

Workshop 4: Dealing with Food Waste

Ages
12-15

LEAF Theme(s)



ECOSYSTEMS, FORESTS & PRODUCTS



ECOSYSTEMS, FORESTS & INNOVATION

BioBeo Theme(s)



Food Loop

Teacher Instructions

This workshop aims to foster a mindset of repurposing waste creatively. Participants will explore alternative uses for discarded items, appreciating the environmental benefits. The focus extends to common household items often overlooked. Emphasis is placed on understanding expiration dates for food safety and waste reduction. Engaging discussions will cultivate a sustainable mindset, encouraging participants to ask, "Can I still make something out of this?" before disposing of items. Critical thinking will be encouraged, challenging perceptions of seemingly expired products and exploring their potential uses.

Learning Objectives

- At the end of the workshop, students know about the bio-based economy and its role in food production.
- At the end of the workshop, students are aware about food waste and its environmental and societal consequences.
- At the end of the workshop, students know creative solutions for reusing food waste.
- At the end of the workshop, students can establish connections between food choices, health, and environmental sustainability.
- At the end of the workshop, students know conscious eating habits and sustainable food choices.

Before the start of the workshop

Students will first watch a video about food waste. Utilize this as an educational opportunity to engage your class in discussions about sustainability. Encourage critical thinking and motivate students to share their thoughts after watching the video.

This activity is a great example of Step 2: Explore of the LEAF Pedagogy!



EXPLORE 2

Dutch: <https://www.youtube.com/watch?v=kZQ2xFnSoog>

English: [Food expiration dates don't mean what you think - Carolyn Beans \(youtube.com\)](https://www.youtube.com/watch?v=kZQ2xFnSoog)

Activity 1: Step over the line

Create a line on the floor, which can also be an imaginary line. Ensure that students know on which side of the 'line' they should start and where they need to step over. When students agree with a statement, they step over the line. Attachment 1 contains statements that can be used for this activity. Summarize this activity by making a connection to a circular economy in conjunction with nutrition.

Activity 2: Mystery box

Once students have been prompted to think about food waste, they will actively engage with food leftovers. Students are introduced to the 'Too Good To Go' app. The concept is explained, followed by a detailed explanation of the task. Teachers have obtained a mystery box from a supermarket through 'Too Good To Go.' This box contains various products that would typically be discarded. Students are tasked with creating two recipes (appetizer, main course, dessert) using as many products from the box as possible. Additionally, they are encouraged to produce minimal waste. Consider instructing students on how to thoughtfully utilize vegetable peels, for example. Emphasize the importance of careful consideration regarding the products they use, their versatility, and, most importantly, the 'food leftovers.' As a teacher, you have the option to actually order a box from 'Too Good To Go.' Alternatively, you can create a fictional box. Students receive a worksheet -

which you can find at attachment 2 - where they can fill in their recipe.



This activity is a great example of Step 4: Function & Flourish of the LEAF Pedagogy!

4 FUNCTION & FLOURISH



<https://www.toogoodtogo.com/en-gb>

Supplies needed

- Sidewalk chalk or a crayon
- Smartphone
- Too good to go app
- Mystery box
- Kitchen
- Kitchen equipment

Attachment 1: Statements for the game 'step over the line'

List with statements

Statements that can be used during the activity:

1. Supermarkets should do more to reduce food waste, such as donating excess food to charitable organizations.
2. Schools should implement educational programs to make students aware of food waste and teach them how to make more sustainable food choices.
3. Consumers should take more responsibility for reducing food waste by shopping more consciously and cooking creatively with leftovers.
4. Government agencies should introduce stricter regulations to reduce food waste in the hospitality and food industry.
5. Food producers should pay more attention to reducing packaging waste to decrease the overall environmental impact of their products.
6. Schools and businesses should offer composting facilities to convert food waste into useful compost instead of sending it to landfills.
7. Introducing variable pricing based on freshness in supermarkets would encourage consumers to buy products before they spoil, reducing waste.
8. Food waste not only has consequences for the environment but also for social well-being, and it is our collective responsibility to address this issue.
9. The education system should pay more attention to integrating curriculum components that make students aware of food waste and sustainable food practices.
10. I consciously buy products with less packaging to reduce waste.
11. I reuse leftovers from yesterday's lunch instead of buying something new.
12. I consider the environmental impact before throwing away food.
13. I plan my meals for the week to avoid unnecessary shopping.
14. I encourage friends or family to be more conscious of food waste.
15. I feel guilty when I have to throw away food.
16. I share food scraps with friends or neighbors to reduce waste.
17. I regularly check the refrigerator and pantry to prevent food from spoiling.
18. I often only buy what I need to prevent products from being leftover and wasted.

Attachment 2: Worksheet mystery box

RECIPE

Difficulty



Names:

Prep time:

Name of dish:

Ingredients

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Directions:
