



# 7 STEPS TO RESPONSIBLE FOOD CONSUMPTION



Dear teachers,

In this material you will find appendixes to the methodology handbook 7 Steps to Responsible Food Consumption. They are ready to be printed, copied and distributed to the students while working with the topic of responsible food consumption. For your better orientation, we used the icons:



**Text for  
pre-schools**




























**Text for primary  
schools**



**Text for secondary  
schools**

We hope you enjoy working with this material. We Eat Responsibly Project Team

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\* The poster is found in the middle of this book.

Hi Kids!

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

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

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

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

\* Teacher fills in the school name.

\*\* For the introduction, use the illustration of the hamster family; see Appendix 2.



# Strangers in the mirror



*Strangers in the mirror,*

*I am writing you this letter because I must find out what happened. I've gone too far and there's no way back. My curiosity will not let me sleep.*

*What's happened to my farm and everything around it? Where does your food come from? What do you eat? What has happened?*

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

*But who and what do I see in this mysterious mirror that looks into the future? That's not my farm! And who are you? What are you doing?*

*What are you taking care of? Please write me a response on that colourful board I saw in the mirror.*

\* Teacher fills in the name of the farmer.

## ROLE DESCRIPTIONS

## 7 STEPS TO RESPONSIBLE FOOD CONSUMPTION

**CHEF**

– leader of the team – likes to organise things, likes working with people, is good at multitasking, has natural authority, is open, doesn't reject new thoughts and ideas, can run a meeting or discussion.

**SUPPLIER**

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

**FACILITATOR**

– team-builder – sociable, positive, friendly, responsive to the needs of others, imaginative, knows how to listen.

**EXPERIMENTALIST**

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

**MANAGER**

– sorter of ideas – sees things realistically, considers possibilities – pros and cons, judges things from multiple perspectives, has practical judgment, can judge what is feasible, feet on the ground.

**REVIEWER**

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

**PHOTOGRAPHER**

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

**SECRETARY**

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



## BUSINESS CARDS

## 7 STEPS TO RESPONSIBLE FOOD CONSUMPTION

## Manager



NAME: .....

I WILL BE DOING: .....

.....

.....

.....

## Reviewer



NAME: .....

I WILL BE DOING: .....

.....

.....

.....

## Secretary



NAME: .....

I WILL BE DOING: .....

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.....

.....

## Photographer



NAME: .....

I WILL BE DOING: .....

.....

.....

.....

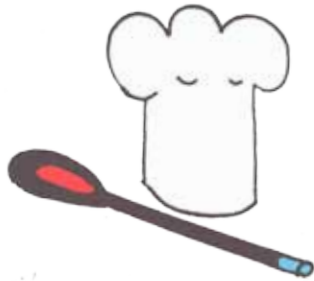
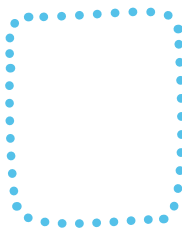




BUSINESS CARDS

7 STEPS TO RESPONSIBLE FOOD CONSUMPTION

# Chef



NAME: .....

I WILL BE DOING: .....

.....

.....

.....

# Supplier



NAME: .....

I WILL BE DOING: .....

.....

.....

.....

# Facilitator



NAME: .....

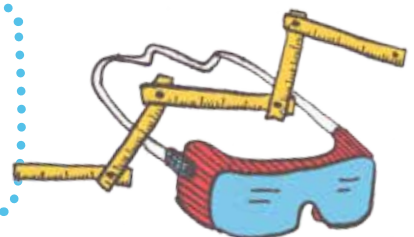
I WILL BE DOING: .....

.....

.....

.....

# Experimentalist



NAME: .....

I WILL BE DOING: .....

.....

.....

.....

*Hi Kids!*

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

# Many questions



Dear Eco-Schools Committee,

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



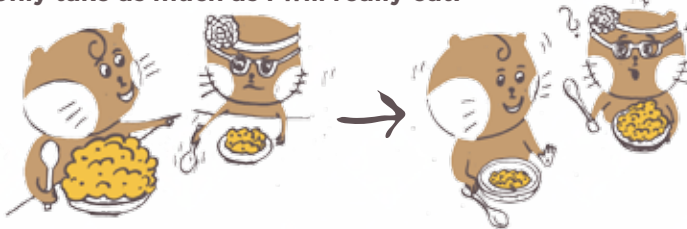
# Aim: The amount of uneaten food will be smaller

BEFORE

AFTER

It will be me who puts the food on the plate and I will only take as much as I will really eat.

1.



Who is in charge:

FIDO

Until:

SEPTEMBER 20<sup>TH</sup>

Checked:



2.

I will make a list of food that I really don't like and I will show it to my mum. We will try to replace it with something else.



Who is in charge:

FIDO

Who is helping:

MUM

Until:

NOVEMBER 8<sup>TH</sup>

Checked:



3.

I will find ways to use any leftovers.



Who is in charge:

FIDO

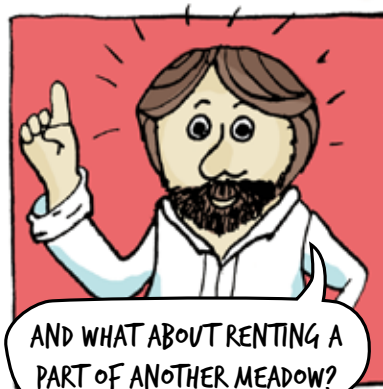
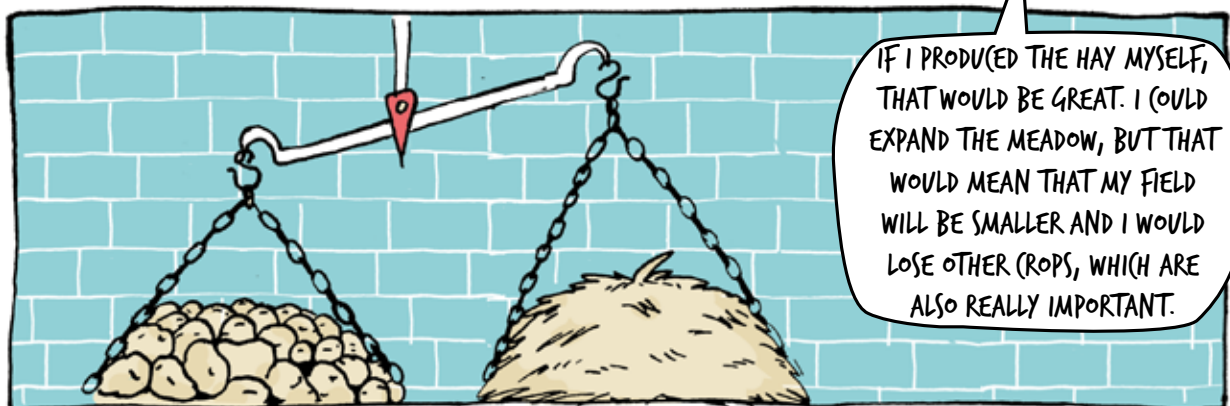
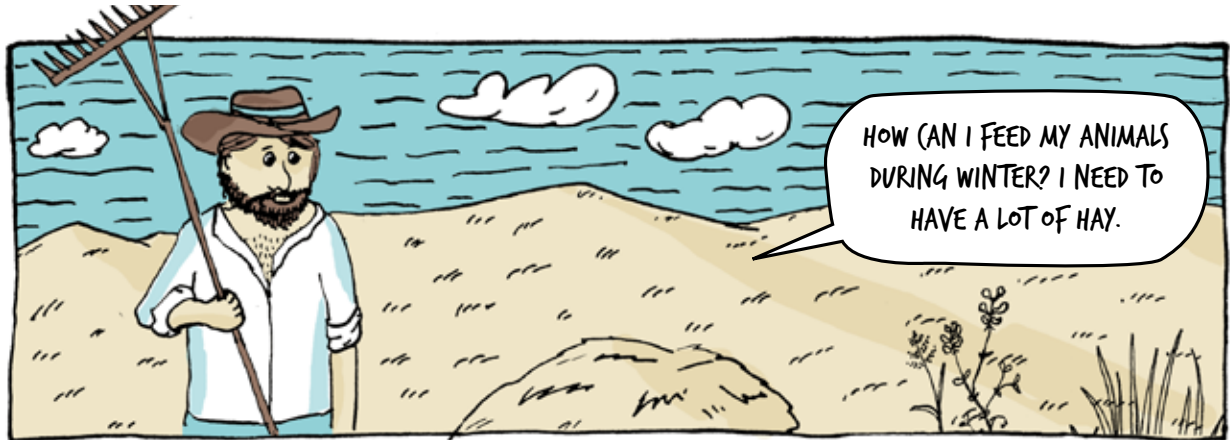
Until:

DECEMBER 20<sup>TH</sup>

Checked:



## A good plan





# Eco-Committee in the kitchen



## PHOTOGRAPHER — DOCUMENTER

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



## SUPPLIER — SEEKER OF INFORMATION

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

## MANAGER — SORTER OF IDEAS

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

## CHEF — LEADER OF THE TEAM

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

# Hamster family

## ALEX

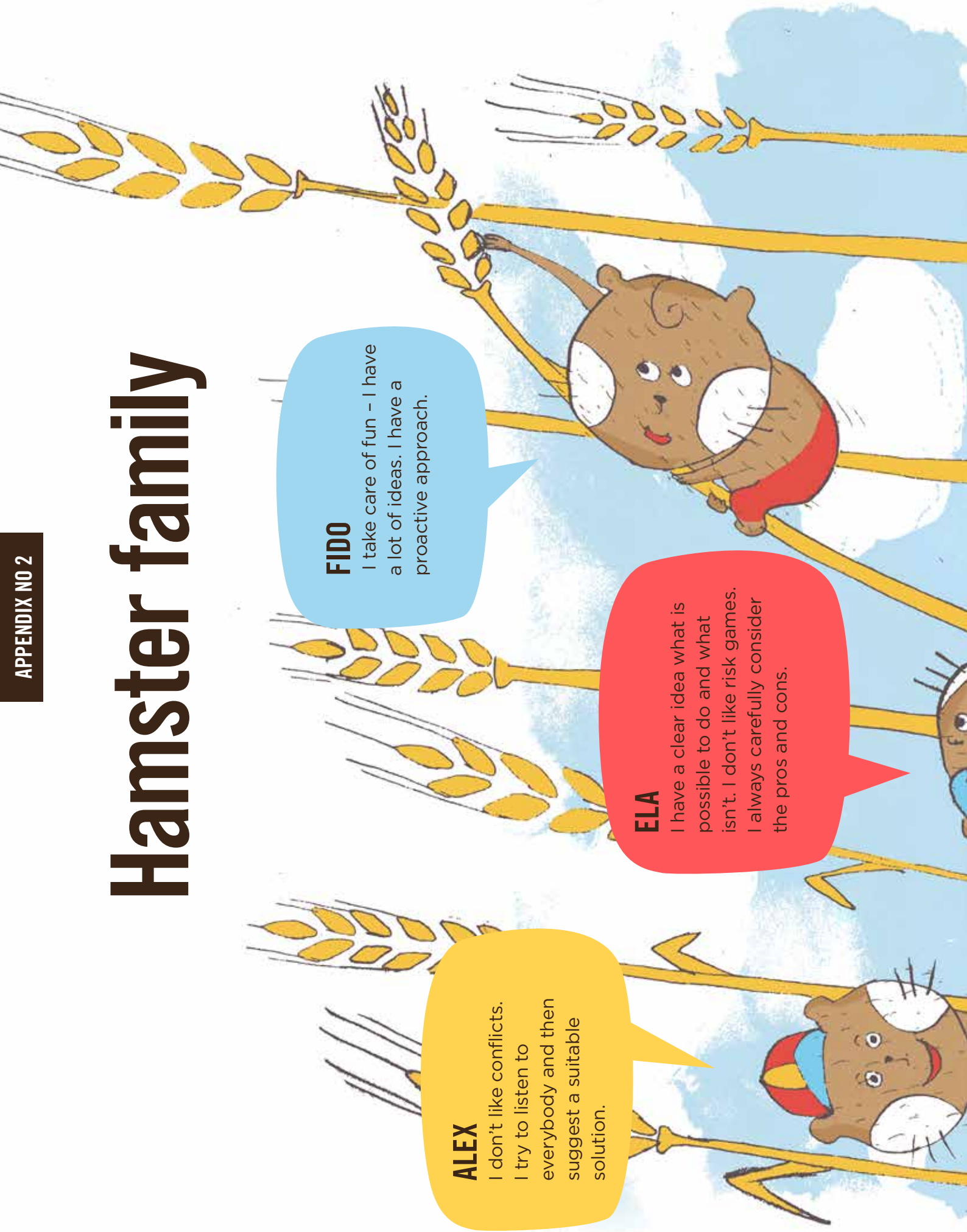
I don't like conflicts.  
I try to listen to  
everybody and then  
suggest a suitable  
solution.

## FIDO

I take care of fun – I have  
a lot of ideas. I have a  
proactive approach.

## ELA

I have a clear idea what is  
possible to do and what  
isn't. I don't like risk games.  
I always carefully consider  
the pros and cons.







## MR. HAMSTER

I take care of our family's safety and provide suitable conditions for the functioning of the team of hamsters. I search for new possibilities.

## MRS. HAMSTER

I'm the main organizer. I divide tasks and I make sure deadlines are met.

## ROSE

I need to have everything planned. I fulfill tasks and observe deadlines.





### **REVIEWER – INFORMANT**

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

### **SECRETARY**

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

### **EXPERIMENTALIST**

#### **– FULL OF IDEAS**

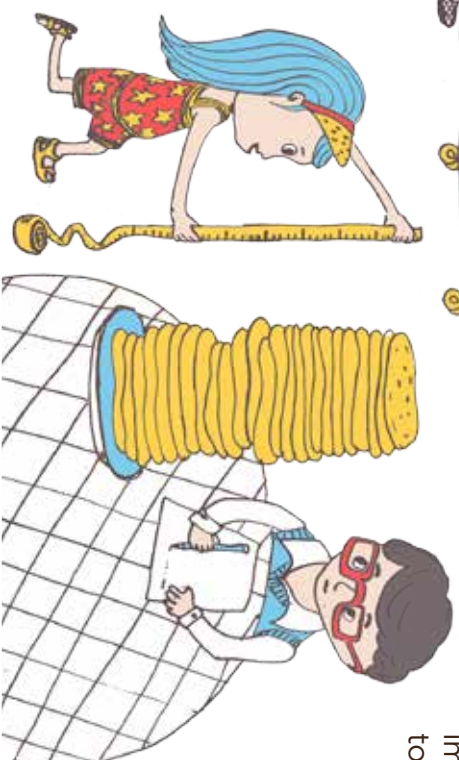
- creative, imaginative, doesn't like boredom or stereotypes, sees different ways of doing things, does not work in details, likes to think up ideas rather than see them through to the end, head in the clouds.



### **FACILITATOR**

#### **– TEAM-BUILDER**

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



Dear Eco-Schools Committee,

Thank you for your responses to my questions regarding your food consumption. I really like the fact that \* .....

Are you sure that everything should be like that? Are you satisfied with all the findings? As a farmer, I have to decide every day what I should

do, what to invest my energy in, what is within my power, what I can

change and what is beyond my ability. For example, today I was dealing with an important issue regarding my fields and in the end I found a way to resolve it. Now it's important for me to plan everything out nicely.

And how do you go about choosing what to work on? What does your

Action Plan look like?

\* Teacher fills in the strength based on the Food Review results.

# Workshop of the Future

## Objective:

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

**Time:** 45– 60 min

## Task:

### CRITICISM PHASE:

In the preceding activities, the students named a problem they want to address based on the Food Review of the school and formulated objectives. Now it is time for a phase that might surprise them. They will not start planning how to resolve the problem right away; instead, they will let their emotions rage in the „Criticism Phase“.

Divide the students up into groups and assign them a task: to name and write on scraps of paper everything that could stand in the way of resolving the problems, why they might not be successful in achieving their goals, why it might not be possible to solve the problem. Let them write down everything that troubles them in connection

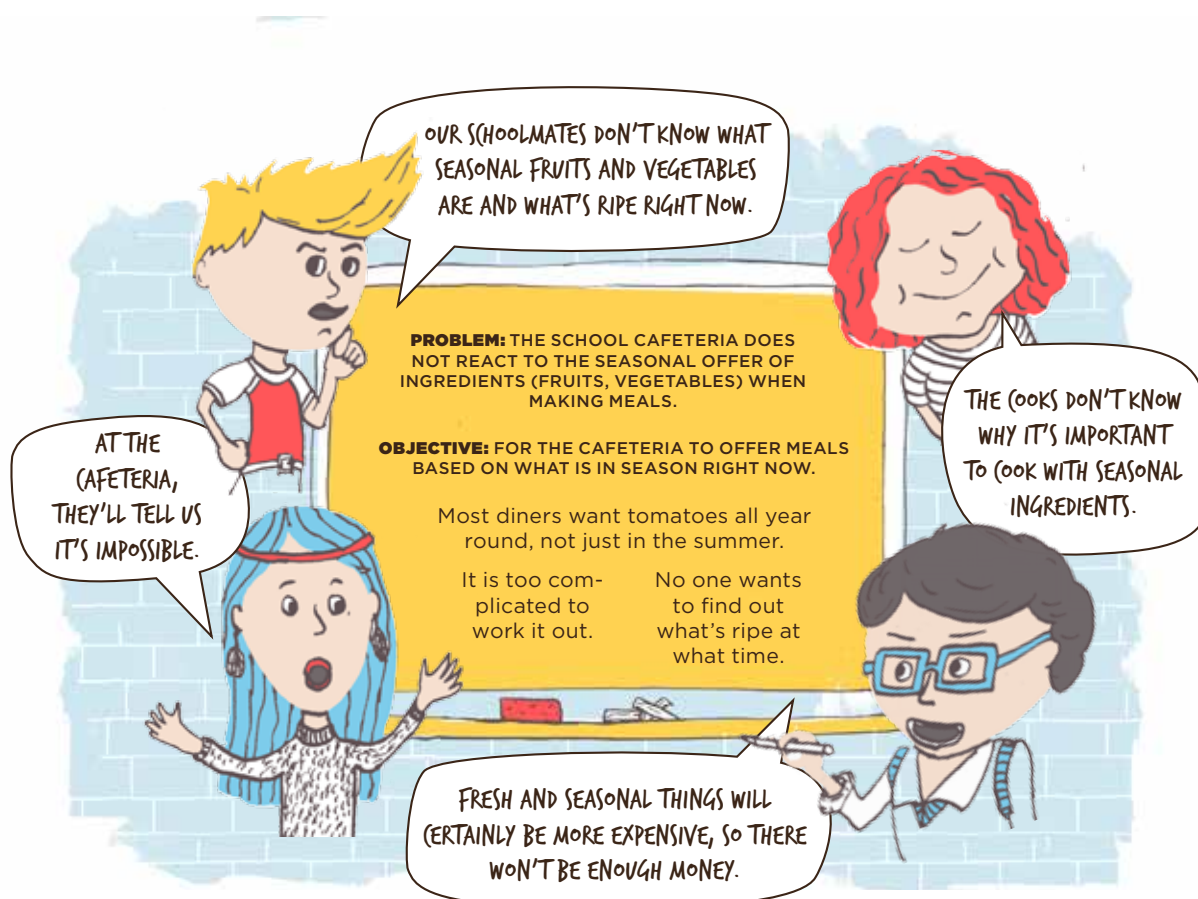
with the given problem – anger, complaints, concerns, criticism, problems, etc. They should formulate and write it in as much detail as possible and stick it on the board under the heading of the problem they're addressing.

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

### Rules for the Criticism Phase

(you can hang them up somewhere visible so the pupils can see them):

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





## WORKSHOP OF THE FUTURE

## 7 STEPS TO RESPONSIBLE FOOD CONSUMPTION

**FANTASY PHASE:**

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

**JOURNEY INTO THE IMAGINATION****Objective:**

Set the mood of pupils for another job in which they will use fantasy. Pupils relax.

**Time:** 10 min

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

**MY SCHOOL IN THE FUTURE:**

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

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

Imagine that you have never seen this new school before. You are curious and want to learn as much as you can about it. Come for a walk with us and first examine the school and its surroundings, the building and everything found nearby. Then enter the school and look around carefully. Perhaps you hear something and smell something, maybe some sounds or voices. This school certainly smells very nice.

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

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

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

**Continuing with the Fantasy Phase:**

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

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

**Rules for the Fantasy Phase:**

(you can hang them up somewhere visible so the pupils can see them):

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

WE HAVE AN ENORMOUS  
MONITOR IN THE SCHOOL  
SHOWING WHAT IS IN SEASON  
RIGHT NOW.



## IMPLEMENTATION PHASE:

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

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

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

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

### Rules for the Implementation Phase:

(you can hang them up somewhere visibly so the pupils can see them):

- Put utopian ideas into real-world conditions.
- Adapt ideas to the practical and specific.
- Ensure connection with the issue/topic.
- Highlight steps leading to realisation.
- Prepare later activities (Action Plan).

This activity is a modified version of the Programme Zelená škola material, Živica 2010.



Hi Kids!

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

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

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



# Want to know something?





Dear Eco-School Committee,

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

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

# How to create an eye-catching bulletin board?

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

## HEADER

**SELECT ONE THAT CAPTURES ATTENTION AT FIRST GLANCE. IT'S THE FIRST THING THAT THE VIEWERS READ, AND IF IT DOESN'T ATTRACT THEM, THEY WON'T READ MORE.**

### FONT

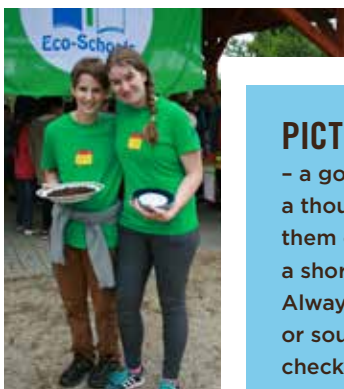
– choose a font and size that can be read from at least one-meter distance. Use a simple font – overly decorative fonts are hard to read.

### TEXT

– if the board is to catch people's eye, there shouldn't be too much text; instead, there should be something striking, something that speaks to people and grabs their attention, maybe even shocks them in a positive way. Don't forget to include information on where those who are interested can learn more or ask to get involved.

### GRAPH

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



### PICTURES

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

# How to write an intriguing article

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

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

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

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

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

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

**Add pictures, photos and graphs.** They liven up the text and the reader can rest for a minute. Always include the author or source you drew on. Check the copyright. If you include information from another source in the article, cite it.

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

## The headline

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



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

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

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

**Name of the author**

# How to write a web article?

✕

## Writing articles for the web is governed by specific rules.

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

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

**Use interesting graphics** – add pictures, photos, graphs, diagrams, etc.

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

**Links** – link to the linked page directly from the text (don't link by saying „click here“).

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



# How to make a presentation

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

You must always know **what the objective of the presentation** is (to present the project, to get funding).

It is best to **plan the presentation** on paper. Once you've come up with what and how you want to present, to what end and in what form, how many slides you need and what the main ideas are, then you can transfer it to slides.

There is beauty in simplicity – make your **own templates**.

Sometimes having fewer slides is better. One idea = one slide.

The **title** of the presentation should be **short, comprehensible and concise**.

Make use of a **font colour that contrasts** with the slide background.

Too much text is a waste – it's better to pinpoint the main idea, the rest you can say. **10 words per slide** is enough.

All the text should be readable from anywhere in the room. **The minimum font size should be 24**; choose a sans serif font (e.g. Arial).

**Do not use a lot of moving effects**, at most one, ideally none. They distract the audience.

**Select your pictures carefully**; they should relate to the topic and have an emotional impact. Always reference the author or source; check copyrights.

Use **simple graphs** and don't forget to **label the axes**, so people can see what's what. Don't give the audience print-outs of the presentation, unless they're to serve as note paper. It's better to **prepare a text document** that has more information than on the slides, or prepare documents on the presented topic for them.

**Work with multiple senses**: they see something on the slide, they hear something from you and then it's good if they get something in their hands – it will make it easier for them to remember it (e.g. if you are presenting about the school garden, bring them some of its fruits or herbs to smell).

**Prepare and practise  
the presentation in advance.**

**Speak clearly, work with your voice  
and remember that gestures and  
facial expressions are important.**

**Thank the audience for their  
attention.**



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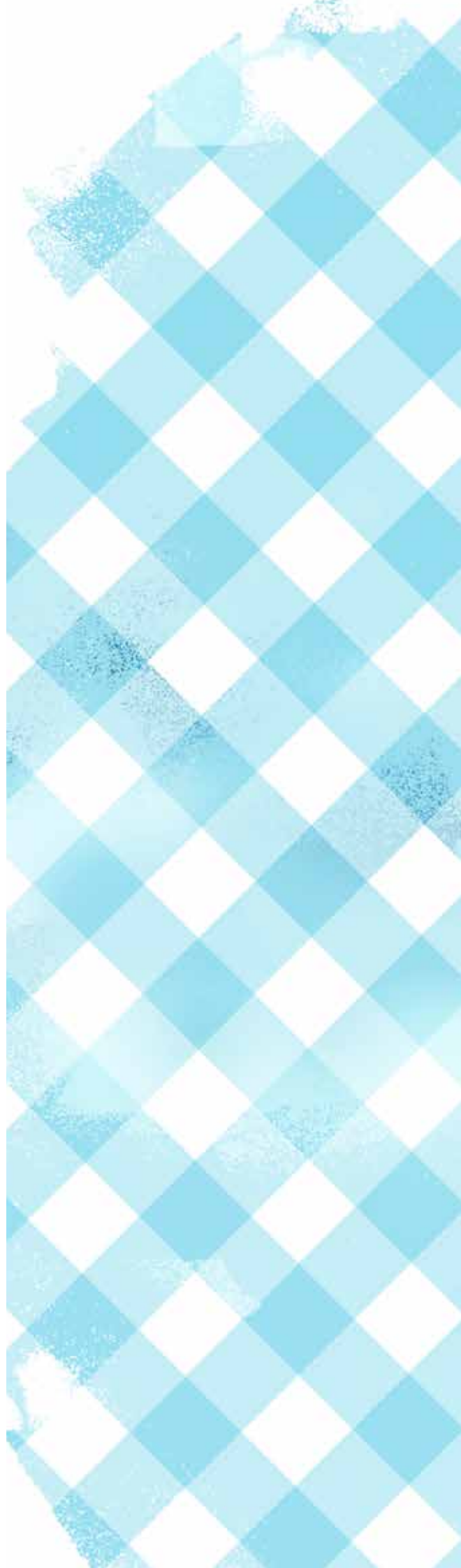
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