



Let's reduce our waste, it's overflowing

Exploration and awareness action to reduce food waste

Type of pedagogical project, activity, action, accompanying	Project on reducing food waste
Key words of relevant disciplines/ Pedagogical content	Food habits/recycling
Problematic	How to reduce food waste in the cafeteria?
Thematic	Food waste
Disciplines (sciences, geography)	Geography/ Sciences/ Mathematic/ Civic education/ Mother tongue.
Pedagogical Objectives/New targeted skills	<p>The students will be able to:</p> <ul style="list-style-type: none"> - Raise awareness among young people about the effect of our consumption. - Offer ways to reduce waste in the schools. - Know the rules of balanced eating in quantity and quality to prevent nutritional diseases. - Carry out measurements and understand their results - Communicate results in different forms (graphics, table, text, slogan, poster, video) both creatively and persuasively. - Raise awareness of others on food waste and take responsibility for their choice of consumption. - Work in a team. - Understand the link between their action encouraging waste reduction and Climate Change
Public target(s) (age, requested skills...)	<p>11-15 years old:</p> <ul style="list-style-type: none"> - The students who eat at the school cafeteria - The students who are 11 years old to see the evolution of food waste to implement the project - The voluntary students and adults in the school to implement the project (school canteen, public canteen)





<p>Description (step by step)</p>	<p>The adult targets a group of students: either a class or students volunteering or voluntary students from multiple levels, to implement the project.</p> <p>Step 1) The adult makes a collection of representation</p> <ul style="list-style-type: none"> - in the kitchen: menu, order, stock, preparation, management of remains - in service: portions not suitable to hunger - after the meal time: leftovers on plates <p>Step 2) After this collection, the adult leads the group to realize the present reality in the kitchen at the time of the service and at end of the service thanks to a waste sorting table. This observation should question the students on how to quantify the waste and what actions can be put in place to limit it? A few examples: students must identify the role of each adult in the preparation of the meal: who controls the food? Who cooks? Who serves? Who decides what? Who makes the menus? The identification of the role of each will allow the group to brainstorm together for the actions to be implemented. Students can establish a grid which allows to quantify on a second visit in the kitchen (quantity of products purchased, amount of cooked weight, number of pounds served then consumed or thrown away). There are several ways to determine the quantity, but the most accurate is through weighing. However, the fact of identifying the main sources of waste is already very good. This diagnosis can be done on a full week or on a meal each week before the holidays.</p> <p>Step 3) From the encrypted data, the students have identified the main sources of waste and they can identify the causes of waste in partnership with the staff working on the development of the meals: Is the menu suitable? Are students involved in the development of the menus? Are there important variations between registered users and actual guests? Are the portions adapted to the different appetites? Is the environment conducive for lunch? Are students accompanied in their choices before and during the meal? What are the products which are primarily concerned with food waste: bread, meat, vegetables, starch?</p>
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	<p>Step 4) Once the main causes are identified by the group of students, all adults involved in restauration can work on the major causes of waste proposing actions that anyone can put in place (Manager, Cook, service and monitoring agents, students, teachers...)</p> <p><u>Some examples:</u></p> <ul style="list-style-type: none"> - Make a nice menu poster that indicates when it's homemade, locally produced, organic... - Buy fewer products if we realize that students don't eat much - Adapt the number of cooked products according to wasted products in previous menus - Implement snack plates and plates for very hungry students - Put in place a bread waste bin so that the students are aware of the waste - Go to visit a farm to understand the work, and the water consumption required for the production of 1 kg of vegetables especially if you think that it may be thrown away... <p>Step 5) Among the identified actions, students must decide which can be implemented quickly and which will be initially effective. Make a schedule for the school year and "measure" the effectiveness of the actions by weighing or evaluating waste every 2 months.</p>
Place (meeting room, outside space, ...)	School restaurant. Indoor and visit a farm
Individual and / or collective actions	Collective action
Material needed	A computer. A balance. Tool to make students aware.
Duration of pedagogical project or activity	<p>6-8 Months</p> <p>The project can be conducted during a school year, then do a follow-up once every trimester</p> <p>The students awareness part can be conducted during a few months of a school year or an entire school year</p>
Evaluation of the new acquired skills	<p>Reduction of waste</p> <p>Result of the questionnaire on the changing of habits</p>





<p>Eco-citizen adaptation, knowledge enhancement and links to other topics</p>	<p>Link to: Activity: - "Reactions of eco-system to climate changes" Project: "Project to change our habits concerning littering"</p>
<p>Observations</p>	<p>L'ADEME, l'UNCPIC have realized some tools to help implementing this type of project</p>

