


DO GOOD: SAVE FOOD!

Education materials on food loss and waste reduction


 Food and Agriculture Organization
of the United Nations

5/7
years

AWARENESS RAISING ON FOOD LOSS AND WASTE
IN THE EDUCATION SECTOR

EDUCATION MATERIAL PACKAGE ON FOOD WASTE REDUCTION
IN PRIMARY AND SECONDARY SCHOOLS

DO GOOD: SAVE FOOD!
Teaching Guide
for Age Group 1 (five to seven years old)

 Food and Agriculture Organization
of the United Nations

8/9
years

AWARENESS RAISING ON FOOD LOSS AND WASTE
IN THE EDUCATION SECTOR

EDUCATION MATERIAL PACKAGE ON FOOD WASTE REDUCTION
IN PRIMARY AND SECONDARY SCHOOLS

DO GOOD: SAVE FOOD!
Teaching Guide
for Age Group 2 (eight to nine years old)


 Food and Agriculture Organization
of the United Nations

10/13
years

AWARENESS RAISING ON FOOD LOSS AND WASTE
IN THE EDUCATION SECTOR

EDUCATION MATERIAL PACKAGE ON FOOD WASTE REDUCTION
IN PRIMARY AND SECONDARY SCHOOLS

DO GOOD: SAVE FOOD!
Teaching Guide
for Age Group 3 (ten to thirteen years old)

 Food and Agriculture Organization
of the United Nations

14
years
up

AWARENESS RAISING ON FOOD LOSS AND WASTE
IN THE EDUCATION SECTOR

EDUCATION MATERIAL PACKAGE ON FOOD WASTE REDUCTION
IN PRIMARY AND SECONDARY SCHOOLS

DO GOOD: SAVE FOOD!
Teaching Guide
for Age Group 4 (fourteen years up)

DO GOOD



SAVE FOOD!

FEED YOURSELF, DON'T FEED THE BIN :

9 EASY TIPS

TO REDUCE FOOD WASTE.

DO GOOD



SAVE FOOD!

FEED YOURSELF, DON'T FEED THE BIN :

9 EASY TIPS

TO REDUCE FOOD WASTE.

FOOD SAVERS



FEED YOURSELF, DON'T FEED THE BIN :

9 EASY TIPS

TO REDUCE FOOD WASTE.

DO GOOD: SAVE FOOD!



FEED YOURSELF, DON'T FEED THE BIN :

9 EASY TIPS

TO REDUCE FOOD WASTE.

- 1 DO GOOD: SAVE FOOD!**
- WORKSHEETS
 - GAMES
 - WRITING EXERCISES

- 2 FEED YOURSELF, DON'T FEED THE BIN: NINE EASY TIPS TO REDUCE FOOD WASTE**
- WORKSHEETS
 - DISCUSSIONS
 - GAMES
 - WRITING EXERCISES
 - PROJECTS

- 1 DO GOOD: SAVE FOOD!**
- WORKSHEETS
 - GAMES
 - WRITING EXERCISES

- 2 FEED YOURSELF, DON'T FEED THE BIN: NINE EASY TIPS TO REDUCE FOOD WASTE**
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 - DISCUSSIONS
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- 1 DO GOOD: SAVE FOOD!**
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 - PROJECTS



➤ **FAO and IFWC for Do Good: Save Food!**

➤ **Do Good: Save Food!** Education material

➤ What's new? Does it work?



➤ **Proposals for dissemination and implementation**



Food and Agriculture Organization
of the United Nations

DO GOOD: SAVE FOOD!

1

Bringing back the
true value of food



INTERNATIONAL
**FOOD
WASTE**
COALITION

2

OPTIMISATION PACK

Rethink process
and practices

3

COLLABORATION PACK

Leverage the power of
the value chain



Comprehensive approach

**Children
empowerment**

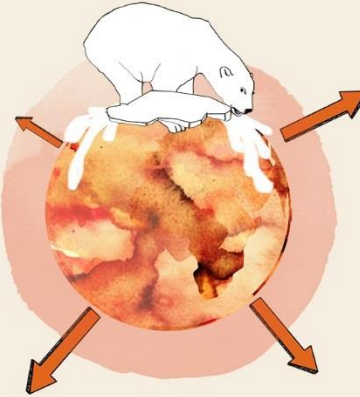


Knowledge

Understanding

Action

FOOD WASTE CONTRIBUTES TO
GLOBAL WARMING.



Food literacy &
capacity development





Adaptable content

- Class
- Extra-curricular time
- Homes

Modular

- Time availability
- Ability levels of students

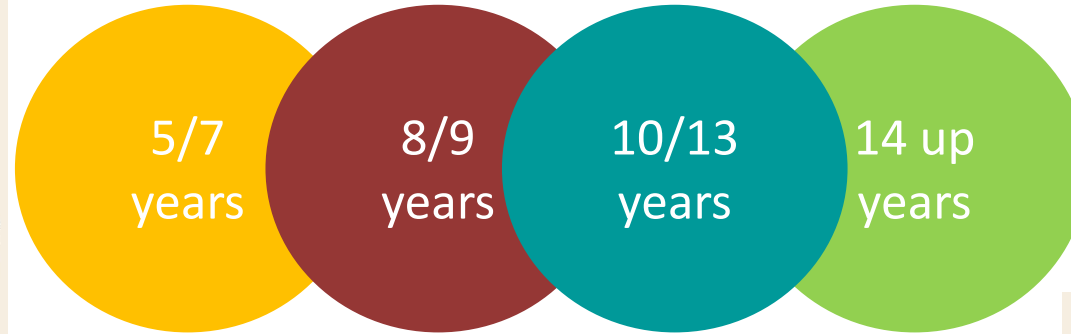
Diverse

- Writing
- Discussing
- Practicing
- Playing

Accessible

- Free access
 - Limited resources needed
-

Materials are available in 4 adapted versions



For each age group:

- ✓ two core lessons
- ✓ a diverse range of activities including games, discussions, worksheets and projects



2 Core Lessons to provide basic knowledge

Starting Point: The information-centered

Core lesson 1
“Do Good: Save Food!”



2nd step: The practice-based

Core lesson 2
“Feed Yourself, Don’t feed the Bin: Nine Easy Tips to Reduce Food Waste”





■ DO GOOD: SAVE FOOD!

Voice-Over script of Presentation 1 of the Basic Module
(Age Group 1 - five to seven years old)



1 "I'm shattered!", Theo moans and plonks himself down at the dinner table.
"And starving!", Anna adds, throwing her bag into the corner, where it clatters against the wall and comes precariously close to knocking down the family portrait from last Christmas.

It's dinner time and after a long day at school, Anna and Theo are ready for a big meal.

"There's chicken with potatoes in the oven", Dad shouts from the living room where he is busy ironing.

The children's eyes light up: Chicken—their favourite food of all time!

"Yummy!", Anna declares with a grin. They each fill up their plates with a massive chunk, lots of potatoes and tomato salad and dig in, munching and chewing and getting smothered in chicken juice from ear to ear. Nino, the family's dog, has a little feast under the table, licking up all the bits that Theo and Anna drop.

After a while, however, the children slow down. Anna starts pushing the food around on her plate and Theo rubs his blown-up belly. "I've had enough", Anna says and hiccoughs, "I can't finish all that". "Never mind," says Theo and pops open the button on his jeans. "Let's just dump the rest in the bin."

*Q: Do you sometimes put more food on your plate than you can finish?
When does this happen?*

What do you or your parents normally do with the food you don't eat?

Do you think throwing away food is a problem?

Step-by-step instructions for teachers

Overview of the presentations and follow up activities

Activity	Students are asked to ...	Learning objective	Time requirement	Required material (page numbers refer to the working tools)	Mode	Remarks
PRESENTATION 1						
WORKSHEETS						
Fill in the Gaps	... read a cloze text of the presentation and fill in the gaps.	Students revise key facts and contents of the food saving presentation.	25 min	Worksheets "Fill in the Gaps" (easy or advanced version), (p. 16- 17) Solutions sheet (p. 18)	In groups or individually	Easy and advanced version
Unscrambling Food Waste	... unscramble three different tips of how to avoid food waste to reveal the Food Savers' slogan.	Students revise key facts and contents of the food saving presentation.	15 min	Worksheet "Unscrambling Food Waste" (p. 20) Solution sheet (p. 21)	Individually	
We are the Food Savers	... discuss the "personalities" of the Food Savers and create their own super hero persona.	Students become aware of their role in fighting food waste and imagine themselves as key agents of change.	90-90 min	Story sheets "Meet the Food Savers" (p. 23-24) Worksheet "You can fight food waste!" (p. 25) Cut-out masks (p. 26) Scissors, glue, crayons/coloured pens, string	In groups or individually	
Colour me in	... colour in the illustration of Anna, Theo, and the Food Savers.	Connects the students with the story and thus subtly strengthens its key themes.	20 min	Worksheet "Colour me in" (p. 28) Crayons/coloured pens	Individually	
Sum it up, waste it down	... solve mathematical exercises based on the theme of food waste.	Students connect with the presentation's content material on a mathematical level.	25 min	Worksheet "Sum it up, waste it down" (easy or advanced version) (p. 30, 32) Solution sheet (p. 31, 33)	In groups or individually	Easy and advanced version
Spot the Differences	... find the difference and colour in two pictures of Anna, Theo and the Food Savers.	Connects the students with the presentation and thus subtly strengthens its key themes.	25 min	Worksheet "Spot the differences" (p. 35) Crayons/coloured pens	In groups or individually	

Storage Knowledge

This worksheet explains how different foods such as raw and cooked meat, fruit and vegetables, should be kept and stored.

Discussion D 3 (Storage Knowledge) uses the same worksheet and integrates it into a little game and discussion.



time: 25 min (+ homework)

You need:



- Printouts of worksheet WS 6a and 10b "Storage Knowledge" (one per student)
- One printout of solution sheet WS 6b "Storage Knowledge SOLUTIONS"



Instructions:

1. Ask students what they know about storing food correctly. Why is it important to know where and how to store food?
2. Hand out copies of worksheet WS 10a and WS 10b and ask students to colour in and cut out the illustrations on page 2.
3. In groups of two to three, ask students to discuss whether they think the different foods need to go into the fridge or can stay unrefrigerated.
4. Discuss their findings and, where appropriate, provide additional information from the solutions sheet.
5. As homework, ask students to complete the worksheet by picking one of their favourite foods, researching how it should be kept and stored and filling in the blanks on the worksheet.

Flyers to take home and letter to parents



DO GOOD SAVE FOOD!

nine easy tips to reduce food waste.

WHAT IS FOOD WASTE? Food waste is all the food wasted even though it would have been good to eat: If something goes off in your fridge because you haven't eaten it in time, if you have put too much on your plate and throw away your leftovers instead of eating them later, this is food waste.

WE NEED TO STOP WASTING FOOD BECAUSE:

- > Wasting food means wasting money, labour and resources such as energy, land and water that go into producing the food.
- > Wasting food increases greenhouse gas emissions and contributes to climate change.

1 ASK FOR SMALLER PORTIONS

Make sure you start your meals with a small portion on your plate. You can always go back for more if you're still hungry.

2 LOVE YOUR LEFTOVERS

Instead of scraping leftovers into the bin, use them as ingredients for tomorrow's meal, or simply reheat them as the same meal again. Remember, if you want to use leftovers, it's very important to store them in the fridge or freezer within two hours of preparing your meal.

3 SHOP SMART

We often buy more food than we can eat before it goes off. To avoid over-shopping, try to plan ahead, make a shopping list and don't go shopping on an empty stomach!

4 BUY "UGLY" FRUITS AND VEGETABLES

Many shops and farmers' markets offer irregularly shaped fruit and vegetable, which are just as good to eat as regularly shaped and coloured ones. Buy "ugly" fruit and vegetable to show that you do not want any food wasted!

5 CHECK YOUR FRIDGE

To make sure that food is properly stored and kept fresher for longer in your fridge, set it to the right temperature (between 1 and 5 °C), store products in the right places in the fridge and follow the instructions on the packaging or the fridge manual. Don't pack the fridge too full: You will use less energy and you're less likely to forget to use the food you bought.

6 PRACTICE FIFO: FIRST IN, FIRST OUT!

When you put your shopping away, rotate the food in your fridge and cupboard so that the older food comes forward and the most recent shopping – which will keep the longest – goes to the back. But keep an eye on the use-by and best-before dates – some new food may need to be eaten quickly.

7 UNDERSTAND DATES ON YOUR FOOD

After the "use-by" date has passed, food is not safe to eat anymore. "Best-before" dates, on the other hand, only show when the food is at its best quality in terms of smell, texture, and taste. Most food is still edible after the "best-before" date!

8 TURN WASTE INTO COMPOST

If you do end up wasting some of your food, recover it by turning it into garden food: Instead of throwing it in your regular bin and contributing to the greenhouse gas emissions connected to the transport and disposal of waste, why not set up a compost bin for food waste and fruit and vegetable peelings?

9 SHARING IS CARING: GIVE TO HELP

Give your surplus to help those who need it. When hygiene and sanitary conditions and traceability requirements are ensured, it's easy to give your surplus food to those in need. Learn about existing initiatives in your cafeterias, your stores, your city... to give a boost to food aid associations and reduce waste.



Additional Materials

1/3 DE LA NOURRITURE EST GASPILLÉE, ALORS QU'ELLE ESPÉRAIT ÊTRE MANGÉE !



C'EST FINI ! ZÉRO GASPI !

En moyenne chaque année chacun de nous jette 100 kg de nourriture. C'est à peu près le poids d'un bébé éléphant ! En choisissant la bonne portion, tu réduis le gaspillage alimentaire.



LE GASPILLAGE ALIMENTAIRE, C'EST QUOI ?

C'est toute la nourriture gaspillée, jetée à la poubelle, alors qu'elle aurait dû être mangée. Un fruit qui pourrit oublié dans le frigo, une assiette trop remplie et dont les restes sont jetés au lieu d'être gardés pour plus tard, C'EST DU GASPILLAGE !

chaque année dans le monde
1,3 MILLIARD DE TONNES DE NOURRITURE est perdue ou gaspillée. C'est **1/3 DE TOUTE LA NOURRITURE PRODUITE POUR LA CONSOMMATION HUMAINE.**

NOUS DEVONS CESSER DE GASPILLER LA NOURRITURE PARCE QUE :

- Gaspiiller la nourriture signifie gaspiiller de l'argent, du travail et des ressources telles que l'énergie, la terre et l'eau utilisées pour la produire.
- Gaspiiller la nourriture augmente les émissions de gaz à effet de serre et contribue au changement climatique.



Initiative Mondiale de Réduction des Pertes et du Gaspillage Alimentaires
Organisation des Nations Unies pour l'Agriculture, l'Élevage et la Pêche
www.fao.org
www.fao.org/fr/docrep/012/i0120e.pdf

C'EST FINI ! ZÉRO GASPILLAGE !

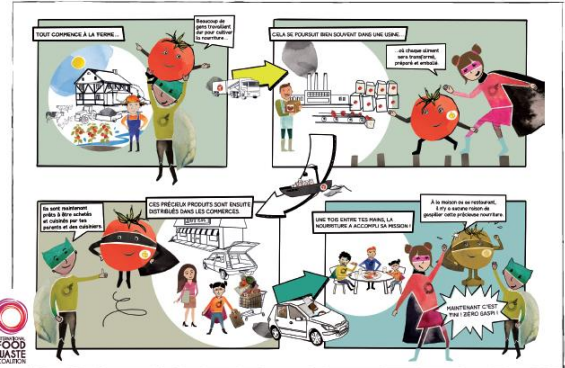
Conseils pour éviter le gaspillage alimentaire

- FAITES VOS COURSES INTELLIGEMMENT**
Souvent, nous achetons plus de nourriture que nécessaire. Pour éviter de trop acheter, planifiez à l'avance vos achats, faites une liste de courses et évitez de faire les courses le ventre vide !
- ACHETEZ DES FRUITS ET LEGUMES MOCHES**
De nombreux magasins et marchés jettent les fruits et légumes qui ont des formes bizarres et des taches, même s'ils sont tout aussi bons à manger que les autres. Achetez des fruits et légumes moches pour montrer que vous ne voulez plus voir de la nourriture gaspillée !
- RÉDUISEZ LES PORTIONS**
Commencez votre repas avec des petites portions. Vous pouvez toujours en reprendre si vous avez encore faim.
- VÉRIFIEZ ET RANGEZ VOTRE FRIGO**
Pour conserver correctement les aliments dans votre frigo, réglez-le à la bonne température (entre 1 et 5 °C), placez les produits aux bons endroits dans le frigo et suivez les instructions imprimées sur les emballages ou le manuel du frigo. Ne surchargez pas le frigo.
- PRATIQUEZ LE PEPS : PREMIER ENTRE, PREMIER SORTI**
Lorsque vous rangez vos achats dans le frigo ou dans le placard, placez les produits les plus « anciens » devant et mettez les nouveaux derrière. Faites attention aux dates de péremption car des aliments récemment achetés pourraient nécessiter une consommation rapide.
- FAITES ATTENTION AU DATAGE DES PRODUITS : DLC ET DLUO**
Après la date de péremption, ou la Date Limitée de Consommation (DLC), mentionnée sur l'étiquette « A consommer jusqu'au/avant le... », le produit ne peut plus être consommé. La Date Limitée d'Utilisation Optimale (DLUO), mentionnée « A consommer de préférence avant le... » informe sur la période où le produit est à sa meilleure qualité en termes d'odeur, de texture et de goût. La plupart des aliments sont encore comestibles après leur DLUO !
- UTILISEZ VOS RESTES DE REPAS**
Au lieu de jeter les restes dans la poubelle, gardez-les pour le prochain repas, à réchauffer ou à utiliser comme ingrédients. Rappelez-vous, si vous voulez utiliser les restes, il est très important de les mettre au frigo ou dans le congélateur dans les deux heures suivant la préparation de votre repas.
- COMPOSTEZ LES DÉCHETS ALIMENTAIRES**
Si vous finissez par perdre une partie de votre nourriture, malgré tout, transformez-les en compost : au lieu de les jeter dans votre poubelle et contribuer aux émissions de gaz à effet de serre liées au transport et à l'élimination des déchets, pourquoi ne pas installer un composteur pour les transformer en engrais ?



L'HISTOIRE DE LA NOURRITURE

La route est longue pour devenir un « super produit »...



UNE PETITE BOUCHÉE EN PLUS, POUR UN GRAND CHANGEMENT !



C'EST FINI ! ZÉRO GASPI !

POUR ARRIVER À TOI, LA NOURRITURE A EU BESOIN DE TEMPS ET D'ÉNERGIE. PRENDS TON TEMPS POUR L'APPRÉCIER !



C'EST FINI ! ZÉRO GASPI !

NOURRIR LES GENS EST UN LONG PROCESSUS. APPRÉCIE CHAQUE BOUCHÉE.



C'EST FINI ! ZÉRO GASPI !

LE GASPILLAGE NOURRIT LE RÉCHAUFFEMENT CLIMATIQUE. SOIS UN HÉROS ANTI-GASPI, SAUVE LA NOURRITURE !



C'EST FINI ! ZÉRO GASPI !

gaspillage!



Food and Agriculture Organization
of the United Nations

Do Good: Save Food! Pilots in schools

Method and results



INTERNATIONAL
**FOOD
WASTE**
COALITION



18 schools and canteens participated in Italy, France, Belgium & England

5000 children sensitized

13 pilot kitchens

15% average food waste reduction achieved

Applying the average 15% food waste reduction rate over a year, to the 14 schools and 8 kitchens involved in 2017 generates:

- 7,7 tons of food saved: more than 15 000 meals
- more than € 35,000 financial savings





SKOOL

SKOOL survey Age group 1 EDUCATION PACKAGE, implementation and feedback

Thank you for your participation and engagement into the SKOOL project. Can you please fulfil this quick survey if you have used some or all of the education package with children? Your feedback will be very valuable to assess the education package implemented during the pilot phase and bring improvements for the coming extension phase of SKOOL.

SCHOOL
Name:

Total number of **children from 5 to 9 years old** involved:

Number of children by age	
5 years' old	
6 years' old	
7 years' old	
8 years' old	
9 years' old	



PERSON THAT IMPLEMENTED THE EDUCATION PACKAGE WITH CHILDREN
Name:
Position:

Persons in charge of the educative session(s): Teachers Educators

Total number of educators/teachers within the school:

PERIOD OF IMPLEMENTATION OF THE EDUCATION PACKAGE

Start date:

End date:



TEACHING MATERIAL – BASIC MODULE – Age group 1

TEACHING GUIDE

notation from 1: not relevant to 4: highly relevant

	1	2	3	4
Comprehensive presentation of goals and content of the Basic module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful guide lines for the teaching material implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of complementary food waste information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

PRESENTATION AND VOICE OVER AGE GROUP 1

Class time dedicated:

Out of class time dedicated:

Global feedback notation from 1: not relevant to 4: highly relevant

	1	2	3	4
Quality of content (message and information delivered)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easy understanding of basic food waste related issues by children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design and capacity to catch children attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivate children to act on and learn about food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give good tips to children to reduce food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content	1	2	3	4
Presentation (illustrations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Story (text for you to read)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions for discussion with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Comments

BOOK version for teacher used? YES NO

notation from 1: not relevant to 4: highly relevant

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4

Comments

FOLLOW-ON ACTIVITIES Age group 1

Class time dedicated:

Out of class time dedicated:

Content notation from 1: not relevant to 4: highly relevant

Content		1	2	3	4
FA 1 Fill in the text	used <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FA 2 Collective notes	used <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FA 3 Working together	used <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FA 4 ME	used <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FA 5 Colour ME in	used <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FA 6 Sum it up	used <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FA 7 food fighters	used <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would like more follow on activities?		YES <input type="checkbox"/>		NO <input type="checkbox"/>	





Knowledge, Attitudes, Practices Survey



SKOOL

Questionnaire about children's Knowledge, Attitudes and Habits around food waste

Thank you for your participation and involvement in the SKOOL initiative. In order to measure what impact the project has on children, carry out this survey with them before using the awareness-raising materials of the anti-food waste teaching pack.

Duration of survey:

Name of school:

Total number of children answering the survey:

Number of children per age group

5-7 years	
8-9 years	
10-13 years	
14-17 years	

Date of survey:

Method:

To carry out this survey, print out the questionnaire and fill it in by interviewing either:

- **Every child, one at a time** (tick the appropriate box to mark the child's answer), or
- **The whole group, reading the questions out loud** and asking children to raise their hand to indicate their answers (mark the number of children who choose each answer in the appropriate box). If it is too complicated to get an exact hand count, simply tick the box that got the most responses.



Children are to be asked the following 10 questions directly.

KNOWLEDGE

1. Do you know what food waste is?

YES NO

NB: If they answer no, explain to children that food waste is when people throw away food that could have been eaten.

2. Overall, how much food do you think is thrown away every year in the whole world?

Not much Some A lot

3. How much food would you say is wasted in the school canteen?

A little Some A lot

4. Which of the following do you think lead to food waste?

People don't know the value of food: YES NO

People buy too much food: YES NO

People don't store food properly: YES NO

People don't keep their fridge tidy: YES NO



People don't know how to use up leftovers:

YES NO

People don't like the food on their plates:

YES NO

People are afraid of tasting food they're not used to:

YES NO

Food is served in portions that are too big: YES NO

5. Do you think people could save money by reducing food waste?

YES NO

6. Do you think food waste has anything to do with the following issues?

• Global warming?

YES NO I don't know

• Water consumption?

YES NO I don't know





Objective: reach the classrooms

Policy makers

Dialogue with National Working Groups

N.B. already available for English, French, Italian

Dissemination:

Reach out to local authorities, communities & schools

*measure impact ; go digital

Translation and localization: Include pilot schools



Objective: reach the classrooms

Private sector

Civil society

Translation and localization: Include pilot schools and communities

Dissemination: Reach schools and communities

*measure impact ; go digital



Food and Agriculture Organization
of the United Nations



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INTERNATIONAL
**FOOD
WASTE
COALITION**
