a consignment to the future generations.
- Photographs, drawings or posters: Teams may include visual representations of current food practices, such as photographs of gardens, food forests, farms, composting bins, or family meals.

Finally, teams will assemble their contributions into a time capsule, which could be a box, jar, or another durable container.

Part 4 – Reflection & Conclusions

Duration: 10 min.

Once the time capsules are assembled, facilitate a reflective discussion on what was included and why. Encourage students to think about how future generations might

view their contributions and what changes they hope to see when the time capsule is opened.

Then, ask for all participants (students and adult) to reflect on the experience of collaborating with people from different generations to create the time capsule. Discuss how participants' different viewpoints and experiences affected their beliefs and attitudes towards food-related environmental issues, how understanding past practices can inform future actions and how empathy can help bridge the gap between generations.

Assessment

Participation: Evaluate student engagement in the creation of the time capsule and their collaboration with older participants.

Content quality: Assess the thoughtfulness and creativity of the time capsule content, focusing on how well it represents current food systems, participants' beliefs and attitudes towards food-related environmental issues and climate challenges.

Reflection: Evaluate the depth of students' reflections on past and present sustainability practices related to food production and consumption, empathizing and respecting others' beliefs and attitudes towards food-related issues, and understanding the importance of intergenerational collaboration for knowledge sharing and preservation from older to young and future generations.

Adaptation to other levels

Ages 7-12: Objective: Introduction to the concept of time capsule

1. Discussion: Explain the concept of a time capsule as a way to preserve ideas for the future, focusing on basic food and environmental issues like reducing food waste.
2. Activity: Create a time capsule using child-friendly materials like drawings and letters, emphasizing simple ideas about current food choices and caring for the Earth.
3. Reflection: Encourage students to share their time capsule contributions and discuss what they want future generations to know about food. Extension: Start a classroom garden to represent their contribution to the future.

Ages 12-15: Objective: Deeper exploration

1. Discussion: Focus on preserving knowledge for future generations, discussing food-related environmental issues like sustainable farming.

2. Activity: Create detailed letters and artifacts for the time capsule, including interviews with older generations about past food practices, comparing them with current practices.
3. Reflection: Discuss how food practices have evolved and what lessons can be learned from older generations. Extension: Research the history of a food practice and present findings on its evolution.

Ages 16-18: Objective: Critically analyze sustainability practices and take leadership in intergenerational projects.

1. Discussion: Engage in complex discussions about the impact of climate change on food systems and ethical considerations in food production.
2. Activity: Create detailed content for the time capsule, such as essays and research papers, with assigned leadership roles to manage the project.
3. Reflection: Reflect on the impact of today's food practices on future generations and the role of intergenerational dialogue in shaping sustainable practices. Extension: Organize a community event to present the time capsule project and propose future sustainability initiatives.

Extension Activity:

1. **Intergenerational Interviews:** Record interviews with older generations about food practices for inclusion in the time capsule.
2. **Sustainable Cookbook:** Compile a cookbook with recipes from different generations, focusing on sustainable practices.

Module 2 – GreenGenerations at Home and Community

Stage 2.1: Identification of local sustainability challenges

Developed by: STIMMULI FOR SOCIAL CHANGE (Greece)

Lesson plan 2.1.

Community mapping through (digital) storytelling

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students are expected to:

- investigate/explore local sustainability challenges related to the food system within their school, home and/or community.
- develop collaboration, communication, inquiry and critical thinking skills.
- recognize the importance of intergenerational collaboration, and collective intelligence and effort in identifying sustainability challenges.
- actively engage with community members to identify food-related sustainability issues and plan taking action.
- apply digital tools to map local food systems and related challenges, demonstrating digital literacy (in case of digital storytelling).
- reflect on the ethical and societal implications of food-related sustainability. challenges

Time

Preparation time: Prior to the lesson, teachers should reach out to external participants, including parents, local volunteers, food system experts (e.g., farmers, dietitians), and representatives from local community-based organizations (CSOs) or policymakers. For more information and goal-oriented activities, refer to the GG Teachers' Training Package.

Teaching time: 90 minutes (this duration can be expanded depending on the participants' needs, interests, and interactions). The action planning of the envisioned solution can constitute a follow-up activity (even out of school or outdoor activity) with a longer duration.

Teaching material

Online: **Offline:**

Tablets, laptops or smartphones (for digital mapping, if available)

Internet connection

Google maps

Large sheets of paper or poster boards

Markers, pens, and colored pencils

Sticky notes

Local maps (optional)

Visual aids (e.g., infographics or printed images)

Community-based data set (e.g., local food waste statistics)

Lesson Plan

Part 1 - Introduction

Duration: 10 min.

Warm-up Discussion

Begin with a brief discussion on sustainability in food systems, focusing on food production, consumption, and waste. Ask students to share any food-related sustainability issues they've noticed at home, school, or in their community (e.g., food waste, lack of composting facilities, unhealthy eating habits). Incorporate provocative questions or stimulus materials like short videos or images showing local/global food system issues. This can make the discussion more vivid, particularly for younger learners. For example, ask, "How much food do you think is wasted daily at school, and why might that be a problem?"

Introduce the concept of community mapping as a tool to visually identify and analyze these food-related issues.

Intergenerational Collaboration

Explain the importance of involving different generations in identifying and solving sustainability challenges in food systems. Discuss how students will collaborate with adults, such as parents, volunteers, or local activists, to gather diverse perspectives on food production, consumption, and waste.

Part 2 – Implementation phase

Duration: 60 min.

At the beginning, introduce external participants to the students, emphasizing their role in collaborating with the students, providing insights, and guidance based on their experiences. Encourage external participants to briefly share their background

and connection to food systems, which can add more value to the collaboration process. This will help students understand the diverse roles adults play in the food system, making the intergenerational exchange more meaningful.

Before proceeding to the main implementation phase, it is recommended to implement one or more activities from *Module 1.2: Connecting our school and our intergenerational stakeholders*, in order to develop a common understanding on the topic, develop communication and collaboration skills, as well as respect to others' perspectives.

Community Mapping Activity

Assign each group a specific focus within food systems (e.g., food production, consumption patterns, waste management). At this point, add interactive guidance on how to begin mapping—perhaps demonstrate one small example on a shared board or screen.

Mapping the Community: Provide each group with a large sheet of paper or poster board. Students will draw a map of their school, home, or community, marking areas where they've observed food-related sustainability challenges. Encourage them to use sticky notes to annotate specific issues, such as areas where food waste is common, locations of local food production (e.g., gardens, farms), or places where sustainable food practices could be implemented. Adults in the group will share their observations and experiences, adding to the map and offering insights into historical or ongoing food-related sustainability efforts in the community.

Encourage groups to include also positive aspects of the food system (e.g., sustainable practices already in place), which can give a more balanced view and inspire action. If the school has access to technology, the inclusion of digital mapping tools (e.g., Google Maps with geotagging) could make the activity more dynamic. Consider offering a quick demo on using these tools.

Discussion and Prioritization

Once the maps are complete, each group will present their map to the class, highlighting the identified food-related challenges.

Facilitate a class discussion where students and adults collaboratively prioritize the top sustainability challenges based on urgency and impact. Encourage critical thinking about how these challenges affect different generations and how they can be addressed through collaborative efforts. Introduce a ranking method (e.g., impact vs. feasibility matrix) where both students and adults rank challenges together based on criteria such as the ease of solving or long-term impact; this aspect of the activity is considered more appropriate for students over 12 years old.

Part 3 – Group reflection

Duration: 20 min.

Ask students to reflect on the mapping activity:
What did they learn about their community's food-related sustainability challenges?
How did collaborating with adults enrich their understanding of these issues?
How can they contribute to addressing these challenges?
How this exercise has changed their views on the role of both their generation and older generations in tackling climate-related food challenges.
How technology or mapping tools contributed to understanding the challenges, especially if digital tools were used?

Discuss potential next steps, such as forming student-led initiatives or partnering with local organizations to address the identified challenges. Encourage students to think about how they can involve their families and community members in these efforts, particularly focusing on improving food production, consumption, and waste practices.

Assessment

Participation: Evaluate student engagement in the mapping activity and group discussions, including their collaboration with external participants.

Map Quality: Assess the completeness and accuracy of the community maps, including the identification of food-related sustainability challenges; other assessment criterial may include: creativity (how students used mapping to convey their ideas) and collaboration (how well they worked with adults).

Reflection: Evaluate students' reflections on the importance of intergenerational collaboration and their insights into local food-related sustainability challenges.

Adaptation to other levels

8-11 years old: Devote more time to the preparation phase, where younger students will get to know external stakeholders/adults, in order to ensure that the collaboration will be established on respect and good communication. Include pre-made examples of maps to guide younger students. Provide visual elements to help students understand what kind of challenges they are looking for (e.g. picture of a park with litter from leftover food).

12-15 years old: Simplified Mapping Task: For younger students, simplify the mapping task by focusing on more tangible and straightforward issues, such as identifying areas where food waste occurs most frequently at school or home. Provide more guidance on how to create the maps and annotate the challenges.

Support with Ideas: Offer more examples and prompts to help students identify potential challenges and solutions. For instance, discuss common food waste practices or simple ways to promote healthier eating habits. Add additional

resources or guiding questions related to local food systems, such as showing videos or photos of real-world issues (e.g., food production farms or community gardens).

16-18 years old: Complex Mapping Task: Older students can tackle more complex challenges, such as analyzing the entire food system in their community, including supply chains, food accessibility, and waste management. Encourage them to think critically about systemic issues and potential solutions. Introduce a systems-thinking framework (e.g., causal loop diagrams) to encourage them to think about interdependencies in the food system.

In-Depth Analysis: Encourage older students to conduct a more in-depth analysis of the challenges identified on their maps, considering broader environmental, social, and economic factors. They could also incorporate digital tools to create more sophisticated maps or presentations. Alternatively, encourage them to explore how policy or governance plays a role in addressing sustainability challenges, helping them connect the local map with broader global issues.

Lesson plan 2.2.

Interviews with Civil Society Organizations (CSOs), activists and policymakers

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students are expected to:

- develop communication, inquiry, and interview skills through interaction with CSOs and activists.
- understand the role of civil society organizations (CSOs) and policymakers in addressing local sustainability challenges related to the food system.
- analyze real-world solutions to sustainability challenges through feedback from experts.
- collaborate with external stakeholders to refine their ideas and solutions related to food system sustainability.
- reflect on the importance of community engagement and activism in driving long-term sustainable change.

Time

Preparation time: app/ 2 hours. The teacher needs to help students in organizing and scheduling the interviews with the experts.

Teaching time: The activity takes around 90 minutes. However, the exact duration depends on students' participation, interaction, ideas and their age. If the children are young, they need more support from the teachers throughout the activity. Also, teachers might want to allow extra time for students to practice interview techniques (e.g., creating questions, role-playing mock interviews), or unforeseen delays in interviews or extended feedback sessions with the stakeholders.

Teaching material

Online:

Computers

Tablets, or phones with a reliable Wi-Fi connection for online interviews.

Offline:

Notebooks and pens (for taking notes during interviews).

Printed interview guides or cue cards with pre-prepared questions.

A classroom microphone or audio recorder (to record the interviews for later reflection).

A projector or whiteboard (to summarize and brainstorm during the refinement phase).

Lesson Plan

Part 1 – Warm-up activity

Duration: 10 min.

Start with a class discussion on how community organizations and policymakers contribute to solving sustainability challenges, especially related to food systems. Ask students to brainstorm what kinds of questions they could ask during the interview to gain useful insights. For younger students, prepare sample questions and allow students to practice in pairs or small groups, simulating an interview. Questions could focus on specific sustainability topics, like food waste, local food production, or community nutrition programs. For older students, consider providing a short briefing on interviewing skills, such as active listening, follow-up questioning, and note-taking, especially if students are unfamiliar with conducting interviews.

Part 2 – Contacting local CSOs and activists' groups

Duration: 30 min.

Inform students that there will be external stakeholders in the field, with whom they will collaborate and give them specialized feedback on their solution. Then, provide students with a database of CSOs and/or related networks. The students in teams review the database and select CSOs, activists, policymakers, and/or related networks, selecting the ones whose expertise aligns with their project. Then, they

contact the organizations via email or phone, inviting them for an interview (in person or online). At this stage, discuss in the classroom about proper communication manners for contacting external stakeholders/adults. More specifically, discuss formal email writing, respectful phone communication, and how to explain the project clearly to the invited stakeholders. Have students work in groups to draft invitation emails together,and review these drafts to ensure clarity and professionalism. You may also include backup plans in case students don't receive responses (e.g., how to follow up politely, or consider doing interviews with community members if formal CSOs are unavailable).

Part 3 – Interviews with local CSOs and activists' groups

Duration: 25 min.

The students welcome the representatives of local CSOs or related networks to their school. They present the problem that they are trying to address and outline their proposed long-term solution. Then, they gather representatives' feedback on how to improve their ideas and solutions. The representative of the local CSOs, policymakers or activists' groups listens to the students carefully and gives them tips for improvement.

Provide guiding questions to help structure the interview. These could include:
What are the key challenges you see in our food system?
How do you think young people can contribute to solving food system issues?
Based on your experience, what advice do you have for improving our project?
To enhance intergenerational collaboration, encourage students to ask about past local food system initiatives led by older generations and how these might inform their current efforts.
If time allows, you can have students rotate between different representatives, allowing for multiple perspectives on their project.

Part 4 – Reflection & Refinement of the Canvas for Action

Duration: 25 min.

Facilitate a structured brainstorming session, where teams list the key takeaways from the interviews. This can help students organize the feedback more effectively.

Based on the feedback received from the CSOs, activists, policymakers and related networks during the interview, the teams improve their Canvas of Action (the blueprint or strategic plan they are working on). They collaboratively brainstorm possible ways to improve the long-term change and the actions/steps needed to bring about the long-term change.

Consider using post-it notes or a collaborative online whiteboard (e.g., Jamboard or Miro) to visualize different aspects of their action plan.
Ask students to present their revised Canvas for Action to the class, discussing how they integrated the external feedback. This promotes peer learning and reflection.
Reflection Questions:

How did the feedback from CSOs/activists change your approach to solving the problem?
What challenges did you encounter during the interview process, and how did you overcome them?
How can the community be further involved in your sustainability action plan?

Assessment

Participation: Assess student engagement in both the interview and the brainstorming/reflection sessions. Did they actively contribute questions and listen attentively to the stakeholders?

Communication Skills: Evaluate how well students formulated their interview questions and interacted with the stakeholders. Consider assessing their professionalism during contact with external participants (e.g., email drafts and phone manners).

Canvas of Action Improvement: Assess the quality of revisions made to their Canvas for Action based on the feedback. Did they thoughtfully incorporate new ideas? Did their action plan become more realistic or comprehensive as a result of the interviews?

Adaptation to other levels

8-11 years old: For younger students, simplify the interview process by pre-arranging a class-wide interview with just one or two representatives. Teachers can facilitate the discussion, and students can take turns asking simpler, pre-prepared questions.

In terms of visual aid support, provide visual aids to help students understand the CSO's role (e.g., a cartoon of how a food system works). You can also role-play with younger students to practice asking questions.

12-15 years old: Guided group interviews could be conducted by providing more structure in the interview process by offering question templates. For this age group, conducting interviews in small groups may make students feel more comfortable and encourage collaboration.

In addition, offer reflection prompts that help students think critically about the interview process, such as: "What surprised you about the CSO's response?" or "How did the feedback challenge your initial ideas?"

16-18 years old: Encourage in-depth interviews conduction, where older students can handle more complex discussions, so encourage them to prepare in-depth interview questions that explore not just the issue at hand but also the broader societal and policy implications. Allow these students to independently set up and lead the interview process. They could even be encouraged to conduct additional interviews outside of class for more research insights.

Lesson plan 2.3.

Hack the Food System: Young Innovators Challenge!

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson, students are expected to:

- Develop problem-solving, teamwork, and creative thinking skills by working collaboratively to address local climate challenges.
- Understand and value the input of different generations in creating sustainable solutions, especially in relation to food systems.
- Prototype tangible solutions to local food system challenges related to food production, consumption, and waste.
- Engage in action planning by exploring how their prototypes can be implemented in the real world to make a positive environmental impact.

Time

Preparation time: Before the hackathon, teachers will reach out to external participants, including parents, local volunteers, environmental activists, and representatives from local community-based organizations (CSOs), policymakers and/or activists. Teachers will invite these stakeholders to participate in the hackathon as team mentors, advisors and co-creators of knowledge.

Teaching time: 90 minutes (this duration can be expanded depending on the teams' needs, interests, and interactions). The action planning of the envisioned solution can constitute a follow-up activity (even out of school or outdoor activity) with a longer duration.

Teaching material

Online:	**Offline:**
Computers or tablets (for research, digital prototyping, or presentations, if possible)	*Paper, markers, sticky notes, and other prototyping materials*

Access to Wi-Fi (if students need to conduct quick online research or use digital prototyping tools).	*Prototyping kits or recyclable materials (such as cardboard, plastic bottles, or fabric scraps) for creating physical models.* *Tablets or computers (optional, for research and digital prototyping)* *Timer (for structured time management during brainstorming and prototyping).* *Large display area for showcasing ideas (e.g., wall space, projector)*

Lesson Plan

Part 1 – Setting the challenge

Duration: 10 min.

Warm-up activity

Begin with a short video or case study about successful hackathons, ideally related to food systems or sustainability, to inspire students and show the impact such events can have.

Start by introducing the concept of a hackathon as a time-bound event where participants collaborate intensively to solve problems. Encourage students to think about the importance of rapid ideation and teamwork. Explain that students will participate in a "Climate Change Hackathon," where they will work in intergenerational teams to develop solutions to local climate challenges, with a specific focus on food-related issues. Highlight the importance of drawing on diverse experiences and knowledge, especially from older generations, to generate innovative ideas.

Setting the challenge

Present specific food-related challenges for the hackathon. Examples may include:

- Food Production: Developing a community garden plan that utilizes sustainable practices and involves local schools and residents.
- Food Consumption: Creating an awareness campaign to reduce food waste at school and encourage more sustainable eating habits.
- Food Waste: Designing a composting system that can be implemented at school, community spaces or in local households to reduce organic waste.

Provide clear, realistic examples of each, with local relevance to make the problems more tangible. This can also help focus the brainstorming phase. Explain that each team will have 30 minutes to brainstorm, prototype, and present a solution to one of these challenges. Then, encourage external participants to share real-world examples of food-related challenges they've experienced, thus connecting students to community-specific issues.

Before proceeding to the next part, offer students a simple framework to organize their thinking, such as the "Problem-Solution-Benefit" model:

1. What is the problem?
2. What's your solution?
3. What are the benefits of your solution for the community?

Part 2 – Implementation phase

Duration: 70 min.

Engagement of External Participants

At the beginning, introduce external participants to the students, emphasizing their role in providing insights and guidance based on their experiences. Before proceeding to the main implementation phase, it is recommended to implement one or more activities from *Module 1.2: Connecting our school and our intergenerational stakeholders*, in order to develop a common understanding on the topic, develop communication and collaboration skills, as well as respect to other perspectives. Add an icebreaker activity to build rapport between students and external participants; you can find relevant examples in the GG Teachers' Training Package. This can help break down intergenerational barriers and foster better communication during the hackathon.

Team formation: Ensure that each team is paired with at least one external participant who will actively collaborate with students during the brainstorming and prototyping phases. Then, assign each team one of the food-related challenges, which can stem from the challenges that participants identified in the previous activities of Module 2. Aim for diverse teams in terms of skills, ages, and perspectives.

Implementation phase

Brainstorming: Teams will brainstorm potential solutions to their assigned challenge. To guide brainstorming, you might offer creativity prompts, like "What if we had no waste?" or "What would a sustainable school lunch look like? Encourage creative thinking and the integration of both modern technologies (e.g., tech-driven ideas) and traditional practices. External participants should contribute their knowledge and experiences to enhance the brainstorming process. Remind participants to focus on local, feasible solutions.

Prototyping: Teams will create a simple prototype or model of their solution using the provided materials. This could be a physical model, a drawing, or a digital mock-up. Encourage low-fidelity prototypes (e.g., sketches, models from recycled materials) so that students focus more on the idea rather than the execution. Provide additional resources or templates to help students understand what's expected in a prototype. For older students, introduce digital prototyping tools (e.g., Canva, Google Slides, or Tinkercad). External participants can assist with practical advice or perspectives that might influence the design.

Team Presentations
At this stage, facilitate interactive presentations where other teams can ask questions or offer suggestions, fostering a more collaborative environment. Participants of each team will explain their prototype, how it addresses the challenge, and the benefits of intergenerational collaboration in their approach. External participants should also share their observations and contributions to the team's work.

Part 3 – Reflection & Action Planning

Duration: 10 min.

Group Reflection
Engage the class in a discussion about the hackathon experience. Encourage students and external participants to reflect on what worked well and what could be improved. Discuss the hackathon experience as a class. Ask students and adults to reflect on:

- What innovative ideas emerged from the collaboration?
- How did intergenerational input change or improve the solution?
- How could these solutions be implemented in the real world?
- What did you learn about the importance of sustainability in food systems?

Action Planning
Encourage students to consider how they can further develop and implement the solutions generated during the hackathon. Discuss possible next steps, such as presenting their ideas to school administrators or local policymakers.

Assessment

Participation: Evaluate student engagement in brainstorming, prototyping, and collaboration with external participants. Did they contribute effectively to the team?

Solution Viability: Assess the feasibility of the proposed solutions. Do they address the food-related challenge in a realistic and innovative way? Consider if the prototype effectively represents the solution.

Reflection: Evaluate the depth of students' reflections during the class discussion and action planning. Were they able to articulate the value of intergenerational collaboration?

Adaptation to other levels

8-11 years old: For younger students, set simplified challenges and focus on more tangible and easily understandable tasks, such as:

- Designing posters: Create a poster campaign to reduce food waste in the school cafeteria.
- School garden plan: Develop a simple plan for a small school garden that can grow fruits or vegetables.

Guided prototyping: Provide younger students with more hands-on guidance during the prototyping phase. The teacher can give specific examples of what a prototype might look like (e.g., showing them how to make a compost bin from simple materials like cardboard and paper). Encourage students to use visual presentations, such as drawings or simple models, to represent their solutions.

Interactive storytelling: Younger students may benefit from engaging in a storytelling approach. Have them create a story that shows how their solution (e.g., a compost bin or a school garden) will help the environment. This will allow them to creatively express the importance of their solution.

Team presentations: Instead of formal presentations, allow students to share their ideas through visual displays (e.g., posters, drawings, or simple models). They can explain their solution to the class in simple terms, focusing on how it helps solve a problem in their school or community.

Reflection: After the hackathon, students can reflect as a group by answering simple questions like:

- What was your favorite part of the hackathon?
- How did working with adults help you come up with your idea?
- How can we use your solution in our school?

12-15 years old: For this age group, students can handle slightly more complex challenges than younger students, but tasks should still be tangible and relatable:

- Food Waste Reduction Strategy: Develop a school-wide plan to reduce food waste, such as designing a campaign to educate peers on reducing food waste at lunch or setting up designated food waste bins.
- Sustainable Eating Awareness: Create a simple awareness campaign to promote sustainable eating habits among their peers. This could include designing flyers or posters or creating a short skit that can be presented to other classes.

Guided prototyping with flexibility: Provide students with structured guidance but allow them more creative freedom compared to younger learners. During the prototyping phase, help students translate their ideas into physical or digital models by giving examples, but let them take the lead in the creative process. Encourage them to use both physical and digital resources to present their ideas; they can create a physical model (e.g., a 3D garden plan with labeled plants) or a digital presentation using simple tools like Google Slides or Canva.

Collaborative guidance with reflection: Allow students to work more independently within their teams but continue to provide mentorship from external participants (e.g., parents, community activists, or environmentalists) who can help refine their ideas and offer feedback. Encourage students to ask reflective questions such as:

- What changes would make the school or community more sustainable?
- How can we convince our peers to adopt these ideas?

Interactive presentations: Have students present their prototypes, allowing them to receive peer feedback and external guidance from adults. Focus on how they can practically implement their ideas within the school or local community.

16-18 years old: Older students should engage with more sophisticated, system-level challenges. Encourage them to consider wider community or policy-level impacts:

- Community-wide waste management system: Design a comprehensive waste reduction system for their entire community. This could include organizing composting programs, working with local businesses, and integrating waste reduction into local policies.
- Food accessibility campaign: Create an action plan to improve access to healthy, sustainable food in underserved areas of their community. This could include collaborating with local government, CSOs, or urban farming initiatives.

Advanced prototyping and digital tools: Encourage older students to utilize digital tools to create more advanced prototypes. They can design sophisticated models or present their ideas using software. Use digital design tools like SketchUp, Canva, or Google Slides to create detailed visuals for their solution, such as designing an app for composting or mapping out a sustainable food distribution system. Also, encourage students to create video pitches or multimedia presentations for their solutions, simulating a real-world proposal that they could present to local policymakers or business leaders.

Independent brainstorming and prototyping: Provide more independence in the brainstorming and prototyping phases, expecting older students to come up with well-researched and sophisticated ideas. Encourage them to integrate data and research into their prototypes, focusing on scalability and real-world feasibility.

In-depth reflection and action planning: During the reflection and action planning phase, push older students to think about the broader impact of their solutions:

- How can their solution be scaled to reach a larger audience?
- What kind of partnerships would they need to make their ideas a reality (e.g., local businesses, government bodies)?
- What barriers might they face in implementing their solution, and how could they overcome them?

Formal presentations: Have students deliver formal presentations of their prototypes, simulating a real-world pitch. Encourage them to include data or evidence that supports the viability of their solution. External participants can act as a panel to provide critical feedback on their proposals.

Stage 2.2: Co-design of ideas and collaboration for local actions

Developed by: Know & Can (Bulgaria)

Learning outcomes

By the end of the module students will be able to:

a) synthesize the acquired knowledge, experience and expertise that students, adults, teachers and relevant stakeholders bring
b) design thinking sessions where students can ideate, prototype, and refine their proposed solutions
c) carry out actual projects with an impact on their local community
d) reflex upon intergenerational learning experiences.

Targeted competences

Here we will present, shortly, which competences will be gained by the students, after the finalization of this specific lesson plan.

- **communication**: generating and clearly expressing ideas and insights gained from individual knowledge and experiences as well as to stakeholders and the broader community
- **collaboration and teamwork:** working effectively with peers, adults, teachers and relevant stakeholders to brainstorm ideas, reach collective expertise and implement common projects
- **reflective thinking:** analyzing personal and collective learning experiences and identifying areas for improvement
- **empathy:** understanding and appreciating different viewpoints and experiences
- **critical thinking and problem-solving:** analyzing local challenges, identifying solutions, proposing effective solutions and evaluating and integrating diverse perspectives and information to address community needs
- **creativity and innovation:** generating ideas for addressing waste issues and designing innovative solutions.
- **adaptability and resilience:** being open to feedback, iterating on ideas, and persevering through challenges in the design process
- **leadership and initiative:** taking ownership of projects, motivating others, and driving positive change within the community.

Lesson Plan 2.4.

Knowledge and Experience Sharing Workshop on Consumption Habits

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson, students will have:

- increased awareness of the interconnection between food, energy, water usage and climate change
- developed critical thinking skills through evaluating and synthesizing diverse perspectives
- enhanced collaboration and teamwork abilities by working with peers and adults
- improved communication skills through sharing knowledge and experiences in a group setting
- improved key skills of empathy and respect for different viewpoints and experiences

Time

Preparation time: 30 min.

Teaching time: 45 min.

Teaching material

Online:	**Offline:**
The following Presentation is dedicated to the workshop *Other useful resources:* *https://www.ish.org.uk/how-to-be-more-sustainable-as-a-student/* *https://foodvacbags.com/blogs/foodsaverblogs/how-to-adopt-sustainable-food-consumption-habits-at-home* *https://www.volunteers4environment.eu/*	*Computers or tablets with internet access.* *Projector and screen or whiteboard.* *Printed handouts or visual related to food waste and climate change.* *Poster paper or large sheets of paper.* *Markers, colored pencils or crayons.* *Internet connection for live demonstrations.*

Lesson Plan

Part 1 - Introduction

Duration: 5 min.

Start by explaining the purpose of the activity: to explore how food, water and energy usage relates to climate change and to work together to share ideas and perspectives.

Introduce the concept of collaboration and explain that students will be working in groups with adults to share their knowledge and experiences. Also, briefly discuss the importance of listening respectfully to others and being open to different viewpoints.

Part 2 – Group Formation

Duration: 5 min.

Divide students into small groups, ensuring each group has a mix of students and adults (e.g. stakeholders from food production and energy sectors could be included).
Assign each group a specific topic related to food, water and energy usage, such as food production, consumption habits, water conservation, and energy saving.

Part 3 – Implementation phase

Duration: 20 min.

Provide each group with poster paper and markers.[1]
Encourage students and adults to share their knowledge and experiences/consumptions related to the assigned topic.
Initiate discussions within each group, ensuring that all participants have an opportunity to contribute.
Encourage students to think about how their individual experiences and expertise can contribute to the group's understanding of the topic.
Guide groups to synthesize their findings and insights onto the poster paper, using words, drawings, or a combination of both.

Part 4 – Group presentation

Duration: 10 min.

Invite each group to present their results to the rest of the class.
Encourage students to listen actively and ask questions or share feedback after each presentation.
Facilitate a brief reflective discussion after all groups have presented, highlighting common themes and connections across the different topics.
Example of questions for reflective discussion:

[1] Online implementation: graphic design platforms like Canva can be used.

1. What did you observe within the team's consumption habits?
2. Do you think that your consumption habits have been increased compared to the ones of the adults (your parents, grandparents and other stakeholders)?
3. Exchange at least one lesson that you learnt on how to minimize your consumption habits in relation to energy saving, food waste, water saving, etc. (depending on the topic that your group worked on).

Part 5 – Conclusion

Duration: 5 min.

Summarize the key learnings from the activity, emphasizing the importance of collaboration and teamwork in addressing complex challenges like food, water and energy waste and climate change.
Thank the students and adults for their participation and encourage them to continue exploring ways to make a positive impact on the environment.

Assessment

Formative Assessment:

Teachers can develop a simple feedback form that includes questions related to the learning outcomes of the activity. For example:

- Did your group effectively collaborate to share knowledge and experiences?
- How well did you contribute to the group discussion?
- Did you actively listen to others' ideas and perspectives?
- How clear and organized was your group's ideas presentation?
- What did you learn from other groups' presentations?

Summative Assessment:

- Content understanding: students demonstrate a clear understanding of the topics related to water, energy and food consumption practices.
- Collaboration: students engage in effective collaboration with peers and adults, incorporating diverse perspectives into group discussions.
- Communication: students communicate ideas and insights clearly and effectively during the presentation, engaging the rest of the participants.
- Reflection: students ability to reflect on personal learning experiences, contributions to the group, and potential actions for the future.

Adaptation to other levels

8-11 years old: the proposed lesson plan is fully suitable for this age group.

12-15 years old: students can work in small groups to design and conduct surveys to gather information about food, water and energy practices and attitudes within their home/community. They can develop survey questions related to food consumption habits, waste disposal methods, and awareness of energy and water waste issues. After collecting survey responses, students will analyze the data to identify common trends, challenges, and areas of concerns. They can compile their findings and prepare visual representations, such as graphs or charts, to present their results.

16-18 years old: if possible, students can be engaged with local experts in the fields of environmental science, sustainability, and public policy through a panel discussion. The experts can share their knowledge and insights on food, water, energy waste issues, current challenges, and potential solutions. After the panel discussion, students can participate in group reflection sessions to analyze the key takeaways and insights gained from the expert perspectives. They can discuss the implications of the expert insights for reducing food, energy and water waste at home and at local, national, and global levels.

In small groups, students can collaborate to develop policy proposals aimed at addressing systemic challenges related to food, water and energy usage. They can research existing policies, identify gaps or areas for improvement, and propose innovative solutions and policy recommendations for environmental friendly choices.

Lesson Plan 2.5.

Building a Sustainable Home

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson, students will be able to:

- explain what makes a home sustainable, including the use of energy-efficient appliances and water-saving technologies
- use design thinking methodology to ideate, prototype, and refine their sustainable home design
- share stories and good practices about sustainable living practices and their impact on the environment

Time

Preparation time: 30 minutes

Teaching time: 45 minutes

Teaching material

Online:	**Offline:**
Use the following Presentation to introduce the key concepts *Other useful resources:* *https://www.habitat.org/sites/default/files/youthprograms-lessons-high-school-green-homes.pdf* *https://www3.uwsp.edu/cnr-ap/KEEP/Documents/Activities/Doable%20Renewables/GreenHomeDesign.pdf*	*Computers or tablets with Internet access.* *Projector and screen or whiteboard.* *Printed handouts with key terms and definitions.* *Internet connection for live demonstrations* *Craft materials (poster paper, markers, glue, scissors)* *Sample labels from energy-efficient appliances (real or printed)*

Lesson Plan

Part 1 - Introduction

Duration: 5 min.

Begin with the lesson by discussing what makes a home "sustainable."

Ask students if they know any ways to save energy, food and water at home.
Explain that today they will learn about smart ways to build a sustainable home using environmentally friendly technology.

Part 2 – Implementation phase

Duration: 15 min.

Present the presentation on sustainable homes. Start by explaining the process of design thinking related to climate change.
Explain a wide range of energy-efficient appliances, water-saving fixtures, and renewable energy sources.
Discuss the key points from the presentation.
Highlight examples such as:

- Energy-efficient light bulbs and household appliances
- Solar panels for electricity
- Low-flow showerheads and toilets to save water

Rainwater harvesting systems

Part 3 – Analysing Household Appliances

Duration: 10 min.

- Invite different stakeholders (e.g. experts in energy-efficient appliances, parents working in the food production/energy sectors, local actors)
- Divide students into small groups and provide each group with a worksheet that includes images and descriptions of various household appliances (e.g. oven, fridge, washing machine, microwave, etc.)
- Each group will analyze the appliances to determine which ones are more energy-efficient and environmentally friendly. They should consider factors like energy consumption.

Provide sample labels (real or printed) from appliances showing their energy efficiency ratings. Explain how to read these labels and what the ratings mean.

Part 4 – Creating a Sustainable Home Poster

Duration: 10 min.

- Give each group a piece of poster paper and craft materials/use online design tools like Canva to create posters (preferably for secondary level)
- Instruct them to create a poster that illustrates a sustainable home. The poster should include:
    - Energy-efficient household appliances

- Water-saving fixtures
- Any other environmentally friendly technologies they learned about

Encourage creativity in their posters.

Part 5 – Presentation of Posters and Discussion

Duration: 5 min.

- Have each group present their poster to the class, explaining the choices they made and why they believe these choices are sustainable.
- Discuss as a class how these ideas can be applied in their own homes and what opinions they can share with their parents about making sustainable choices.

Assessment

- Formative Assessment:

Observe student participation and engagement during group activities and discussions.

Review the posters for understanding of key concepts and creativity.

Assess students' ability to explain their choices and the benefits of sustainable living.

- Summative Assessment:

Criteria	Feedback
Understanding of Sustainability Concepts	What concepts did the student understand well? Where do they need more clarity?
Application of Design Thinking	How effectively did the student apply the design thinking phases? Which phases need more focus?
Creativity and Innovation	What creative and innovative ideas did the student contribute? How can they expand their thinking?
Collaboration and Teamwork	How well did the student work with their team? What could improve their teamwork?
Communication and Presentation	How clearly did the student present their ideas? What could enhance their presentation skills?
Impact and Feasibility of Solutions	How impactful and feasible are the student's solutions? What are the strengths and areas for improvement?

Adaptation to other levels

8-11 years old: The activity aligns to the target group. For primary school students, paper posters can be developed.

12-15 years old: For this age group, design software should be used to create a digital model e.g. Canva.

16-18 years old: Assign the challenge “How can we make our homes more sustainable?” Encourage students to use storytelling in their posters to show how their design makes a difference and apply the activity at home with parents/relatives/neighbors.

Lesson Plan 2.6.

Developing an Environmental Sustainability Project

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson, students will be able to:

- plan, implement, and manage a sustainability project effectively, including setting SMART goals, brainstorming solutions, developing action plans, and allocating resources
- enhance their critical thinking skills by analyzing environmental problems, identifying causes, and evaluating potential solutions
- feel empowered to take action and make a positive impact on their environment and community by implementing real-world sustainability projects.

Time

Preparation time: 30 min.

Teaching time: 45 min.

Teaching material

Online:	**Offline:**
Presentation to be used for the activity *Other useful resources:* *https://lessonbud.com/blog/top-6-environmental-projects-to-inspire-green-thinking-in-students/* *https://lel.crires.ulaval.ca/works/educational_guide_design_thinkingcc.pdf*	*Computers or tablets with internet access for research.* *Projector and screen or whiteboard.* *Worksheets for project planning.* *Internet connection for live demonstrations*

Lesson Plan

Part 1 - Introduction

Duration: 5 min.

- Briefly overview the concept of design thinking methodology and its importance (see lesson plan 2 and its presentation).
- Present examples of environmental projects that used design thinking.

Explain to students that will create an environmental project addressed to a specific environmental issue, using the design thinking methodology.

Part 2 – Implementation phase

Duration: 15 min.

Present the presentation for Developing an Environmental Sustainability Project.
Explain the process of project planning.
Provide examples and ideas for projects.
Example ideas:

- Creating a home composting system to reduce food waste.
- Installing water-saving devices at home.
- Implementing a household energy audit and efficiency improvements.
- Planting a community garden to enhance local biodiversity.
- Organizing a clothing swap event to promote sustainable fashion.

Setting up a neighborhood recycling program.

Part 3 – Project planning

Duration: 20 min.

Students work in small groups and follow the six steps of project planning process (define the problem; set goals; brainstorm solutions; plan and design projects; estimate resources and implement and monitor progress).
Step 1: Each group clearly defines the specific problem they aim to address.
Step 2: Students set realistic and measurable goals and generate brainstorm ideas.
Step 3: Students create a plan and outline the steps for achieving the set goals (here relevant stakeholders can be consulted/invited for discussions/brainstorming activities sessions).

Part 4 – Presentation of group projects

Duration: 20 min.

Each group presents their project plan to the class.
Facilitate a feedback session where peers and the teacher provide constructive feedback.
Encourage students to consider how they can refine their plans based on the feedback received.

Part 5 – Conclusions

Duration: 5 min.

Discuss the importance of implementing and testing their projects in real-world settings.
Assign a project timeline where students will work on their projects at home or in their community, involving their families or community members.
Plan a follow-up session where students will share the outcomes and lessons learned from their projects.

Assessment

Formative Assessment:

How effectively did the student apply the design thinking methodology? Which phases need more focus?

What creative and innovative ideas did the students contribute?

How well did the student work with their team and intergenerational partners?

How clearly did the students present their ideas?

How impactful and feasible are the proposed solutions?

Summative Assessment:

	(4)	(3)	(2)	(1)
Application of Design Thinking	Effectively applies all phases of design thinking to develop a sustainability project.	Applies most phases but may miss some elements or steps.	Shows a basic application with gaps in several phases.	Struggles to apply design thinking methodology effectively.
Creativity and Innovation	Demonstrates high levels of creativity and innovation in proposed solutions.	Shows creativity and some innovative ideas but may not be fully developed.	Provides standard solutions with limited creativity.	Lacks creativity and innovation in proposed solutions.
Collaboration and Teamwork	Works exceptionally well with team members and	Collaborates well but with minor issues in	Shows some collaboration but with noticeable	Struggles with collaboration and

	intergenerational partners, contributing significantly and valuing others' input.	teamwork or contribution.	teamwork issues.	contributing to the team.
Presentation and Communication	Presents ideas clearly, effectively, and persuasively. Uses visual aids well to enhance understanding.	Presents ideas clearly but lacks some persuasiveness or effective use of visual aids.	Presentation is understandable but lacks clarity or effective visual aids.	Struggles to present ideas clearly and effectively.
Impact and Feasibility of Solutions	Solutions are highly impactful and feasible, demonstrating strong potential for real-world application.	Solutions are impactful but may face some feasibility challenges.	Solutions show some impact but with noticeable feasibility issues.	Solutions lack impact and are not feasible for real-world application.

Adaptation to other levels

8-11 years old: For young students, the idea is to develop a simple sustainability activity focusing on promoting environmental practices such as recycling, saving water, or reducing energy use. The project will involve collaboration with family members and can be implemented at home or school. For example, creating a recycling station at home or in the classroom; setting up a water-saving challenge (e.g., turning off the tap while brushing teeth; making posters to remind everyone to turn off lights when leaving a room.

12-15 years old: Students can design and plan a sustainability campaign or event focusing on promoting environmental practices such as recycling, saving water, reducing energy use, or enhancing biodiversity. The campaign/event will involve collaboration with family members and can be implemented at home or in the community.

16-18 years old: The lesson plan is fully applicable for the age group. Students can develop specific action plans for the implementation of their sustainability projects.

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Module 3: GreenGenerations at the Community

Developed by: Centrul Judetean de Excelenta (Romania)

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students are expected:

- To discuss about environmental issues and the importance of sustainability.
- To develop knowledge and skills to implement eco-friendly practices in their school.
- To apply sustainable practices and tools, in order to create a greener school.
- To take proactive steps towards creating a greener and more sustainable school environment.
- To reflect on the way of school operation today and in the past in terms of sustainability practices application.

Targeted Competences

Critical thinking

Environmental awareness/ Climate literacy

Active citizenship

Communication skills

Inquiry and research skills

Time

Preparation time: 30 min before the class

Teaching time: 50 minutes

Teaching material

Online:	**Offline:**

Videos and documentaries showcasing successful eco-friendly initiatives	*Presentation slides or posters about environmental issues and sustainable practices* *Writing materials* *Recycling bins*

Lesson Plan 3.1.

From school to… the community: Make your school greener – Eco-Friendly Scavenger Hunt

Part 1 - Introduction

Duration: 10 min.

- Begin by discussing the importance of environmental sustainability and why it's crucial to make our school greener.
- Show presentation slides or posters highlighting key environmental issues such as climate change, pollution, deforestation, and resource depletion.
- Discuss the positive impact these initiatives have had on the environment and the community.
- Highlight the importance of taking action and making a difference, no matter how small.
- Divide the students and adult participants into small groups.
- Develop a concrete action plan outlining specific steps, responsibilities, and timelines for implementing the green initiatives.

Part 2 – Eco-Friendly Scavenger Hunt

Duration: 30 min.

- Create a list of eco-friendly items or actions for students to find or complete around the school (e.g., reusable water bottle, recycling bin, energy-efficient appliances).
- Invite parents, teachers and community members to participate in the Scavenger Hunt (this step will mainly take place during the preparation time, when the teacher will engage other adults to join this activity).

- Divide students and adults into teams and provide each team with a list.
- Set a time limit and encourage teams to explore the school grounds to find and document each item or action.

The team that finds/completes the most items within the time limit wins a prize.

Part 3 – Conclusion and Reflection

Duration: 10 min.

- Conclude the lesson by asking students and adults to reflect on what they've learned and achieved. Ask questions, such as:
  -How can we use these materials to make our school more sustainable?
  -What resources and tools can we use to create a sustainable food chain/system within the school community (e.g. growing vegetables, composting, etc.)?
  -Do you use these materials at your home? How?
  -Are there any differences in the school of 21st century with the school, where adult participants attended courses in the past?
- Discuss the importance of ongoing commitment and collaboration to ensure the success of the green initiatives.
- Brainstorm on how you can transfer the “good practices” discussed can be transferred at the community level.
- Encourage students to continue advocating for environmental sustainability in their school and community.

Adaptation to other levels

8-11: Activity Adaptation

Introduction: Keep the discussion simple and focused on basic environmental concepts. Use visual aids like cartoons or simple infographics to explain issues like pollution, recycling, and saving energy. Explain the importance of small actions in a way that resonates with younger children, perhaps through storytelling or a short video.

Scavenger Hunt: The list should include very simple items or actions that are easy to identify (e.g., "Find a recycling bin," "Spot someone using a reusable water bottle," "Turn off a light switch when leaving a room"). Teams could be made up of mixed ages, with family members helping the younger ones. Consider a shorter time limit (20-30 minutes) to maintain attention and energy levels. Provide simple tasks like sorting different waste items into the correct bins to ensure understanding.

Conclusion and Reflection:

Keep reflection questions basic “What did you find that helps the environment?" and "How can we keep our school clean and green?"
Use a group discussion format where younger students can share their thoughts and ideas with parents, guided by the teacher.
Focus on practical, easy-to-understand actions they can take at home, like turning off lights or using less paper.
VARIATION: **Family nature walk & litter clean-up**
Organize a family-oriented nature walk around the school or a nearby park. As families walk together, they pick up litter and discuss the importance of keeping natural spaces clean.
Before the walk, have a brief discussion with students about the impact of litter on wildlife and ecosystems. Provide gloves and bags for litter collection.
During the walk, encourage families to look for and discuss different plants, trees, and animals they see. Students can use a simple checklist to identify common species.
Parents and siblings participate in the clean-up and help the students identify litter hot spots. They can also discuss how to reduce waste at home.
After the walk, gather the litter collected and discuss what was found. Talk about ways to prevent littering and how families can adopt better waste management practices.

12-15: Home & School energy efficiency project

Conduct a home energy questionnaire with families to identify areas where energy can be saved. Use the findings to inspire a school-wide energy efficiency project.
Teach students the basics of energy use and conservation, including common energy-wasting practices at home. Provide a simple questionnaire checklist that families can use to assess their home’s energy use.
Students and their families discuss the project together, looking at things like lighting, appliances, and heating/cooling efficiency. They record their findings and brainstorm ways to reduce energy use at home.
Using the results from their home energy efficiency project, students propose an energy-saving project for the school, such as installing energy-efficient lighting or creating an awareness campaign.
Families can contribute by sharing their results and ideas for improvement. They might also help with any school projects by volunteering time or resources.
Discuss the impact of energy efficiency at home and at school, and how small changes can lead to big savings. Consider creating a family energy-saving challenge where families compete to reduce their energy usage the most over a month.

16-18: Sustainable school garden & community workshop

Plan, design, and create a sustainable garden at the school that involves students, families, and the broader community. Host workshops where families can learn about sustainable gardening practices.

Start with lessons on sustainable agriculture and the benefits of growing your own food. Discuss the environmental impact of industrial farming and the importance of local food systems.
Students, along with their families, plan and design a garden that includes native plants, vegetables, and a composting system. Assign roles to different families (e.g., planting, composting, maintenance).
Organize workshops led by students and local experts where families can learn about composting, water conservation in gardening, and organic pest control.
Extend the project to the community by inviting local residents to participate in the garden and workshops. Families can also contribute by donating seeds, tools, or time.
Hold regular reflection sessions where students and their families discuss the progress of the garden, challenges faced, and the benefits of sustainable gardening. Consider creating a blog or social media page to document the garden's growth and share tips with the community.

Assessment

- Assess students' active participation and engagement during class discussions, group activities, and hands-on projects related to making the school greener.
- Consider factors such as contributions to brainstorming sessions, collaboration with peers, and enthusiasm for implementing eco-friendly practices.
- Students can measure changes in energy consumption, waste generation, water usage, and overall environmental footprint.
- Ask students to maintain a reflection journal throughout the lesson series, where they document their thoughts, ideas, and feelings about environmental sustainability.
- Encourage students to reflect on their personal actions and contributions towards making the school greener, as well as their thoughts on the effectiveness of the initiatives.

Lesson Plan 3.2.

Social Debates about Climate Change

Educational Level

Secondary School

Learning outcomes

By the end of the lesson students are expected:

- To understand different perspectives on climate change issues.
- To develop critical thinking, research, negotiation and debate skills.

- To recognize the importance of collaboration across generations in addressing climate change.
- To be empowered to act as ambassadors for climate action in their communities by promoting sustainable practices and engaging in local partnerships.

Targeted Competences

- Critical thinking
- Environmental awareness/ Climate literacy
- Active citizenship
- Communication skills
- Inquiry and research skills

Time

Preparation time: 30 minutes before the class

Teaching time: 50 minutes

Teaching material

Online:	**Offline:**
Videos and documentaries showcasing successful eco-friendly initiatives (e.g. I Can Change your Mind on Climate – This documentary due to its long duration should be projected in the lesson, before the activity implementation)	*Presentation slides or posters about environmental issues and sustainable practices* *Writing materials*

Lesson Plan

Part 1 – Introduction to the Environmental Debate

Duration: 10 min.

Warm-up discussion (5 minutes)
Begin with a brief discussion on climate change and its impact on the community. Ask students if they have talked about climate change with their parents, grandparents, whether they have participated in community initiatives for tackling climate change. Highlight the value of learning from different generations about environmental practices and knowledge.

Introduction to Environmental Debate (5 minutes)

Explain that students will engage in a debate on a relevant environmental issue. Teacher and students can collaboratively choose the topic of the debate from a list or brainstorm a few topics, encourage students to reflect on their interests and/or social/community's needs. The debate will help them explore different viewpoints and develop their own opinions on climate change mitigation and adaptation.
Present the chosen debate topic (e.g., "Should our community ban plastic bags?"). Give a brief overview of what a structured debate looks like, emphasizing the importance of respectful, evidence-based discussion.

Part 2 – Implementation phase

Duration: 30 min.

Team Formation and Research (15 minutes)

Divide the students and adult (external) participants into two teams: one "for" and one "against" the chosen topic.

Before implementing this activity, it is recommended to implement one or more activities for bringing students and adult participants together, establish a common "code" of communication, share experiences and perspectives on climate change and food system. You can find relevant activities on Module 1 – Stage 2: Connecting our school and our intergenerational stakeholders.

Each team spends 10 minutes researching and preparing their arguments. Encourage them to think about the perspectives of different generations—what might their parents or grandparents think? How can these perspectives strengthen their arguments?

Debate (15 minutes)

Host the debate, with each team taking turns to present their arguments (approximately 3 minutes per team).

After initial presentations, allow each team 3 minutes to rebut the opposing team's arguments.

Encourage participants to listen carefully and think critically about the arguments being presented.

- Choose a relevant environmental topic (e.g., banning plastic bags, implementing composting programs) and divide students into two teams: for and against.
- Provide each team with time to research and prepare their arguments.
- Host a structured debate where each team presents their arguments and counters the opposing team's points.
- Encourage respectful and evidence-based discussion.

Get some inspiration for environmental debate topics

1. How we should respond to climate change: Mitigation or Adaptation?
2. How we can create a sustainable food system within our community (e.g. community gardens, food forests, composting bins, food sharing programmes, etc.). Choose some of these options and propose arguments "for" and "against".

Financial cost of climate change challenges: "For" and Against" community crowdfunding for climate mitigation or adaptation actions

Part 3 – Conclusion & Reflection

Duration: 10 min.

Ask students and adult participants how they can take what they've learned from the debate and apply it in their homes and communities. For example:
What was the most convincing argument you heard?
Did you learn something new from the opposing team?
How do you think your parents or grandparents would feel about this topic?
How can they encourage their families to reduce plastic use (e.g. in food packaging) or start composting?
Encourage students to share any insights they gained from considering different generational perspectives.

Adaptation to other levels

8-11: Family Interview: Assign students to interview a family member about how they dealt with food production and consumption in the past. Students can present their findings in the next class, focusing on what they learned from the older generation.

12-15: Family sustainable cooking challenge*:* Students and their families will participate in a sustainable cooking challenge where they create meals using locally sourced, seasonal, and plant-based ingredients. This activity promotes awareness of food choices' environmental impact and encourages healthier, more sustainable eating habits.
Families cook their sustainable meals at home. Encourage students to document the process by taking photos, recording videos, or writing a brief journal entry about their experience.
Ask students to pay attention to the origins of their ingredients, how they sourced them, and how they reduced waste during meal preparation.
Organize a class event where students bring in their meals (or photos and descriptions if sharing food isn't feasible) to share with their classmates. Each

student presents their meal, discussing the ingredients they used, why they chose them, and how their family participated in the challenge.
If possible, set up a tasting table where students and teachers can sample the dishes. For a virtual adaptation, students can present their dishes via video and share their recipes with classmates.
Compile the recipes, photos, and stories from all the students into a class sustainable recipe book. This can be shared with families and the school community as a resource for promoting sustainable eating.
16-18: Community Project: Develop a long-term project where students collaborate with adults (e.g. parents, grant parents, environmental activists, community members) and local organizations, such as NGOs or community centres, to implement an environmental initiative in their community (e.g., a food forest, a composting programme).

Assessment

Participation in the Debate: Evaluate students on their ability to articulate and defend their positions respectfully and based on evidence.

Reflection: Assess students' contributions during the reflection session for their understanding of the importance of intergenerational learning and collective response to climate change challenges.

Intention of taking action: Monitor students' willingness and intention to be involved in a follow-up long-term project in collaboration with other community members and local organizations.

Lesson plan 3.3.

Create Art for Planet's sake

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students are expected:

- To understand the importance of sustainable food systems and how different practices can reduce waste and promote sustainability.
- To understand the concept of recycling and reusing materials.
- To develop creative skills and the ability to convey important messages through art.
- To create art projects using recycled or unnecessary materials from home.

- To appreciate the value of reusing materials and will become more conscious of their own food consumption and waste habits.
  To act as ambassadors for sustainable food practices, raising awareness in their community through their art.

Targeted Competences

Critical thinking

Environmental awareness/ Climate literacy

Communication skills

Creative thinking

Active citizenship

Time

Preparation time: 30 minutes before the class

Teaching time: 50 minutes

Teaching material

Online:	**Offline:**
The three Rs: Reuse, Reduce and Recycle *https://youtu.be/OasbYWF4_S8?feature=shared* *Recycling for kids-Learn how Recycling works* *https://youtu.be/6jQ7y_qQYUA?feature=shared*	*Various recyclable materials (plastic bottles, cardboard, old magazines, fabric scrap, empty food packaging - cereal boxes, yogurt containers, etc.)* *Scissors* *Glue* *Tape* *Paint and brushes* *Markers and crayons*

Lesson Plan

This lesson plan will take place at three “levels”:

- Home (home activity)

- School (introduction to the activity, hands-on art project creation, planning of the community exhibition)
- Community (community exhibition and reflective intergenerational roundtables)

Part 1 School Level - Introduction to Recycling and Reusing

Duration: 10 min.

Start with a brief video or presentation on recycling and reusing and their environmental benefits.

Engage students in a reflection discussion or brainstorming activity by asking questions like:

- What items can be recycled?
- Why is it important to recycle and reuse materials?
- Can you think of something creative you could make with a bottle, an empty food packaging or a piece of cardboard?

Guide them to brainstorm potential art projects they could create with these materials.

Part 2 Home Level – Materials Collection

Duration: 15 min.

Ask students to collaborate with their parents or guardians at home to collect recycled materials that can be used for the art project. Encourage them to focus on materials related to food systems, such as:

- Empty food packaging (e.g., cereal boxes, yogurt containers)
- Old utensils or kitchen tools
- Used produce bags or egg cartons
- Recycled paper or cardboard

Note: Emphasize the importance of discussing with their family the concepts of reducing food waste, reusing food-related items, and sustainable food practices.

Part 3 School Level – Hands-on Art Creation in the Classroom

Duration: 40 min.

In the classroom, provide additional art supplies like glue, scissors, paint, etc. Encourage students to create art projects individually or in groups that illustrate concepts of a sustainable food system. Examples might include:

- Food production: A garden model using recycled containers as planters, showing how food can be grown sustainably at home, school or at the community (e.g. community garden, food forests).

- Food consumption: A collage made from food packaging that highlights the importance of choosing locally-sourced, sustainable products.
- Food waste: A sculpture using leftover food containers to raise awareness about the amount of waste produced and how it can be minimized.

Each student or group will present their finished art project to the class, explaining the materials used, the message behind their artwork, and how it connects to sustainable food systems.

Part 4 School Level – Community Exhibition Planning

Duration: 30 min.

Collaboratively, students and teachers will organize a community exhibition or festival at school. The goal is to showcase the art projects to community members and local organizations involved in sustainable food practices and initiate reflective discussions among the community members on how they can apply sustainable food practices at school, home and community.

Part 5 Community Level – Art Showcase: Community Exhibition on Sustainable Food Systems

On the day of the exhibition, students will present their projects to the community. They will explain the significance of the recycled materials and their artwork's connection to sustainable food systems. The exhibition could feature:

- Interactive Displays: Students demonstrate how certain materials can be reused or repurposed in sustainable food practices (e.g., DIY planters for a home garden).
- Educational Brochures: Students create brochures about reducing food waste, composting, or supporting local agriculture to distribute at the exhibition.

Part 6 Community Level – Reflective Discussion with Community Members through Intergenerational Roundtables

Duration: 30 min.

Engage community members in a reflective discussion, using prompts such as:

- Have you ever repurposed food-related items for a new use?
- How did participating in or viewing this project change your perspective on sustainable food practices?
- What are some challenges you face in reducing food waste at home, and how do you overcome them?
- How can art help in raising awareness about sustainable food systems, including production, consumption, and waste reduction?
- Compare how food waste and sustainability were handled in the past and now. What can we learn from older generations?

Note: Focus on comparing past and present practices regarding food sustainability and discuss how these insights can guide future actions.

Assessment

- Participation in discussions and brainstorming sessions.
- Creativity and effort in the art project.
- Presentation and explanation of their project.
- Reflection on the process and understanding of recycling concepts.
- Understanding and showing respect to the perspectives, experiences and attitudes of other people of different age groups involved in the reflective community discussion on recycling and reusing.
- Students' participation in the exhibition and the effectiveness of their interactions with community members.

Adaptation to other levels

8-11 years old: Students and families collect recyclable materials such as paper rolls, bottle caps, cardboard, and old magazines. Emphasize the importance of choosing clean and safe materials. Students create animals or creatures using collected recyclable materials. For example, they might use bottle caps for eyes, paper rolls for bodies, and cardboard for wings. Students with the help of families create a collage that represents a healthy environment using pieces of old magazines, paper scraps, and cardboard. They can also depict nature, wildlife, or a sustainable community. Students present their crafts to the class and families, explaining the materials used and their connection to recycling and sustainability. They all discuss what they learned about recycling and reusing materials.

12-15 years old: Students collaborate with their families to gather a variety of materials such as plastic bottles, old magazines, and scrap fabric. Focus on items that can be creatively repurposed. Students design and build sculptures from collected materials. Examples include abstract sculptures, functional items like planters, or representations of environmental themes.
They can also create an installation or a large art piece using a combination of materials. For example, a “Plastic Ocean” installation made from plastic waste to raise awareness about ocean pollution. Students and one family member present their sculptures or installations to the broader audience. Discuss the impact of their artwork and reflect on the experience of using recycled materials.
16-18 years old: Students work with families to collect diverse materials, including industrial waste, old textiles, and electronic components. Emphasize the importance of selecting materials that will allow for complex and impactful art pieces. Create a large-scale art piece or series of pieces that make a statement about environmental issues. For example, a mixed-media mural that combines recycled materials with traditional media to address topics like climate change, deforestation, or pollution. Organize a major community exhibition or art festival. Include interactive elements, presentations, and discussions with local environmental groups and artists. Prepare advocacy materials, such as pamphlets or videos, that explain the message behind the art and encourage sustainable practices. Students present their projects, explaining the artistic choices and how they connect to environmental advocacy. Engage in a critical discussion about how art can influence public perceptions and actions regarding sustainability.

- ## Stage 3: Dissemination activities in the global community (school / home / community)

Developed by: Synthesis (Cyprus)

Lesson Plan 3.4.

Zero-Waste Challenge and Community Fair

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students will acquire:

- **Personal and Collective Responsibility**: Students will understand the importance of individual and collective actions in minimizing food waste, fostering a zero-waste mindset within the school and community.
- **Community Mobilization:** Students will learn how to inspire and mobilize their peers, school staff, and community members to participate in a collective challenge, emphasizing the power of community.
- **Reflective Practice and Continuous Improvement:** Through the reflection and pledge session, students will practice evaluating their actions, understanding the impact of their efforts, and committing to ongoing sustainable practices beyond the challenge.

Time

Preparation time: preparation time can vary based on several factors such as the scale of the challenge, the resources available, and the level of community involvement.

Teaching time:

- **Launching the Challenge:** A session to introduce the Zero-Waste Challenge, discuss its importance, and outline the rules and tips could last 1 teaching period (45 minutes).
- **Regular Check-ins:** Assuming the challenge runs for about 4 weeks, weekly meetings will be arranged to share experiences, challenges, and successes the duration could be around 10-30 minutes each.
- **Community Fair Planning:** Periodic check-in sessions or planning meetings with students involved in organizing the fair. These could total an additional 1-2 hours over the planning period.
- **Fair Day:** The actual community fair could last anywhere from a half-day (about 4 hours) to a full day (about 7-8 hours), including setup, the event itself, and cleanup.
- **Reflection and Pledge:** A final session to reflect on the challenge and the fair, discuss learnings, and make a pledge for future action could take about 25 minutes.

Teaching material

Online:	**Offline:**
Computers or tablets with internet access. *Food: Too Good To Waste Toolkit: This toolkit provides a set of tools and activities designed to help families and communities reduce food waste.*	*Projector and screen or whiteboard.* *Printed handouts with key terms and definitions.* *Internet connection.*

Lesson Plan

Describe here in detail the activity and the time required (Timeframe: 45 minutes long classes)

Part 1 – Launching the Challenge (Presentation)

Duration: 45 min.

Step 1: Present the most important notions of this Challenge using the Slides provided. Set up an Agenda for the most important parts:

- Waste Audit
- Improve Meal Planning and Portion Control
- Share Tables and Food Donations Programs
- Composting and Gardening
- Zero Waste Cooking Classes and Workshops
- Policy and Infrastructure Changes
- Fair Day

Step 2: Set up your plan and next steps.

Step 3: Form Committees with teachers, schools' staff, parents, and children to monitor the progress of all the above. For example:

- **Teachers and School Staff**: Organize and lead activities, provide guidance and support to students, monitor progress.
- **Parents:** Assist in organizing events, participate in workshops and activities, support students at home.
- **Students:** Actively participate in all activities, help with organizing and spreading awareness, share experiences and learnings.
- **NGO Members:** Provide expertise and resources, lead workshops and classes, support community mobilization efforts.
- **Eco-Activists:** Inspire and educate students and the community, lead initiatives and provide mentorship.
- **Local Policymakers:** Support policy and infrastructure changes, participate in the community fair, provide official endorsements and resources. For example, a city council member could help implement policies supporting waste reduction in schools and provide funding for necessary resources.
- **Local Businesses and Farmers:** Offer resources for composting and gardening, provide food donations, participate in share tables. Local grocery stores could donate unsold food items for share tables, and farmers could supply composting materials.
- **Community Volunteers:** Help with the organization of the fair, assist in monitoring progress, support various activities and workshops.

Part 2 – Regular Check Ins

Duration: 10 -20 minutes, 1 time per week for 4 weeks

Weekly meetings to share experiences, challenges, and successes could be around 10-20 minutes each, depending on the level of student engagement and discussion.

Part 3 – Community Fair Planning

Duration: 10 - 20minutes, 1 time per week for 4 weeks

There could be also periodic check-in sessions or planning meetings with students involved in organizing the fair.

Part 4 – Fair Day

Duration: 4-8 hours

Host the community fair, inviting participants to share their challenge experiences. Include cooking demonstrations, composting workshops, and educational booths on food waste.
Part 5 – Reflection
Duration: 25 min. End the fair with a reflection session on what participants learned during the challenge. Encourage attendees to pledge ongoing commitment to reducing food waste.

Assessment

Formative Assessment: The formative assessment will consist of regular check-ins to monitor both the implementation of sustainability practices within the school and the progress of the fair's organization. These assessments will provide ongoing feedback to ensure that sustainability initiatives are effectively integrated and that the planning of the fair is on track.

Summative Assessment:

Quantitative Analysis of Waste Reduction

- Data Collection: Gather data on the amount of food waste generated before and after the implementation of zero-waste initiatives. This could involve weighing food waste from the cafeteria on a daily or weekly basis.
- Analysis: Compare the data to assess the percentage reduction in food waste. The goal would be to demonstrate a significant reduction in waste quantities due to the implemented practices.

Student and Staff Surveys

- Design Surveys: Distribute the survey* (ANNEX I) for students, teachers, and cafeteria staff to collect feedback on their awareness and behaviors regarding food waste before and after the project.
- Feedback Analysis: Analyze the surveys to evaluate changes in attitudes, behaviors, and knowledge related to food waste management. This could also include feedback on the effectiveness of specific initiatives like share tables or portion control.

Community Impact Assessment

- Community Feedback: Collect feedback through a specially designed questionnaire* (ANNEX II) from community members and local organizations that participated in or were affected by the school's zero-waste initiatives and fair.
- Outreach Effectiveness: Assess the effectiveness of the fair in raising community awareness and involvement in food waste reduction.

** This questionnaire can be administered digitally or in paper form and should be completed anonymously to encourage honest feedback. The results will provide valuable insights into the effectiveness of the project's initiatives and highlight areas for improvement in future sustainability efforts at the school.*

Adaptation to other levels

Suitable for all school ages (8-18 years) with adjustments in content complexity and student responsibilities based on maturity and grade level.

Lesson Plan 3.5.

From Waste to Taste Community Workshop

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students will:

- **Understand Food Sustainability:** Students will gain a comprehensive understanding of the environmental and social impacts of food waste. They will learn about the benefits of reducing waste through the reuse of food scraps and the use of 'ugly' produce that is typically discarded.
- **Develop Research and Planning Skills**: Students will enhance their ability to research and develop practical solutions to real-world problems. They will apply this by creating recipes that utilize food scraps and 'ugly' produce, and by planning and organizing a community event.
- **Culinary Skills Development:** Through the development and demonstration of recipes, students will acquire culinary skills focused on innovative, waste-reducing cooking techniques. They will learn how to transform less desirable food items into appealing, nutritious meals, emphasizing creativity and practical cooking skills.
- **Educational Outreach:** Students will develop their communication skills by educating community members during the workshop. They will learn how to effectively convey the importance of food waste reduction and share practical tips for everyday application.
- **Feedback Analysis and Community Engagement:** By collecting and analyzing feedback from the workshop participants, students will learn how to evaluate the effectiveness of their educational outreach and the practical applications of their cooking demonstrations. They will also encourage participants to make personal commitments to reducing food waste, promoting long-term community impact.

Time

Preparation time: preparation time can vary based on several factors such as the scale of the workshop, the resources available, and the level of community involvement.

Teaching time: The "From Waste to Taste" community workshop is a comprehensive activity that involves several phases including preparation, actual workshop execution, and follow-up. It relies on each educators' plan and execution.

Teaching material

Online:	**Offline:**
Computers or tablets with internet access.	*Projector and screen or whiteboard.*

	Printed handouts if needed with instructions and recipes. *Internet connection.*

Lesson Plan

Part 1 – Introduction: Understanding Food Sustainability (Presentation)

Duration: 45 min.

Step 1: Present the most important notions of this Activity using the Slides-Presentation provided. You can utilize the content from Module 1 "Introduction to SDGs and food waste" for reference.

Explore the most important notions with your students:

- Understanding Food Waste
- Environmental Impacts
- Social Impacts
- Benefits of Reducing Food Waste
- Using "Ugly Produce" and Food Scraps
- Call to Action

Step 2: Set up your plan and next steps.
Step 3: Encourage students to research the above notions on their own and perhaps observe any behaviors or other practices that they do at home that involve "ugly produce" utilization or reducing food waste in general.

Part 2 – Workshop planning

Duration: It depends on your goals. 2-3 Weeks preparation is suggested.

Teachers and Students plan a community workshop where they will demonstrate cooking with food scraps. The planning includes logistics, marketing the event, and gathering materials. You can also invite parents, school staff and the local community in general to participate and view the demonstration.

Some Ideas for guests/contributors:

- **Chefs:** They can demonstrate advanced cooking techniques, provide professional insights on using food scraps and 'ugly' produce, and offer practical tips. A local chef specializing in sustainable cooking could lead a cooking demonstration.

- **Local Farmers and Producers:** They can supply 'ugly' produce and food scraps, and discuss the importance of supporting local agriculture.
- **Food Sustainability Experts:** They will have the responsibility to educate participants about the environmental and social impacts of food waste, and share strategies for waste reduction. An expert from an environmental NGO could give a brief talk or presentation on food sustainability.
- **Nutritionists:** The local nutritionists could provide insights into the health benefits of using diverse food items.
- **Local Community Leaders:** They can support the event, provide endorsements, and encourage community participation.
- **School Staff and Parents:** Their role will be to help with event organization, assist with demonstrations, and participate in promotional activities. School staff could help with logistics, while parents could assist with cooking and setup.
- **Sustainable Product Vendors:** They can perhaps provide eco-friendly kitchen supplies or materials related to food waste reduction.
- **Volunteers:** Assist with event setup, manage activities, and engage with participants.

Part 3 – Cooking demonstrations

Duration: 1-2 hours

During the workshop, students along with specialists or teachers/parents demonstrate how to prepare the recipes they've developed. Attendees are encouraged to participate and taste the dishes.

The workshop includes a segment where students educate attendees on the importance of reducing food waste, offering practical tips for home use.

Part 4 – Feedback & Follow-up

Duration: 10-20 min.

Collect feedback from participants and share additional resources on reducing food waste. Encourage participants to pledge to reduce their food waste.

Reflection Questions for Feedback and Follow-Up

<u>For Participants:</u>
1. Learning and Awareness:
- What did you learn about food waste and its impact?
- How has your view on food sustainability changed after the workshop?

2. Practical Steps:
   - Which cooking tips or recipes will you try at home?
   - What simple steps can you take to reduce food waste in your daily life?

3. Community Action:
   - How can we support each other in reducing food waste?
   - What community activities would you like to see to promote food sustainability?

4. Workshop Experience:
   - What part of the workshop did you enjoy the most?
   - How can we improve future workshops?

<u>For Students:</u>
1. Self-Reflection:
   - How did you feel about sharing your cooking demonstration?
   - What was the biggest challenge you faced, and how did you solve it?

2. Skills and Knowledge:
   - What new skills did you learn from this project?
   - How will these skills help you in the future?

3. Impact and Improvement:
   - What impact do you think the workshop had on the community?
   - What can we do better next time?

4. Future Goals:
   - What are your personal goals for reducing food waste?
   - How can you keep promoting food sustainability at school and in your community?

These questions will help gather essential feedback and encourage reflection without overwhelming participants (you can choose which fits your objectives and data you want to gather better).

Assessment

Formative Assessment: Formative assessments are ongoing and provide immediate feedback to students, helping them improve and adjust their learning strategies throughout the workshop preparation and execution phases.

Planning Checks:

Objective: Evaluate students' organizational and logistical planning skills for the community workshop.

Method: Regular check-ins during the planning phase where students present their progress on logistics, marketing, and resource management. Provide constructive feedback to guide them towards effective event organization.

Peer Reviews:

Objective: Encourage peer learning and self-reflection.

Method: Have students critique each other's recipe ideas and presentation rehearsals, fostering a collaborative learning environment.

Summative Assessment: Summative assessments evaluate student learning, skills development, and academic achievement at the conclusion of an instructional period, in this case, after the workshop.

Educational Component Delivery:

Objective: Measure students' effectiveness in delivering educational content on food waste reduction.

Method: Assess the clarity, accuracy, and impact of the educational presentations or interactions during the workshop, noting how well they communicated key messages.

Participant Feedback Analysis:

Objective: Determine the overall impact of the workshop on participants.

Method: Use surveys or feedback forms collected from workshop attendees to assess the effectiveness of the workshop in increasing awareness and changing behaviours related to food waste. Analyse feedback for positive outcomes and areas for improvement.

Reflective Essays:

Objective: Evaluate students' reflections on their learning and experiences.

Method: Require students to write reflective essays discussing what they learned, the skills they developed, challenges they faced, and how the project changed their perspective on food waste.

Adaptation to other levels

Suitable for all school ages (8-18 years) with adjustments in content complexity and student responsibilities based on maturity and grade level.

Lesson Plan 3.6.

Sustainable Market Day

Educational Level

Primary and Secondary School

Learning outcomes

By the end of the lesson students will acquire:

- Understand the concept of sustainable consumption and local sourcing.
- Develop planning and organizational skills through the setup and management of a market day.
- Enhance communication skills through interaction with peers, educators, and the community.
- Gain practical business and entrepreneurial experience by selling sustainable products.

Time

Preparation time: 3-4 weeks for planning, organizing, and gathering materials.

Teaching time: The event itself would last about 4-6 hours on the designated day.

Teaching material

Online:	**Offline:**
Access to resources on sustainable practices and local sourcing.	*Booths, tables, decorations, signs for product information, and cash boxes for transactions.*

Lesson Plan

Describe here in detail the activity and the time required (Timeframe: 45 minutes long classes)

Part 1 – Introduction & Planning

Duration: 45 min.

Step 1: Introduce the concept of sustainable markets and discuss the importance of local sourcing and sustainable consumption.
Step 2: Students brainstorm products that can be sold, focusing on sustainability (handmade crafts, locally grown produce, upcycled items).

Step 3: Form committees responsible for different aspects of the market such as logistics, marketing, finance, and customer service.

Part 2 – Preparation for Market Day

Duration: Ongoing during the 3-4 weeks of preparation

Step 1: Introduce the concept of sustainable markets and discuss the importance of local sourcing and sustainable consumption.
Step 2: Students brainstorm products that can be sold, focusing on sustainability (handmade crafts, locally grown produce, upcycled items). Students can collaborate with people with relevant occupations and/or expertise, hence form an intergenerational exchange of knowledge and gaining knowledge from stakeholders like producers, greengrocers, etc.
Step 3: Form committees responsible for different aspects of the market such as logistics, marketing, finance, and customer service. Encourage students to suggest and incorporate ways to promote sustainable behaviors among community members when shopping from the market, for example, put on the invitation poster a little note that they should bring their own tote bags or use only recycled paper bags.

Part 3 – Market Day

Duration: 4-6 hours

Setup: Early setup of booths and displays before the event starts.
Selling: Students manage their booths, interact with customers, and handle transactions.
Engagement Activities: Include interactive games or challenges related to sustainability to educate visitors during the event.

Part 4 – Reflection & Feedback

Duration: 25 min.

Ongoing Monitoring: Regular check-ins with each committee to assess progress and integration of sustainability practices.
Peer Reviews: Students provide feedback to each other on their product ideas and marketing strategies.

Assessment

Formative Assessment:

- **Event Success Analysis:** Evaluate the overall success of the market based on sales, customer feedback, and sustainability goals.
- **Student Reports:** Each student or group submits a report detailing their experience, learning, and suggestions for future events.

Summative Assessment:

- **Event Success Analysis:** Evaluate the overall success of the market based on sales, customer feedback, and sustainability goals.
- **Student Reports:** Each student or group submits a report detailing their experience, learning, and suggestions for future events.

Adaptation to other levels

8-11 years old: Focus on simple products and basic business concepts.

12-15 years old: Introduce more complex business strategies and detailed sustainability practices.

16-18 years old: Encourage independent project management and detailed financial tracking.

Annex I: Activity 3.1

Food Waste Awareness and Behavior Questionnaire

Thank you for participating to the **"Zero Food Waste in Schools"** project and Fair!

This questionnaire only takes 5 minutes to complete, and it will help in assessing changes in attitudes, behaviors, and knowledge related to food waste management.

Please indicate your responses:

Demographic Information:

1. Please indicate your role:

[ ] Student

[ ] Teacher

[ ] Cafeteria Staff

Section 1: Awareness and Knowledge

2. Before this project, how aware were you of the issues related to food waste?

[ ] Very aware

[ ] Somewhat aware

[ ] Not very aware

[ ] Not aware at all

3. How would you rate your understanding of ways to reduce food waste now, after the project?

[ ] Very knowledgeable

[ ] Somewhat knowledgeable

[ ] Not very knowledgeable

[ ] Not knowledgeable at all

4. What have you learned about food waste that you didn't know before participating in this project?

_____
_____
_____
_____
_____

Section 2: Behaviors and Practices

5. Since the start of the project, how often have you practiced portion control to reduce food waste?

[ ] Always

[ ] Often

[ ] Sometimes

[ ] Rarely

[ ] Never

6. Do you participate in using the share table (if applicable)?

[ ] Yes, regularly

[ ] Occasionally

[ ] Rarely

[ ] No

[ ] Not applicable

7. Have you made any changes at home regarding how you manage food waste due to this project?

[ ] Yes

[ ] No

If yes, please describe the changes:

_____

_____

_____

Section 3: Feedback on Specific Initiatives

8. How effective do you think the following initiatives have been in reducing food waste? Rate each initiative from 1 (not effective) to 5 (very effective).

- Share tables: [1-5]

_____

- Portion control measures:

[1-5]_____

- Composting bins:

[1-5]_____

- Educational workshops and presentations:
[1-5]_____

9. Which of the project's initiatives did you find most helpful or impactful? Why?

_____
_____
_____
_____
_____

Section 4: Overall Impact and Suggestions

10. Overall, how effective do you believe the Zero Food Waste project has been in reducing food waste at our school?

[ ] Very effective

[ ] Somewhat effective

[ ] Not very effective

[ ] Not effective at all

11. What suggestions do you have for improving the project for next year?

_____
_____
_____
_____
_____

12. Would you be interested in participating in similar sustainability projects in the future?

[ ] Yes

[ ] No

Section 5: Additional Comments

13. Please share any additional comments or insights about your experience with the Zero Food Waste project.

_____
_____
_____
_____
_____

Annex II: Activity 3.4

Community Impact Assessment Survey

Thank you for participating to the **"Zero Food Waste in Schools"** project and Fair!

To assess the community impact of the school's zero-waste initiatives and the related fair, we will use a structured survey that collects feedback from community members and local organizations. This survey will take only 7 minutes approximately and it will help us measure both the feedback on the initiatives and the outreach effectiveness of the fair.

Your input helps us improve and continue our efforts in promoting sustainable practices within our community.

Part 1: Participant Information

1. Affiliation:

[ ] Community member

[ ] Local business owner

[ ] Representative of a local organization

[ ] Educator

[ ] Student

[ ] Parent

[ ] Other (Please specify): _____

Part 2: Feedback on Zero-Waste Initiatives

2. Were you aware of the zero-waste initiatives before attending the fair?

[ ] Yes

[ ] No

3. How would you rate your understanding of food waste issues before and after the fair?

Before the fair:

[ ] Very knowledgeable

[ ] Somewhat knowledgeable

[ ] Not very knowledgeable

[ ] Not knowledgeable at all

After the fair:

[ ] Very knowledgeable

[ ] Somewhat knowledgeable

[ ] Not very knowledgeable

[ ] Not knowledgeable at all

4. Have the zero-waste initiatives changed your perception or behaviour regarding food waste?

[ ] Yes

[ ] No

If yes, please describe how:

_____
_____
_____
_____

Part 3: Outreach Effectiveness

5. How effective do you think the fair was in raising awareness about food waste reduction?

[ ] Very effective

[ ] Somewhat effective

[ ] Not very effective

[ ] Not effective at all

6. What aspects of the fair did you find most informative or engaging? (please circle)

- Cooking demonstrations
- Educational booths
- Student presentations
- Interactive activities
- Other (Please specify): _____

7. Did the fair motivate you to take action regarding food waste?

[ ] Yes

[ ] No

- If yes, what actions do you plan to take?

_____
_____
_____
_____

Part 4: Suggestions for Improvement

8. What improvements would you suggest for future events or initiatives?

_____
_____
_____
_____
_____

Part 5: Additional Comments

9. Please provide any additional comments or suggestions you have about the zero-waste initiatives or the community fair.

_____
_____
_____
_____
_____

Thank you for your valuable feedback!

Annex III: Activity 3.5

"From Waste to Taste" Community Workshop Feedback Form

Thank you for attending the "From Waste to Taste" Community Workshop. We are excited to hear about your experience and learn how it has influenced your views and behaviors regarding food sustainability. Your feedback is invaluable to us as we strive to improve our workshops and make a greater impact in our community.

This questionnaire will take approximately 5-10 minutes to complete. We appreciate your time and effort in providing us with your honest feedback. The insights you provide will help us enhance the effectiveness of our future events and better serve our community.

Thank you once again for your participation and for contributing to our mission of reducing food waste and promoting sustainable practices.

Based on the provided information, here is a questionnaire designed to evaluate the overall impact of the "From Waste to Taste" workshop on participants. This questionnaire aims to assess the effectiveness of the workshop in increasing awareness and changing behaviors related to food waste.

Participant Information

1. Age Group (please select one):

[ ] 8-11 years

[ ] 12-15 years

[ ] 16-18 years

[ ] Adult

Workshop Experience

2. How satisfied were you with the workshop overall?

[ ] Very satisfied

[ ] Satisfied

[ ] Neutral

[ ] Dissatisfied

[ ] Very dissatisfied

3. Was the information presented about food sustainability clear and easy to understand?

[ ] Yes

[ ] Somewhat

[ ] No

4. How engaging did you find the workshop activities?

[ ] Very engaging

[ ] Somewhat engaging

[ ] Not engaging

Learning and Awareness

5. Before attending this workshop, were you aware of the environmental and social impacts of food waste?

[ ] Yes

[ ] No

6. Has this workshop changed your perspective or behavior towards food waste?

[ ] Yes, significantly

[ ] Yes, slightly

[ ] No change

7. Are you more likely to use "ugly" produce and food scraps after attending this workshop?

[ ] Yes

[ ] No

[ ] Maybe

Practical Application

8. Did you learn any new cooking techniques or recipes during the workshop that you plan to use at home?

[ ] Yes

[ ] No

9. Do you feel confident in sharing what you learned today with others?

[ ] Yes

[ ] No

Community Impact

10. How likely are you to participate in similar workshops in the future or recommend them to others?

[ ] Very likely

[ ] Likely

[ ] Unsure

[ ] Unlikely

[ ] Very unlikely

Open Feedback

11. What did you like most about the workshop?

_____
_____
_____
_____

12. What could be improved in future workshops?

_____
_____
_____
_____

13. Any other comments or suggestions?

_____
_____
_____
_____

Thank you for your valuable feedback!

Green Generations Students' Curriculum

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