



WSFA on The Ground

A Practical Guide for Schools by Schools

Rikolto Belgium - 2024



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SchoolFood4Change!

Welcome to a world of fresh ideas and mouth-watering inspiration! The following pages are filled with innovative stories that bring the Whole School Food Approach (WSFA) to life. The WSFA, part of the SchoolFood4Change movement, is revolutionizing schools across Europe. This initiative goes far beyond merely offering healthier meals; it **reshapes students' entire relationship with food**. It's about understanding where their food comes from, how it's produced, and why it's vital for their well-being and the planet.

However, the WSFA isn't just a lesson in nutrition - it's a **call to action**. It inspires students to embrace healthier, balanced diets while educating them on sustainable food practices. This is increasingly important given that 21% of European children were at risk of poverty or social exclusion in 2023, and 25% faced obesity or overweight issues in 2019. Addressing these challenges necessitates universal health and nutrition standards, an ongoing debate in Europe. The integration of a WSFA in schools is a good first step, as it commits not only to nourish children physically but also to empower them with nutritional knowledge, acknowledging the **integral role of education in fostering healthier eating habits** in children, their families and wider communities. Nevertheless, stronger and well-integrated policies are needed to unleash the true potential of healthy and sustainable school food.

Effectively implementing the WSFA requires collaboration among local and national actors, as well as a mutual understanding of health and environmental frameworks. It's a **team effort** involving dedicated school staff, passionate cooks, and the students themselves, but also the wider school community such as parents, local businesses and farmers. From engaging in cooking challenges and food treasure hunts to running their own cafés and participating in hands-on food tastings, students are immersed in experiences that make learning about food an adventure.

The journey to bring the WSFA to your school **doesn't have a one-size-fits-all recipe**. Instead, we've compiled the most creative practices from schools across Europe to inspire your own food revolution. Each city featured in these pages shares one of their inspiring stories - what they did, how they did it, and the impacts they've seen. These activities not only spark active learning and shift food preferences but also promote progressive exposure and innovative cooking methods.

Ready to transform your school's approach to food? Dive into these stories and see how the Whole School Food Approach can make a difference.



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Policy & Leadership

Pillar A of the Whole School Food Approach



Imagine a school where every meal is a celebration of health, sustainability, and community. This vision becomes reality through the Whole School Food Approach, a dynamic strategy that engages everyone - from school management and teachers to social workers and canteen staff. But it doesn't stop there; it reaches out to the wider community, including local government, neighbors, farmers, retailers, NGOs, and experts in youth, food, urban gardening, and waste management.

The WSFA isn't just about food. It's about embedding a culture of nourishment and sustainability into every corner of school life. **It integrates healthy eating into school plans, policies, values, and education, creating an ecosystem where food is celebrated and cherished.**

At its core, the WSFA is about collaboration. By bringing together pupils, caregivers, and school staff, it fosters a sense of community and ownership. Pupils are encouraged to take the reins in shaping their food environment, ensuring that **decisions about meals and food-related education are made with their input.**

This approach not only enriches the school experience but also makes healthy, sustainable food the easiest and most appealing choice for everyone involved.

“Pupils are encouraged to take the reins in shaping their food environment, ensuring that decisions about meals and food-related education are made with their input.”

Title	NEUROSCIENCE IN MOTION	Pillar A Policy & Leadership
Country/City/ School	Spain / Hurchillo, Alicante / CEIP Manuel Riquelme	

DESCRIPTION

At 9 a.m., all the pupils in the school leave their things and start dancing in the playground with the intention of **stimulating the brain through physical activity** and, at the end of the activity, they eat a piece of fruit.

This activity is linked to the school lunch itself, in which 90% of the pupils eat a piece of fruit every day.

The Neuroscience in Movement activity is currently undergoing a process of scientific studies with the participation of other schools and the direction of the UCAM (Catholic University of Murcia).

On Fridays, we open the school to the parents of all the students to participate in this dance activity.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

IMPLEMENTATION OF AN INNOVATIVE ALL-IN-ONE SCHOOL CATERING MANAGEMENT SOFTWARE

Pillar A

Policy & Leadership

Country/City /School

France / Dunkerque

DESCRIPTION

The city of Dunkirk has set up an **innovative project in co-construction with an IT startup : Welleat**

We contracted an **innovation public market** with this company to develop jointly a **tailor-made software**.

It consists in the **implementation of a school management software** designed to **provide a comprehensive view of the operation of school catering**. This project addresses various essential aspects to **ensure healthy and sustainable eating**.

Project Objectives

The software developed by Welleat will enable the **tracking and analysis of several key topics**, including:

- **Human Resources:** Assessing available resources and optimizing the staff involved in catering.
- **Quality and Quantity of Supplies:** Ensuring efficient stock management and rigorous selection of products.
- **Food Waste:** Analyzing data to reduce waste and promote responsible consumption.
- **Environmental Impact:** Evaluating practices to minimize the ecological footprint of school catering.
- **Equipment Management:** Monitoring the condition and usage of equipment for proactive maintenance.
- **Production Optimization:** Improving the efficiency of meal preparation.
- **Customer Experience Feedback:** Gathering user feedback to adjust offers and services.

Using AI to Enhance Performance

One of the major innovations of Welleat is the **use of artificial intelligence**. This technology will **optimize menu choices while respecting several criteria: nutritional balance, diversity, ecology, and the pleasure of eating**. AI will **analyze pupils' preferences and food trends**, thereby proposing meals that meet both nutritional needs and young consumers' expectations.



In October 2024, the city of Dunkirk was awarded with the **Trophy for Innovative Cities at the International Innovation Summit of the French-speaking middle-size cities** in Drummondville, Quebec. This distinction recognised the creation of this connected canteen software, **highlighting the city's commitment to transform school catering into a model of sustainability and innovation**.

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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

LEFTOVER FRUIT FOR SNACK

Country/City/
School

Italy / Nuoro / Primary School Biscollai (I.C. n.4 "G. Deledda")

Pillar A
Policy & Leadership

DESCRIPTION

For years, the primary school “Biscollai” has adopted the practice of **serving leftover fruit from the school canteen as mid-morning snacks for pupils the next day.**

This initiative **encourages healthy and balanced eating habits, and raises awareness about food waste, all while providing nutritious snacks.**

Through this practice, pupils learn:

- 1. How to properly store fruits to maintain freshness and prevent bacterial growth, ensuring safety
- 2. The importance of minimizing food waste, and how easy it is its practice in daily life
- 3. The value of food and the importance of good eating habits, ensuring that every child consumes healthy food daily
- 4. A sense of responsibility and respect for food and resources, fostering sustainable habits

Together with the SF4C staff throughout the year, the importance of this practice has been emphasized, extended to new classes, and shared with other pilot schools that started implementing it (primary school Calamida, kindergarten Furreddu etc.)



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Title

GET TO KNOW YOUR SCHOOL CANTEEN (DURING THE CANTEEN DAY PARTY)

Country/City/
School

Italy / Nuoro / All schools involved in Ci.Buo program

Pillar A
Policy & Leadership

DESCRIPTION

All the schools participating in the Ci.Buo program, (organized into four Institutes) hosted *La Festa Del Cibo*, the concluding event of the Ci.Buo program and Canteen Day, open to children, families, teachers, and stakeholders.

These four days have been an opportunity not only to **celebrate the canteen and good/healthy food, but also to learn about the school canteen, its organization, and to identify challenges and opportunities for improvement.**

On each of the four days, held in May-June 2024, a thematic panel was set up to explore how a menu is created, who is involved in the process, the interests at play, and the possibilities for change. A Municipality representative, together with the Public Health Dep. and caterer, were there to debate.

Shared information and feedback was collected from children, teachers, and families, making it a moment of growth that, hopefully, can be repeated every year to make the school canteen an open and continuously evolving space.



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Food & Sustainability

Pillar B of the Whole School Food Approach



Across Europe, schools are a hub for feeding students, offering everything from breakfast, hot meals and sandwiches to snacks. While some of these programs receive government or school funding, many rely entirely on payments from parents and caregivers. In an effort to make meals affordable for families in need, schools often cut costs, which can sometimes lead to compromises in quality.

But the challenge doesn't end there. Lunch boxes are frequently filled with less-than-nutritious options, and many schools lack a dedicated space where students can enjoy their meals peacefully. In fact, an increasing number of students either arrive at school without a lunch or head to nearby snack bars or fast-food joints - or worse, sit through classes hungry.

This pillar is dedicated to transforming school dining into a haven of health and equity. It aims to create safe, welcoming spaces within schools where every pupil, regardless of their background, can enjoy a nutritious lunch - whether it's provided by the school or brought from home.

The goal is to ensure that every food offered is not only delicious and balanced but also meets high standards of sustainability, maximizing both environmental and social benefits. By fostering an environment where healthy, sustainable food is both accessible and appealing, we empower students to learn about and embrace better eating practices.

“By fostering an environment where healthy, sustainable food is both accessible and appealing, we empower students to learn about and embrace better eating practices.”

#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

SCHOOL MEALS AND INFOMENU

Pillar B

Food & Sustainability

Country/City/
School

Italy / Milano /
All schools of the municipality of Milan (more than 70,000 kids)

DESCRIPTION

The menu is the starting point for every educational intervention and is developed according to a complex procedure shared between Milano Ristorazione, the Municipality of Milan, the canteen commission and the local health authority.

The menu enhances the **quality of organic products, the seasonality of raw materials, their origin, as well as the freshness of foods and encourages the transition towards vegetable protein sources**. The service is divided into 2 types of menu: nursery and school. There are 2 seasonal menus: summer and winter. Plus 31 other ethical, religious, health and personalized diet options.

Twice a year, with the introduction of the new seasonal menu, an InfoMenù is developed and distributed to users, containing details of the days and informative messages (e.g. suggestions on what to eat for dinner). From the summer 2024 menu are integrated with the environmental impact in CO2e for each day.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title	TRANSFORMING THE CANTEEN MENU	Pillar B Food & Sustainability
Country/City/ School	Belgium / Ghent / Go! Middenschool en GO! Atheneum Voskenslaan (1800 pupils)	

DESCRIPTION

‘GO! Middle School’ and ‘GO! Atheneum Voskenslaan’ in Ghent are collaborating through the SchoolFood4Changeproject to offer **healthier and more sustainable food options**.

Driven by student feedback, the schools are introducing **plant-based sandwich spreads and have launched “Thursday Veggie Day”** with a successful surprise event, distributing 1,550 toasts, spreaded with plant-based toppings.

These sustainable and tasty toppings, made from Oyster Mushrooms, come from a Belgian company.

Ongoing student surveys will continue to refine the menu and promote more healthy and vegetarian options.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

SEPTEMBER IN THE FIELD

Country/City/
School

Slovakia / Liptovsky Mikulas / Private Kindergarten LOBELKA

Pillar B
Food & Sustainability

DESCRIPTION

We buy quality and seasonal produce and seek out local suppliers. We encourage children to **care about the origins of their food**. Together we learn the story of food, grow in our own garden and cook.

The start of the school year is marked by the traditional **potato picking at a local farm**. On these days, the necessary equipment for the nursery is a bucket, rubber boots and work gloves. From the morning onwards, we see happy faces eagerly awaiting the next adventure. We get on the bus and off we go!

Arriving at a local farm, we met the farmers who showed us the farming equipment, assigned tasks and explained the workflow. Our youngest farmers immediately got to work and followed the tractor. They harvested the ploughed potatoes very diligently and carried the filled buckets to the barrow where new and new potatoes were quickly added. Alongside picking, they sorted the potatoes by size and compared their shapes. They developed cooperation by helping each other carry buckets or scoop them out. Even after the hard work, they were not so tired that there was no room left for their curious questions, such as, "When and how do we know the potatoes are ripe?" or "What pests attack potatoes and how to protect them?"



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

EDUCATION THROUGH EXPERIENCE

Country/City/
School

Slovakia / Kosice / International School Private Primary School

Pillar B
Food & Sustainability

DESCRIPTION

We are a private elementary school with kindergarten in Košice and in our school canteen we strive to offer children a wide variety of delicious and healthy meals. We respect the diversity of nationalities and tastes, so we try to take the golden mean path so that it tastes good for everyone. In cooperation with our supplier, we provide the children with a **regular supply of fresh vegetables in the form of salads and fresh fruit as well as dairy products.**

Our kindergarteners have the opportunity to taste a variety of fruit salads, smoothies or vegetable spreads and, of course, fresh vegetables as a snack or lunch accompaniment. We were able to see that they like vegetables recently at the School Canteen Day, where the pupils **prepared their own dishes** - salad, spread, protein dessert and fruit skewers - and they really enjoyed them. At first they were scared to try it but eventually they ventured out and were pleasantly surprised at how good it was. It tasted all the better because they had been involved in the preparation themselves, so they were in control of how the final food would taste and look.

We hope that in the future, as we expand our school's facilities, we will be able to not only renovate the kitchen for cooking but also provide a salad bar so that we can offer the students even more of what they like best.



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Title

COOKING TOGETHER IN THE DORMITORY

Country/City/
School

Hungary / Budapest/ BGSZC Szent István Technikum

Pillar B

Food & Sustainability

DESCRIPTION

In the dormitory of BGSZC Szent István Technikum, **students prepared healthy meals on the occasion of Health Week**. The students participated in the entire work process. First, they came up with ideas together and looked for recipes to compile the menu. Then came the procurement of raw materials and shopping. And finally, cooking together. They also prepared salad, main course and dessert.



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Title	HEALTHY VENDING MACHINES	Pillar B
Country/City/ School	Belgium/Antwerp / KA Antwerpen	Food & Sustainability

DESCRIPTION

Unhealthy vending machine replaced by healthy vending machine managed entirely by pupils (15-16 years old).

- Project for and by pupils in which pupils are responsible for:
- Stock management
 - Replenishing the vending machine
 - Promotion and marketing of the vending machine
 - Evaluation

Healthy snacks are sold at a low price. With the small profit they make, the pupils involved were treated to a trip.

The students involved follow courses related to logistics and marketing.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title	FULLY VEGETARIAN LUNCHES	Pillar B
Country/City/School	Belgium / Leuven / Sancta Maria basisschool, Sint-Jan basisschool, Mater Dei basisschool en Sancta Maria Secundair	Food & Sustainability

DESCRIPTION

Last schoolyear (2023/2024) the three primary schools of SMD-L school group started serving warm meals in a revolutionary way. All the **meals were fully vegetarian, cooked from scratch by a small local catering company, Food Atelier César, and delivered to the schools by (cargo)bikes.**

In the current schoolyear (2024/2025) the secondary school of the same school group has joined this project. They will start by offering 50 warm meals per day, with the possibility to increase if the demand is high enough.

The meals are **offered at different prices.** Pupils from families of a lower socio-economic background are offered the meals at a lower rate.

The owner of the catering company, Tom Berghmans, has also started with giving workshops to the pupils of the schools and he is designing a workshop program that will be accessible for all Leuven schools, not just the ones eating his meals.



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Title	REDUCING FOOD WASTE AT SCHOOL	Pillar B Food & Sustainability
Country/City/ School	Spain / Valencia / CEIP Mestre Rafael Noguera	

DESCRIPTION

Minimizing food waste is a core objective of the ‘CEIP Mestre Rafael Noguera’ school’s annual action plan. From September to December 2023, the school carried out a series of **awareness-raising activities that engaged both pupils and school canteen staff**. These initiatives emphasized the importance of highlighting the essential work of the school cooks. Improvements were made to the serving system, ensuring that staff now serve food individually, allowing portions to be adjusted for each child. Additional time was also given to pupils who eat more slowly, ensuring that they have the opportunity to finish their meals and reduce food waste.

From January to March 2024, the school implemented a system to measure food waste by marking buckets with the weight of leftover food. This **visual representation helped pupils become more conscious of the amount of food being wasted**. Additionally, fifth and sixth-grade students received training on how to prevent and reduce food waste. These students are now responsible for educating younger pupils within the school community.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

SALAD BAR

Country/City/
School

Belgium / Ghent / Boarding school 'Pollux

Pillar B
Food & Sustainability

DESCRIPTION

At the Boarding School, a new chapter in health and wellness has begun with the introduction of a salad bar. Recognizing the unique needs of their diverse student body, including a growing number of athletes, they have made **healthy, nutritious meals a cornerstone of daily life.**

The **salad bar offers an array of fresh vegetables, fruits, lean proteins, and wholesome grains, designed to fuel the mind and body.** Beyond the athletic benefits, this initiative symbolizes a commitment to holistic well-being. It encourages all students to make mindful choices about their diet, empowering them to take control of their health and be the best version of themselves.

The introduction of the salad bar has not only transformed the dining experience for students but has also **empowered the kitchen staff in profound ways.** Taking full ownership of this initiative, the kitchen team is proud to go above and beyond in supporting the health and well-being of the youth. In addition to creating nourishing meals, the staff is committed to sustainability. Instead of letting any leftovers go to waste, they offer them to students the next day, allowing them to top off their lunchboxes with wholesome, fresh ingredients. This thoughtful practice ensures that nothing goes to waste, fostering a culture of mindful consumption and respect for the food they prepare.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

THE VEGGIE GAME

Country/City/
School

Italy / Nuoro / Primary School Podda (I.C. n.1 "F. Podda")

Pillar B
Food & Sustainability

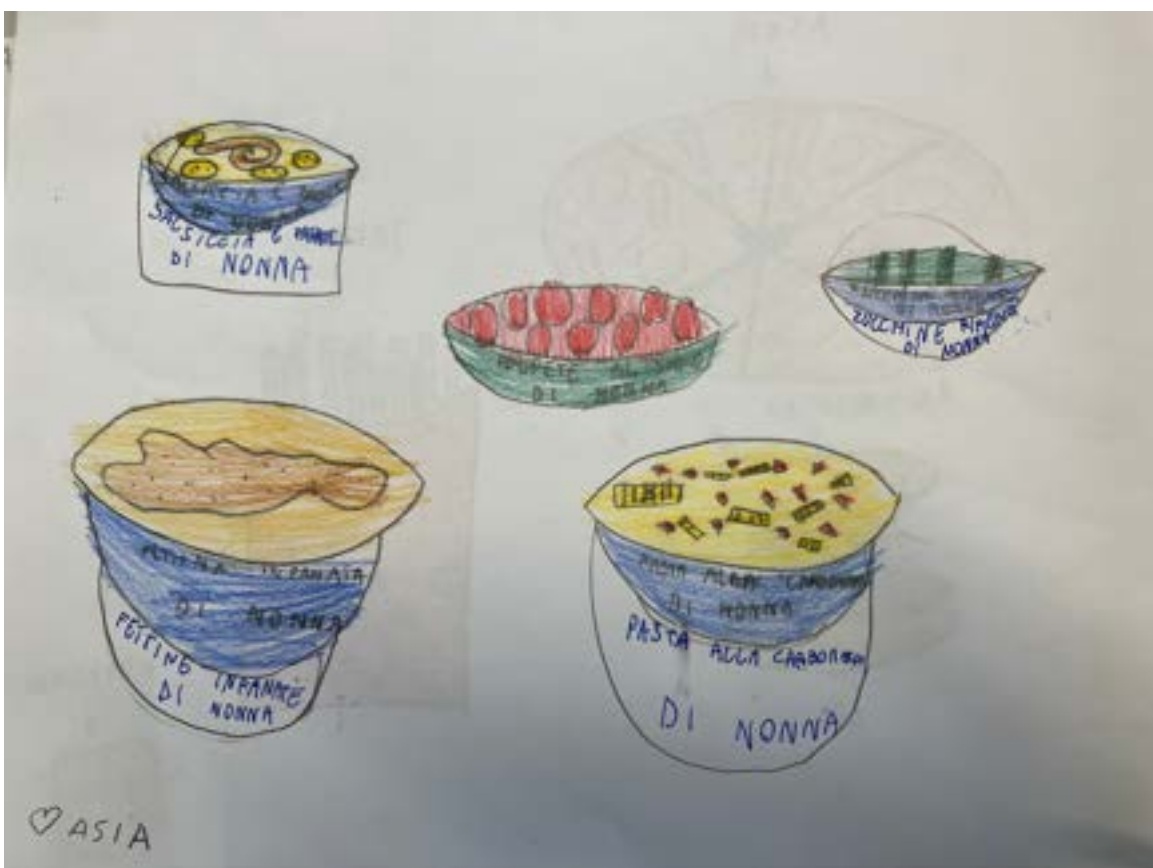
DESCRIPTION

The public primary school Podda has created a game to **encourage children to eat more vegetables in the school canteen.**

Each day, a different child is given the task of observing how many veggies their classmates consume and recording "stars" on a sheet of paper - the fewer vegetables left uneaten, the more stars they get. At the end of the month, the stars are tallied, and a prize is given to all children, with a slightly larger prize awarded to the top three who have consumed the most vegetables.

This practice uses the **pedagogical technique of "reinforcement"**, a positive strategy that encourages children to improve continuously. Beyond promoting healthy eating habits, this practice fosters a friendly competition among students, stimulating continuous discussions about the importance of a balanced diet. It also helps develop observational skills as children take turns monitoring their peers' vegetable consumption.

The **SchoolFood4Change working group** has **encouraged this practice among all pilot schools**, as it creates a supportive and engaging environment. This game not only promotes greater vegetable intake but also reinforces the value of peer encouragement in achieving goals.



REFERENCES

<https://www.ic1nuoro.it/>

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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title	BASKET OF HELP	Pillar B
Country/City/School	Slovakia / Presov / Srobarova Primary School	Food & Sustainability

DESCRIPTION

Our school canteen tries to provide the most varied and healthy food for our boarders. This school year, the canteen also participated in the **School Fruit Programme**. This means that lunches can include a variety of extras such as fruit, vegetables, pureed fruit, juice or yoghurt, which can be enjoyed after a hearty lunch. Unfortunately, it is often the case that apples, blueberries or crisps or yoghurt are found rolling on the ground or in the rubbish bin in our school premises. We do not tolerate this behaviour towards food in our school.

That is why we decided to solve this problem and we created the Help Basket. **If pupils receive fruit, vegetables, juice, crisps or yoghurt at lunchtime and don't feel like eating them, they can put them in the Help Basket.** The Basket of Help or Basket of Giving is located in our school canteen. In it they can put the aforementioned fruit, yoghurt or crisps that they are not interested in or do not want. On the other hand, children who feel like having some more fruit or yoghurt, you can take the food from the Basket of Help. If the Help Basket is full of food, we will offer it the next day to children who have, for example, forgotten their snack. Or we will offer the cut pieces of fruit or vegetables to the children in the school club as a snack.



REFERENCES

<https://zssrobarovapo.sk/>

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Title

FOOD WASTE MANAGEMENT AND FOOD DONATIONS

Country/City/
School

France / Lyon / Several schools from Lyon

Pillar B
Food & Sustainability

DESCRIPTION

Within its action plan for sustainable diet, the **city of Lyon is committed to reducing and reusing organic waste in all its public schools**. In 2023-2024, 70% of the school restaurants were implementing reuse of organic waste. The city aims to have organic waste collected and reused in the 209 schools by 2026.

In the school restaurant at the end of the meal, **elementary school children are directly involved in sorting food waste from other waste**, as a way to make them aware of how much food they throw away, and thus encourage them to fight food waste. The waste is stored in dedicated bins, and then collected once to twice a week by a local service provider, and is finally reused in compost.

Some schools are also **involved in food donation**, thanks to 2 partnerships :

- Voluntary schools can give their food surplus to the french association «Restos du cœur» which collects still edible food once a week
- Proxidon is a digital platform from a local food bank ; when schools have food surplus, they can post what they have left. An alert is sent to cartative associations, which can then come to the school to pick up the food basket.

In 2022-23 thanks to food donation in Lyon schools, 16 tons of food have been saved from waste and redistributed to caritative associations.



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- <https://www.proxidon.fr/>

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Title

CANTEEN DAY AT ÓBUDAI GIMNÁZIUM

Country/City/
School

Hungary / Budapest/ Óbudai Gimnázium

Pillar B

Food & Sustainability

DESCRIPTION

We held the first Canteen Day at Óbuda High School, in connection with the school's sustainability and health theme day.

Throughout the day, students were invited to participate in a variety of activities and games related to **health protection, sustainability and the environment**. They were awarded stamps for their participation in the activities to mark the day.

The children listened to a presentation on the importance of sustainable and healthy eating, played a role-play about procurement and together with the kitchen staff and the teachers we made a fruit salad with local and seasonal fresh fruit.

In the canteen that day, there was vegetarian Bolognese spaghetti made from pea protein and fruit juice, which everyone really liked.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

FRUIT CAKE BAKE OFF

Country/City/
School

Slovakia / Vranov nad Toplou / Kukučínova Primary School

Pillar B
Food & Sustainability

DESCRIPTION

The activity was designed for Year 2. The main objective was to be able to:

- divide fruit seeds into edible and inedible based on their own experiences and findings
- prepare a dish that includes seeds
- develop reading comprehension

We started with a lesson in primary school, where the pupils were **introduced to the basic function of seeds in nature**. We pointed out that some seeds are edible and are used in the preparation of food. In the school garden we picked ripe fruit (strawberries, raspberries and blackcurrants). The sample was also enriched with fruit that we don't have in our garden (cherries, sour cherries, mulberries, a fly tree from our teacher's garden). On the basis of their own experience, the pupils came to the conclusion that some seeds we normally eat and others we do not.

Then we moved to the school canteen, where the head of the school canteen was waiting for us. She presented the **importance of seeds in the preparation of meals** and informed us about the nutritional value.

We then moved to the school kitchen where the cooks prepared the ingredients for making fruit cake. The pupils then into divided groups prepared the fruit, read the recipe, helped mix and measure the ingredients, all under the guidance of the cooks. Then we finished with a yummy tasting.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

JOINING FORCES THROUGH A WEEKLY VEGETABLE

Pillar B

Food & Sustainability

Country/City /School

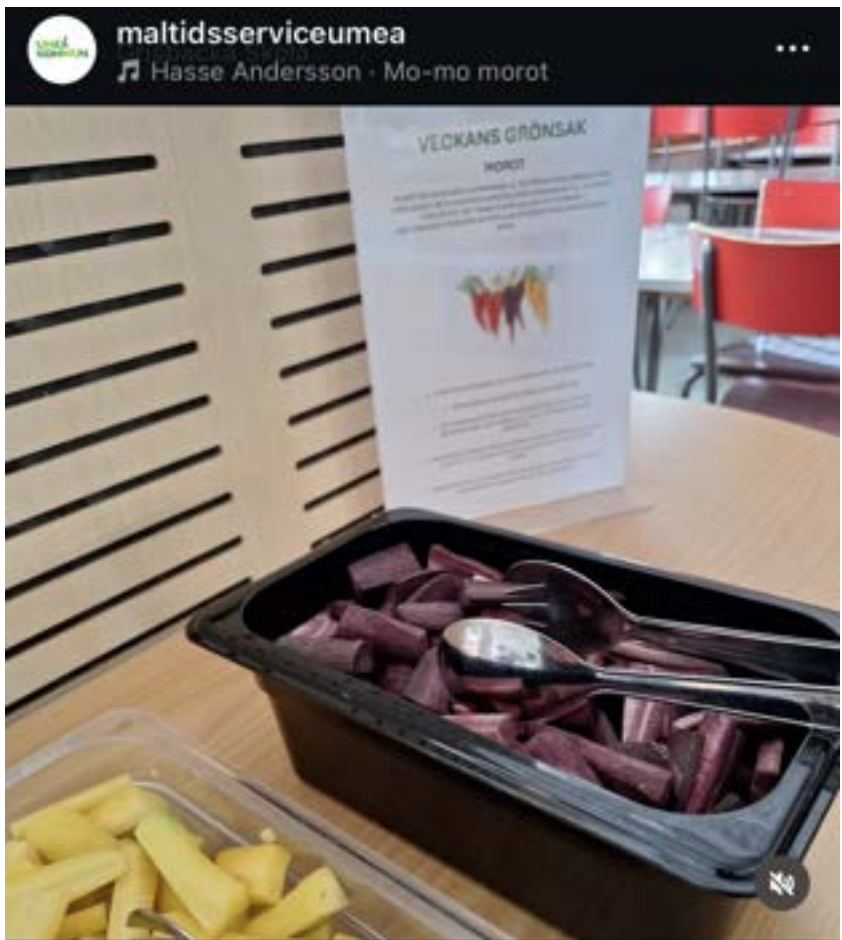
Sweden / Umeå / Grisbacka school (Grisbackaskolan)

DESCRIPTION

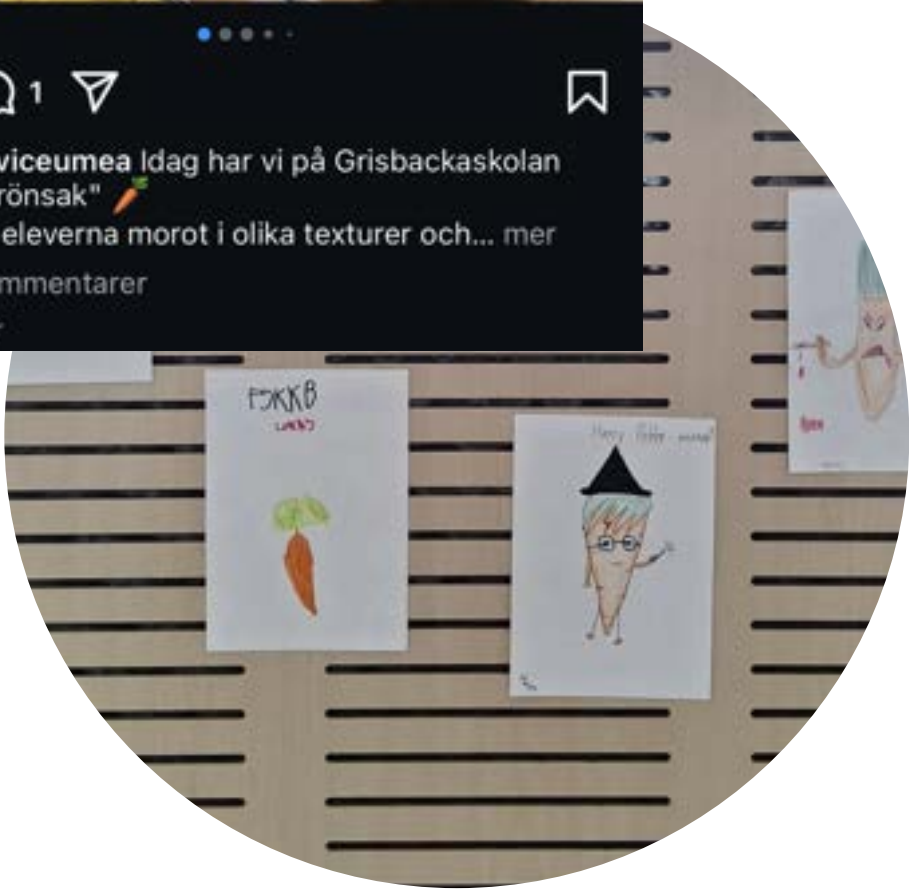
Grisbackaskolan's initiative of **featuring a weekly vegetable in the school kitchen** has been popular, involving the students in many different ways.

From encouraging them to try new vegetables, exposing the students to them through preparing them in various ways, to allowing students to ask the kitchen staff questions about them. Students have also drawn pictures of the weekly vegetable and displayed them in the school restaurant, as well as delved into and written facts about different vegetables.

Umeå's meal service has an Instagram channel with over a thousand posts from different schools, including schools not involved in the SchoolFood4Change project. Posting about the initiative has **inspired other schools in the municipality to start their own weekly vegetable program.**



38 1
maltidsserviceumea Idag har vi på Grisbackaskolan "veckans grönsak" 🥕
Vi erbjuder eleverna morot i olika texturer och... mer
Visa alla kommentarer
11 september



REFERENCES

[@maltidsserviceumea \(Instagram\)](#)

CONTACT

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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

**THE SCHOOL BREAKFAST INITIATIVE AT
WIRTSCHAFTSSCHULE NÜRNBERG: PROMOTING
HEALTH, WELL-BEING, AND SUSTAINABLE EDUCATION**

**Country/City/
School**

Germany / Nuremberg / Wirtschaftsschule Nürnberg

Pillar B
Food & Sustainability

DESCRIPTION

At Wirtschaftsschule Nürnberg, a special school breakfast program **ensures that students start their day with a nutritious meal**. Led by the school’s social worker and committed teachers, and with active participation from the students, the breakfast offers a balanced mix of healthy foods such as sliced vegetables, whole-grain muesli, and fruit yogurt. A focus is placed on using regional and organic ingredients, promoting mindful and sustainable eating habits.

Beyond health benefits, the program **encourages social interaction and teamwork, enriching the school environment**. As part of the school's broader educational approach, the breakfast initiative aligns with two Sustainable Development Goals (SDGs) per grade each year. This thematic integration teaches students valuable life skills such as responsibility, sustainability, and collaboration, preparing them for life beyond school.



REFERENCES

www.nuernberg.de/internet/berufsschule_12/breaktfast2425.html

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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title	MORNING START IN A GLASS OF PURE WATER	Pillar B Food & Sustainability
Country/City/ School	Slovakia / Bratislava / Vazovova Primary School	

DESCRIPTION

Our primary school can be proud of the fact that within the available lessons we could include an interesting subject "I know what I eat" in the schedule of the fifth graders. In the thematic plans there is also the subject Drinking regime. The pupils have learned a lot about **drinking, water and its function in the body**.

To make sure that it was not just theory, the teacher prepared an activity for the pupils. For a whole month the pupils did their homework honestly, starting their day with a glass of clean water. We called it "**drinking morning water together**".

Every evening, the pupils were to fill 1-2 decilitres of water into a glass and drink it immediately in the morning. Pupils found this activity made their tummies work better and also immediately started to meet their own drinking regime, which they had previously calculated with the following formula: their weight x 40ml/kg.

Feel free to personalise your daily drinking regime too and follow us in this activity, because drinking is a regime to be followed! And not only in summer!



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CONTACT

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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

COOKING WITH THE CHEF

Country/City/
School

Germany / Essen / Johann-Michael-Seiler Elementary School

Pillar B
Food & Sustainability

DESCRIPTION

A key pillar of the project is **close cooperation with all those who prepare the food for the children and young people in daycare centres and schools**. Kitchen specialists and catering companies are key people when it comes to establishing enjoyable, balanced, fresh food in the facilities.

The SF4C caterers **opened their kitchens to the pupils** and gave them a look over their shoulders.

Together, they chopped, sizzled and flavoured everything the bowls and pots had to offer! And they also passed on their own enthusiasm for fresh produce and good food to the children.

The chef from Schweißguth Catering, who had travelled to the event, took the children from Johann-Michael-Seiler Primary School on a tasty journey to Turkish pizza, homemade tzatziki and stracciatella quark.

Afterwards, everyone agreed: **good food is fun**. It adds a special flavour when I know the people who do their best for me every day and I get to help out myself!



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Education & Learning

Pillar C of the Whole School Food Approach



Education about food and food systems is a gateway to understanding the three pillars of sustainable development: environmental, social, and economic. By immersing children in both the theory and practical aspects of food - such as cooking, growing, and exploring its environmental impact - we equip them with the knowledge and skills to make informed decisions. These decisions will shape not only their own health but also the well-being of our planet, both now and in the future.

Teaching kids about healthy eating, animal welfare, and the ethical dimensions of food fosters a deeper awareness of their choices. It encourages them to think critically about their diets and broader food and health issues, promoting a more thoughtful approach to consumption.

However, for this transformative learning to take root, it's essential that the entire school team - including teachers, catering staff, and other personnel - also develop the skills needed to guide and support students in this journey. By ensuring that educators and staff are well-equipped, we lay the groundwork for a robust and impactful food education program that benefits everyone involved.

“By immersing children in both the theory and practical aspects of food, we equip them with the knowledge and skills to make informed decisions.”

Title	SCHOOL GARDENS IN MILAN	Pillar C Education & Learning
Country/City/ School	Italy / Milan	

DESCRIPTION

Ten schools (serving children aged 0-6) participated in a pilot project to **create new school gardens or improve existing ones**. This initiative was co-designed with the pedagogical team from the Education Department of the Municipality of Milan.

Workshops were led by external experts and included:

- **Nursery Schools** (8 hours per school): Discovering nature through hands-on activities like manipulating soil, water, flowers, seeds, and leaves, as well as creating seed bombs.
- **Kindergarten** (6 hours per school): A “From Seeds to Plate” journey, based on the principles of Munarian pedagogy and the approach of “Learning by Playing,” which included experimenting with didactic horticulture.

The project also provided materials for the workshops, including supplies for the garden and thematic books for the schools.



REFERENCES

<https://www.youtube.com/watch?v=Tis9zhAy-tAE>

CONTACT

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Title

COMPREHENSIVE NUTRITION WEEK AT ADAM-KRAFT-REALSCHULE: PROMOTING HEALTHY LIFESTYLES IN 7TH GRADE

Country/City/
SchoolGermany / Nuremberg /
Adam-Kraft-Realschule

Pillar C

Education & Learning

DESCRIPTION

At Adam-Kraft-Realschule in Nuremberg, 7th-grade students take part in an annual Nutrition Week, which covers four key areas: "Nutrition and Health," "Psychology," "Recipes and Cooking," and "Other," where students raise personal topics. The goal is to **promote healthy living, self-awareness, and emotional expression.**

A key focus is mindful sugar consumption, approached with positive language to foster an open, motivating environment. Students also expand their culinary skills by trying new recipes.

The week starts with knowledge-sharing, followed by self-reflection through questionnaires, and ends with a group cooking activity to apply what they've learned.

This interdisciplinary program integrates biology, German (text analysis), math (diagrams and percentages), and English (recipe translation), creating a well-rounded learning experience. It also **strengthens class unity and ensures lasting knowledge retention.**



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Title	LITTLE CHEFS IN THE KITCHEN	Pillar C Education & Learning
Country/City/ School	Spain / Xàbia / CEIP Port de Xàbia	

DESCRIPTION

‘CEIP Port de Xàbia’ is the driving force behind the piloting of Cooking Centres, which promote the **acquisition of permanent healthy, sustainable and local eating habits in public nursery and primary schools**. In order to be able to develop all the planned objectives we have built a classroom-kitchen. The learning of skills and execution processes that favour the capacity to acquire, elaborate and consume healthy food is especially relevant to teach children to cook, cultivate and understand where their food comes from and what effect it has on the environment. This learning equips them with the **skills and knowledge they need to make wise choices, both now and in the future, about their own health and that of the planet**.

This proposal is supported by the research project CUINNOVART, which develops the curriculum through COOKING, INNOVATION and ART. We have been working for two school years on an **integral vision of cooking (local production, healthy food, nutrition, economy, design, marketing, etc.)**. This raises the need to expand and guarantee (as requested by the *LOMLOE) the competence training of our students in terms of awareness, from an early age, of behaviours related to a healthy, balanced and sustainable diet that helps to prevent diseases such as obesity or anorexia, to have a more appropriate diet and to avoid behaviours and habits that are harmful to health derived from advertising or media pressure and consumerism".



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Title
Earth Day and School Canteen Day

Country/City/
School
Slovakia / Trnava / BESST Private Primary School

Pillar C
Education & Learning

DESCRIPTION

We had a lot of activities during the BESTS Day, including:

- making our own creative snack
- a debate with the chef and the catering manager - answering a large number of creative, legislative questions from pupils and teachers, e.g. where does unfinished food end up, how much waste is produced per month, why can't you bring your own food to the canteen, what is the portion size, how many calories does the food have
- planting microgreens
- planting herbs, fruit bushes and spring vegetables in the garden
- filling in workbooks on how to prevent food waste
- excursion in the kitchen
- preparation of a weekly menu by class 5.C in accordance with the school meals standards and cooking according to it - to avoid waste, then graphing the results in mathematics lessons and comparing with previous results.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

THE CLASS THAT REFUSED
TO EAT VEGETABLES

Pillar C

Education & Learning

Country/City
/School

Sweden / Malmö / Klaghamns school

DESCRIPTION

A teacher of a 4th grade class asked Andrea, the school chef, for help because her students were refusing to eat vegetables. Despite persistent efforts, the students would not touch the salad bar. Andrea and the teacher planned activities with the class, aiming to increase the students' knowledge of vegetables and spark their curiosity for new ingredients.

Andrea invited the class to the cafeteria, where the first activity allowed the students to play with the food while Andrea talked about our different senses. The result was imaginative creations (see pictures) where the students got acquainted with vegetables without the pressure to taste them. After the play session, they got to choose vegetables they wanted to work with in the upcoming sessions. They selected both familiar vegetables and ones they had never tasted before. In the following sessions, they tested vegetables prepared in different ways, such as raw carrots, baked, pureed, or even as chips.

By the fifth and final session, the class participated in the kitchen, creating their own salads and signs, which were then served to the entire school.

The results of this project are fantastic – the class has started eating vegetables, and they are curious and willing to try new things. Several other classes are now waiting for their turn to do the same.



REFERENCES

[@klaghamnsskolan \(Instagram\)](#)

CONTACT

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Title	COOKING CENTRES: PILOTING THE FUTURE	Pillar C Education & Learning
Country/City/ School	Spain / Peñíscola / CEIP Jaime Sanz	

DESCRIPTION

A pioneering Cooking Centres project was introduced this academic year at CEIP Jaime Sanz, **integrating cooking lessons into regular classes**. The school established a dedicated kitchen space where students can actively participate in preparing their own meals. The recipes used in these sessions emphasize fresh, local, and seasonal ingredients. Traditional dishes from the Baix Maestrat region, including fish and vegetables, are also incorporated into the program to help students **connect with their local food heritage**.

The project has been highly successful, leading to discussions with the Regional Ministry about the possibility of **expanding the initiative to more schools in the next academic year**. This initiative fosters not only practical cooking skills but also a deeper understanding of nutrition and sustainable food choices.



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Title	COMPOSTING IN OUR SCHOOL GARDEN	Pillar C Education & Learning
Country/City/ School	Spain / Orihuela / CEIP San Bartolome	

DESCRIPTION

CEIP San Bartolome is a public nursery and primary school located in the district of San Bartolomé in Orihuela. We have a total of 212 pupils aged between 2 and 12 years. We have a school canteen. Our school has had an **organic vegetable garden** since the 2014/2015 school year.

This initiative was promoted thanks to the collaboration we have with the Association "Alcachofa de la Vega Baja", as a result of the visits to the artichoke plantations near the school. Thanks to the collaboration of the Department of the Environment, we have been able to **delimit the space destined to our vegetable garden, we have set up planters in which we have developed learning situations with aromatic or seasonal plants.**

We have also developed a composting project through which we create our own ecological compost with the waste from our lunches and kitchen waste. Reducing the carbon footprint, as well as, teaching students about sustainable farming practices.



REFERENCES

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Title	A HAPPY AND HEALTHY BIRTHDAY!	Pillar C Education & Learning
Country/City/ School	Spain / Calpe / CEIP Gabriel Miró	

DESCRIPTION

CEIP Gabriel Miró is one of the 4 schools in Calpe. It is a public school with around 580 pupils of various characteristics and nationalities.

In early childhood education, within the programming that we have of the centre, we consider **how to proceed when there is a birthday**. In the centre, we propose to celebrate it by inviting classmates with a “healthy snack of a variety of fruit”. **The families collaborate by cutting the fruit and the pupils make a multi-coloured plate**. With this action they work all the senses in an active way, And the waste that is generated, our hens and and roosters accept them warmly. In this way we do not generate any waste.

There is a good acceptance, although sometimes we encounter some resistance, especially from families, as these celebrations have in many cases led to ultra-processed and sugary foods. Even so, this activity included in our school project. It is done every year.



REFERENCES

<https://portal.edu.gva.es/gabrielmirocalp/>

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Title	STRENGTHENING OLDER ADULTHOOD PARENT-CHILD CONNECTIONS	Pillar C Education & Learning
Country/City/ School	Spain / Madrid / E.I. Antonio Mercero	

DESCRIPTION

FE.I. Antonio Mercero provides children with enriching experiences and opportunities to engage with others through outings to a day center located across the Manzanares River. These visits allow children to **explore their surroundings, develop social relationships, and practice autonomy.**

In a beautiful exchange, pupils visit the day center to participate in activities with the elderly, such as making Christmas cards or baskets. Similarly, the elderly visit the nursery school to join activities like tending the school garden or engaging in other educational and learning experiences. The school views socialization as a key process where children, through interaction with their social environment, build their identity and gradually move from dependence on adults to autonomy and independence.

By fostering these interactions, the school equips children with the tools they need to **build meaningful relationships with peers and others in their daily lives.**



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Title	HANDS IN THE TANGERINE FLOUR	Pillar C Education & Learning
Country/City/ School	Spain / Zaragoza / E.I. Los Viento	

DESCRIPTION

In Zaragoza, ‘E.I. Los Vientos’ school is using tangerine flower flour as a continuous, sensory, and aromatic material in their classrooms. This playful, engaging resource offers a rich sensory experience through manipulation and aroma, enhancing learning and exploration.

1/ Sensory Play: Tangerine flour is used in ‘experimentation trays’, providing a unique opportunity for sensory play and experimentation.

2/ Recycling and Collaboration: The tangerine flour is made from recycled tangerine peels collected from school and home. This resource not only highlights the importance of sustainability and family involvement, but is also a great way to reduce food waste and loss.

3/ Simple Process: The peels are dried near a heat source and then crushed to create the desired texture.



REFERENCES

City council commison on education:
<https://www.youtube.com/watch?v=Tis9zhAy-tAE>

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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

Country/City/
School

**SnackSmart: a workshop by students
for students**

Germany / Essen / Helmholtz Gymnasium

Pillar C
Education & Learning

DESCRIPTION

Realising in various conversations that many children are not able to prepare snacks for themselves, a **group of students** decided to develop a course combining theory and practice. Their aim was to pass on their enthusiasm for healthy eating to their classmates. Together with the SF4C staff, they developed a **three-part course concept for the fifth and sixth graders**.

The first module provided the children with **theoretical** background knowledge. What makes up a balanced diet, what makes my food sustainable and how can I plan meals?

The second module took the children **gently into the real world**. They took a closer look at typical snacks and worked out together how crisps, wine gums and other snacks can be easily replaced without sacrificing enjoyment.

The third part, a **joint cookery workshop**, was very practical. In small groups, the students learned how to make small dishes such as pasta salad with herb pesto, vegetable wraps and fruit crumble. These were designed in such a way that they can be adapted to the respective season in just a few simple steps, are ready in 20 minutes and easy to take back to school. The course was a success. At the end, everyone agreed that it is worth trying to cook more often at home and prepare a fresh, tasty snack for the break.



REFERENCES

<https://www.youtube.com/watch?v=xJvs5tepiJs>

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Title

WORKSHOP "SEASON'S BASKET"

Pillar C

Education & Learning

Country/City/
School

France / Lyon / Les Géraniums school

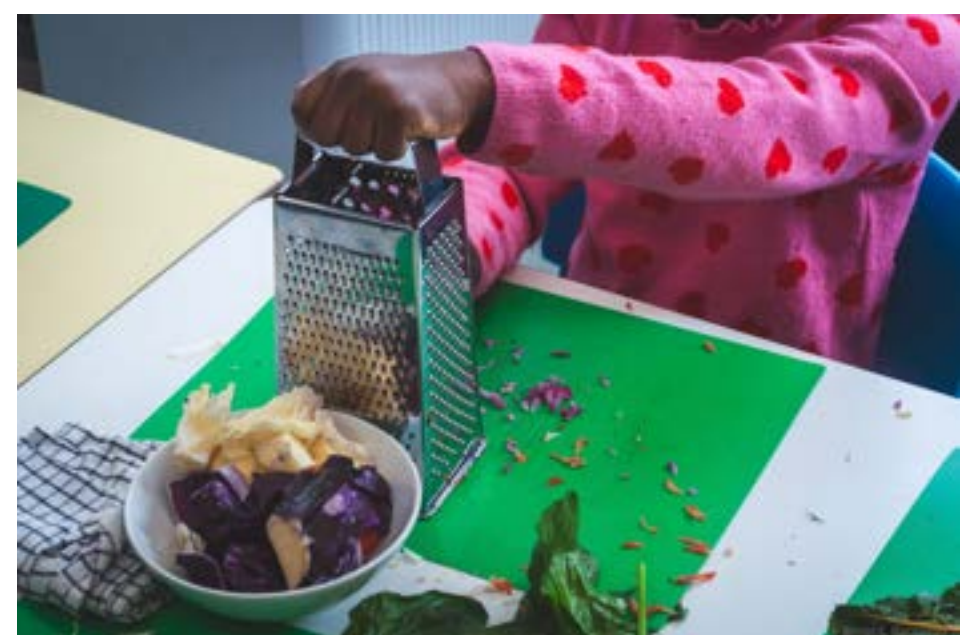
DESCRIPTION

For one year, the school Les Géraniums has been working with the association "Nos Roseaux", **offering all children - from preschool and primary school - workshops to awaken and educate them about the taste of seasonal vegetables.** These workshops are carried out according to the Edible Schoolyard principles.

Nos Roseaux's mission is to teach children **aged 0 to 12** to take care of themselves (head, body, heart), in order to take care of others and the living world. Workshop courses are offered throughout the year, with 3 interdependent themes: reconnecting with nature, education for sustainable eating, psycho-social and life skills.

During the school year, the children take part in **4 "season's basket" workshops, one per season.** Each time, the children discover a seasonal recipe : the vegetables and ingredients used for the recipe, the production steps, and the hygiene and safety rules to be observed. In groups of 4 or 5, they prepare the recipe together, and taste it. At the end, the workshop's coordinator asks the children about what they thought of the recipe, using their 5 senses.

The association proposes the recipes (vegetarian and no-cook) and provides all the needed equipment. The aim is to make schools autonomous, so they can continue offering these workshops independently. The workshops are also a great opportunity to connect with parents, who are invited to take part in the workshops and supervise the children.



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Title	OFF TO THE MARKET	Pillar C Education & Learning
Country/City/ School	Spain / Zaragoza / E.I. Los Viento	

DESCRIPTION

Taking children out into the neighborhood as a collective activity offers numerous benefits, especially since many of our students live close to the school. These outings provide valuable learning opportunities, helping children develop their autonomy, better understand the world around them, and practice self-regulation in different contexts.

Additionally, these excursions **raise the school’s visibility in the neighborhood and highlight the importance of viewing early childhood as a stage where children actively participate in society as individuals with rights.**

During each outing, we visit local shops, where children identify and purchase familiar foods like bread and fruit, creating a rich, engaging experience for the children, families, and staff alike.



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Title	A CHEF AS A FRIEND CUOCO PER AMICO	Pillar C Education & Learning
Country/City/ School	Italy / Milan	

DESCRIPTION

In this activity, all the chefs of Milano Ristorazione had the opportunity to meet students during lunchtime, introducing themselves, sharing details about their work, and answering questions from the pupils.

Over 400 chefs and chef assistants, employed by Milano Ristorazione across 24 kitchen centers, participated in this learning experience.

This was a meaningful opportunity for dialogue and discovery, allowing students to learn about the people and processes behind the meals served on their tables every day.

The children showed great enthusiasm and curiosity, engaging with the chefs through questions, drawings, and crafts made especially for them.

One of the key goals of these meetings was to **promote awareness of healthy eating, fostering communication between children, chefs, and families, and highlighting the importance of a nutritious, sustainable menu.**



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<https://www.youtube.com/watch?v=Tis9zhAy-tAE>

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Title

BREAD FACTORY

Country/City/
School

Slovakia / Nitra / Škultétyho Primary School

Pillar C

Education & Learning

DESCRIPTION

Selected pupils of our school, together with their teacher, were able to enjoy working in the bakery before Easter holidays.

They were given the opportunity to **try baking their own bread**. And let us tell you, it's not easy. It was incredibly hot, but the smell of freshly baked bread and the good mood made for an amazing experience. We were introduced to the necessary (local) ingredients, the workflow, watched the sourdough starter "live" its life, even tasted it, as well as the pure yeast. All the time we watched in amazement the whole bread making process. Watching behind the "oven" door as it "grew" and turned into a baked crispy product was better than watching a TV series.

Not only did we bake and decorate our own bread, but we were also able to take it home and delight our family members with quality pastries. Since **we learned from the owner how much difference there is between the honestly baked bread from an artisan bakery and the one in the supermarkets**, we started to have a completely different view of the craft as such. Therefore, if you want to enjoy real bread - you know where to go.



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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

FROM SKEPTICISM TO FULL PLATES -
THROUGH FOOD EDUCATION

Pillar C

Education & Learning

Country/City/
School

Sweden / Malmö /
Hyllievångs school, preschool class (6 year olds)

DESCRIPTION

During the fall term of 2023, the idea for a **collaboration with the kitchen** was sparked by Jenny, preschool class teacher. The aim of the collaboration was to increase the children's knowledge and curiosity about the various vegetables served daily at the school restaurant's salad bar, but which few of them were willing to try. Chef Amanda and Jenny planned an approach where Amanda would regularly visit the class, each time bringing a new ingredient. It was always a fruit or vegetable, and Amanda had prepared the ingredient in different ways. For example, there might be carrot juice, raw carrot, roasted carrot, or carrot chips. The children learned how the ingredient grew, what different colors it came in, and could feel, smell, and, if they wanted, taste it.

Half of the class also got to accompany Amanda to the kitchen to bake beetroot scones, which they later shared with their classmates during snack time. The children's curiosity grew, and suddenly it wasn't so strange to try a new ingredient. In addition to learning about how the ingredient was produced, the children also created artworks inspired by it.

The food knowledge lessons continued throughout the spring term in 2024, and the result is that the **children are now more open to trying new flavors**. They eat from the salad bar and take pride in making their plates as full and colorful as possible.



CONTACT

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Title

PUPIL SURVEY ON THE SCHOOL BUFFET

Pillar C

Education & Learning

Country/City/
School

Austria / Vienna / GRG23 Alterlaa

DESCRIPTION

In the high school GRG23, there are problems and dissatisfaction with the food offered by the school buffet operator. The school developed a questionnaire with a small group of pupils in which the **offer and the satisfaction of the pupils were recorded.**

Questions were designed to make clear what the pupils want, what they would like, what they don't like, what is not good for their bodies and so on.

A small group of pupils will work on the results in the coming school year. The aim is to develop ideas for improvements. These are to be considered with the buffet operator. The development of the questions with the pupils already **stimulated discussions about what the pupils think such a buffet should look like.**

Fragebogen Schulverpflegung

NAME DER SCHULE _____ DATUM _____

Bitte kreuzen Sie die passenden Antworten an ☒ und beantworten Sie die zugehörigen offenen Fragen in Stichworten.

1. Fragen zum Schulbuffet

Questions about the school buffet:

When you go to the school buffet, what is your favourite thing about it? (open answer)

Why do you use the school buffet?

It is particularly tasty

It is particularly cheap

I meet my friends there

It is quickly accessible

Because I don't bring a snack from home

If you were the school buffet operator, which dishes would you remove from the menu? (open answer)

If you were the school buffet operator, which dishes would you add directly to the offer? (open answer)



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Title

GETTING TO KNOW THE KITCHEN MAGIC

Country/City/
School

Slovakia / Presov / Vazecka Primary School

Pillar C
Education & Learning

DESCRIPTION

In the new school year, we implemented a successful and popular cooking club called "Getting to know the kitchen magic". At the club, pupils gained their **first experience in preparing different dishes, whether traditional, modern, sweet or their favourite. When choosing recipes, we emphasize the seasonality of ingredients and a healthy lifestyle.** In this way, pupils learn not only cooking but also the importance of good nutrition. Another of the ring's important benefits is the development of financial literacy. Pupils redistribute and buy their own raw materials, thus learning to manage their money. This process promotes their independence and develops their organisational skills.

At the same time, the cooking club is not only about preparing food, but it is also a **space where pupils can strengthen their friendships and develop team spirit.** Cooking together and sharing experiences at the table create opportunities to build strong social and friendship bonds. We are also proud of our other diverse projects and initiatives that support pupils' development in a variety of areas. Together we create an innovative and fun environment for all pupils.



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Title

BEES' JOURNEY TO HEALTH

Pillar C

Education & Learning

Country/City/
School

Slovakia / Brezova pod Bradlom /
Dr. Stefan Osusky Primary School

DESCRIPTION

A local beekeeper told us about the importance of honey in our diet with his breeding stories, and we also compared the differences between the honey bee and the solitary bee from the genus OSMIA in an interesting way.

Pupils and their family members gained unique **knowledge about these unique organisms in a competitive way**. At the end of the competition-science activities, a healthy reward was prepared, for which we indirectly owe to those hardworking animals that are exceptional for the preservation of biodiversity in nature. As all the first grade pupils sang in the song about bees: "Without you little one - there will be no health. Thank you, little bee, for working so hard, without you, little bee, there would be no world." The first graders also visited the school kitchen and saw how the cooks prepare the food every day. The cooks told them how much food they have to cook every day. The pupils shared their favourite and least favourite dishes with them.

A day of fun and learning was also enjoyed thanks to Really Healthy School and the #SchoolFood4Change#CanteenDaySF4C project. The positive feedback from parents as well as pupils has reassured us that we will continue with these activities and projects.



REFERENCES

<https://skutocnezdravaskola.sk/blog/skolsky-blog/projekt-cesta-vcielok>

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Title

SCHOOL GARDENING

Pillar C

Education & Learning

**Country/City/
School**

Hungary / Budapest / BGSZC Keleti
Károly Közgazdasági Technikum

DESCRIPTION

We continued the development of the school garden this school year as well. With the help of some students from the ninth and tenth grades, **we painted, filled and planted raised beds with perennial herbs** (thyme, rosemary, lavender, turmeric). We also planted bulbous plants in autumn, which bloomed beautifully in spring. In the spring, we planted vegetable seeds, tomato and strawberry seedlings. We were also connected to the work of the School Gardens Foundation. As part of this, the school received tomato seedlings in May. In addition, we were also **part of the Óbuda University's "Tree of Knowledge" project, thereby enriching ourselves with two wonderful apple trees.**

During the weeks, our **students continuously took care of the garden.** The insect hotel made last year has been replaced, and our small garden has been enriched with two birdhouses. The children painted the birdhouses and placed them on the trees. To our great delight, they also became residents of the birdhouses.



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Title

FOOD MEMORIES FROM PRESCHOOL:
KÄTE’S RECIPE BOOK

Pillar C

Education & Learning

Country/City/
School

Sweden / Malmö / Frostmätarens preschool

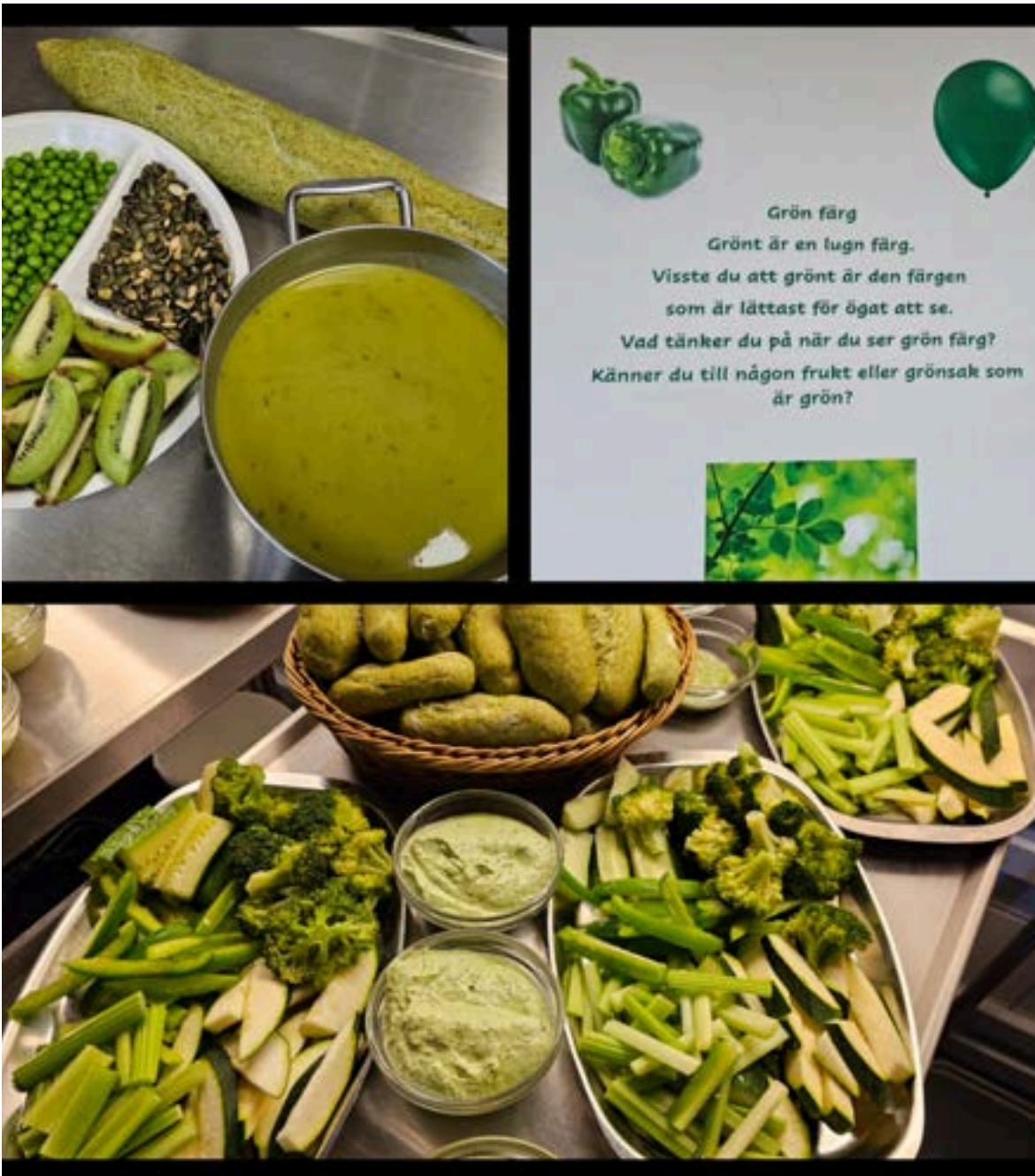
DESCRIPTION

At Frostmätaren Preschool, the chef Käte plays a central role. **The kitchen is the heart of the preschool**, and every day curious children come by the kitchen to ask, "What's for lunch?"

Over the years, many parents have contacted Käte, asking for the recipes of the dishes their children love. Käte gladly shares them, writing down the recipes and handing them out to the children and parents who ask for them. This year (2024), the group of 5-year-olds was especially interested, and Käte came up with the idea of **compiling the children’s favorite recipes into a cookbook**.

The book contains 13 recipes, including Indian sausage stew, cauliflower soup, dark rye bread (kavring), Pakistani kebabs, ajvar fish, and banana bread. The book also features Käte’s best tips and tricks for how the dishes can be varied and which vegetables Käte typically serves alongside them. The cookbooks were handed out when the children had their graduation ceremony, and Käte wrote a personal message to each child in their copy.

Both parents and children greatly appreciated the cookbooks, which are now frequently used at home. This is a **wonderful example of how good food memories are created and can live on even after the children have left preschool** - maybe even for many years to come. The image below shows how Käte works thematically with food, for example, with color-themed weeks. Photo taken by Käte.



CONTACT

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Title

CREATION OF A STUDENT ANTI-WASTE BRIGADE AT THE SCHOOL OF THE SEA IN DUNKIRK

Country/City/
School

France/ Dunkirk / École de la Mer

Pillar C

Education & Learning

DESCRIPTION

30 voluntary pupils from the catering school have committed themselves to become **ambassadors within an “anti-waste brigade”**

The brigade focuses on **several key goals:**

- **Raise awareness:** Educating students on the impacts of food waste.
- **Action:** Implementing practical measures to **reduce waste in the cafeteria.**
- **Sorting Education:** Teaching effective **waste sorting and composting practices.**
- **Collaboration:** Working with cooking staff to **optimize portion sizes.**
- The brigade organizes a variety of **engaging activities:**
 - **Communication Campaigns:** Creation of posters to spread awareness.
 - **Themed Days:** Events focussing on responsible food and inviting guest speaker

Initial feedback indicates a positive shift in attitudes among pupils regarding food waste. Adjustments in the canteen have already led to a noticeable reduction in leftovers.

By sharing their experiences with other schools, the brigade aims at inspiring broader action against food waste in the city. This initiative highlights the vital role young people can play in promoting sustainability and responsible consumption.



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Title

EXCHANGE OF INSPIRATION BETWEEN TWO PRESCHOOLS

Pillar C

Education & Learning

Country/City/
School

Sweden / Umeå /
The two preschools Rymden and Gitarren

DESCRIPTION

Being a part of the SchoolFood4Change project sparked an exchange to share ideas, **methods, and inspiration between two of the participating preschools in Umeå municipality.**

Staff teams from both preschools visited each other on different occasions. They were given presentations, tours, and had the opportunity to explain how they worked within the SF4C project in different ways, with various age groups between 1-5 years old, and in different departments. During the tours, there was time for questions, a closer look at solutions, as well as kitchen and dining area observations.

Through this, experiences and challenges were exchanged, inspiring both preschools to take more initiatives of their own. It also **inspired the project team in Umeå to initiate further exchanges** between other participating preschools/schools and school kitchens.



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Title

MILK DAY

Country/City/
School

Slovakia / Rimavska Sobota /
P. Kellner Hostinskeho Primary School

Pillar C
Education & Learning

DESCRIPTION

It has been celebrated since 1957 under the auspices of the International Dairy Federation. Milk and dairy products are one of the most important and irreplaceable components of a complete human diet. The aim is to **highlight and emphasise its biologically important content**, its extraordinary nutritional properties and to inspire people to make milk a part of their daily lives.

We in Grade 1 also marked the day with activities:

- presentation, quiz, worksheets
- painting
- we made a paper cow, a goat
- we tried our hand at milking
- tasted dairy products
- we made cottage cheese no-bake desserts, banana milk
- we searched for and matched dairies on the map of Slovakia
- we tested their dexterity, precision and skill with holiday boxes



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Title

TEA FROM OUR OWN GARDEN

Country/City/
School

Slovakia / Nitra / Nábřežie mládeže Primary School

Pillar C
Education & Learning

DESCRIPTION

Pupils of 3.B in science class harvested crops from their raised bed and brought some plants from home. From plants such as lemon balm, mint, elder, elderberry, burdock, nettle, lily of the valley or burdock, together with the teacher, they prepared tasty and very healthy teas. They were told **basic information about each plant and tasting followed**. The pupils liked the teas very much and found them refreshing even in the warm weather.

In this activity we were able to **connect several things**, namely:

- the science curriculum
- practical plant growing in our own garden at school and at home
- becoming aware of the effects of plants growing around us in ordinary nature
- all the plants and herbs used were local



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Title	LOCAL INTERNSHIP IN THE SCHOOL KITCHEN PROMOTING SUSTAINABILITY	Pillar C Education & Learning
Country/City/ School	Sweden / Umeå / Tomtebogårds school (Tomteborgårds skola)	

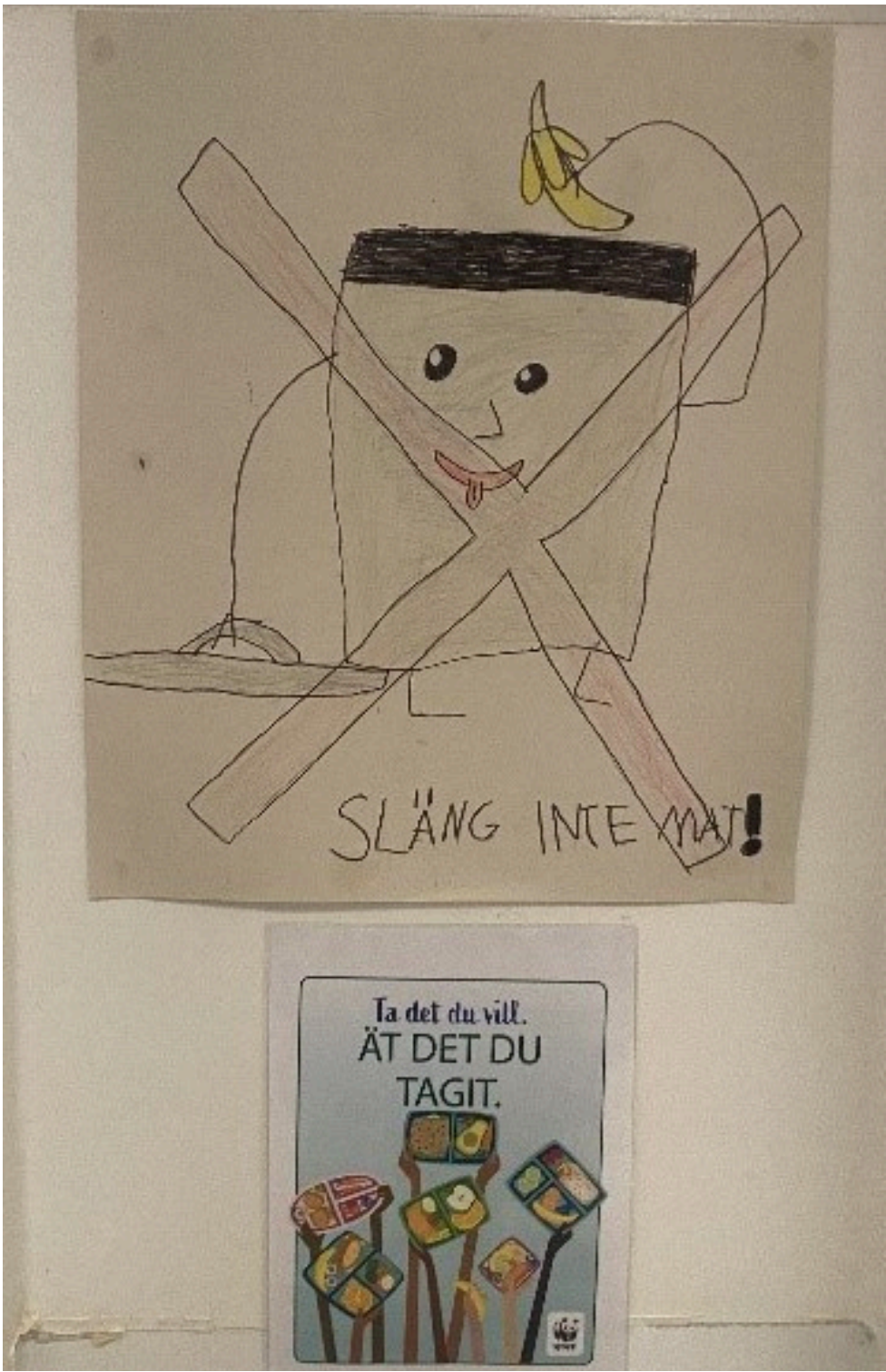
DESCRIPTION

At Tomtebogårds school, sustainability is at the heart of the school kitchen. Led by chef Pelle Ljung, a creative initiative has been introduced where second-grade students take part in local internships in the kitchen. This hands-on experience **teaches them about sustainable cooking and the importance of reducing food waste**, while bridging the gap between kitchen staff and students.

The internship programme and the SchoolFood4Change project has **transformed the way the school approaches food**, with two vegetarian days per week and a focus on reducing waste. They even track emissions and show students how their choices impact the environment. The students help write the daily menu, ask questions about the meals, and take pride in their role.

The collaboration doesn't end there. The kitchen team uses innovative methods like buying "save the food" products—items close to their expiration date—allowing them to cook in bulk or freeze food to avoid waste. These efforts, combined with events like "Potato Day" where students plant and harvest their own potatoes, have inspired a sense of pride and responsibility in the students.

By involving students in the kitchen, Tomtebogårds school has **created a culture of sustainability, fostering curiosity, teamwork, and an understanding of the environmental impact of food**. The initiative not only helps the school reduce its carbon footprint but also empowers students to be part of the solution.



CONTACT

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Title

ACTION BY THE CHILDREN'S MUNICIPAL COUNCIL
AT THE SCHOOL OF THE MILL: TAGGING THE FRUIT
AND VEGETABLE RESTAURANT

Country/City/
School

France / Dunkirk / École de la Meunerie

Pillar C

Education & Learning

DESCRIPTION

At the School of la Meunerie, a creative initiative has emerged thanks to the children of the Children's City Council. As part of their commitment to **promote healthy eating and combating food waste**, they carried out an original action: **tagging the shool restaurant with fruit and vegetable**.

The children **designed drawings and positive messages** to beautify their school restaurant, **transforming the space into a colorful and welcoming place**.

On the day of the event, the students used water-based spray paints, free from harmful chemicals and solvents, to bring their project to life. They were **coached by a local street artist**. They created illustrations of fruits and vegetables. The atmosphere was festive, and **the children were thrilled to see their creativity come to life** on the restaurant walls.

This action generated great enthusiasm within the school. The students not only improved the quality of their living space but also **raised awareness among their peers about the importance of healthy eating**. Feedback from teachers and parents has been very encouraging, highlighting the **positive impact of this initiative on children's motivation to consume fruits and vegetables**.



The tagging of the fruit and vegetable restaurant by the Children's City Council at the School of la Meunerie is a **shining example of young people's commitment to responsible eating**. This creative action not only decorated a common space but also **promoted healthy eating habits in a fun and engaging way**. The children demonstrated that **through their creativity and engagement, they can play a key role in raising awareness about nutrition** within their peers.



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Title

WHAT’S THE MEAL FOR TODAY?
COSA SI MANGIA OGGI?

Pillar C

Education & Learning

Country/City/
School

Italy / Milan

DESCRIPTION

This activity was co-designed with the educational department and school heads, aiming to **introduce the chefs of Milano Ristorazione to students in a playful and educational way.**

Two types of workshops were developed:

- **Chef in the Classroom:** The chef shared insights into their daily routine, revealing the secrets behind their recipes. Using the daily menu, children explored and interacted with ingredients like rice, pasta, lentils, and vegetables, appreciating their shape, color, texture, smell, and nutritional benefits through creative art activities.
- **Children in the Kitchen:** Children visited the school kitchen centers, discovering the spaces and tools used by chefs and kitchen assistants every day. They learned about the kitchen routine, how meals are prepared, and had the chance to ask the chefs lots of questions.



REFERENCES

<https://www.youtube.com/watch?v=Tis9zhAy-tAE>

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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

Country/City/
School

WORKSHOP: EXPLORING & COOKING WITH ENVIRONMENTALLY FRIENDLY MILK PRODUCTS

Austria / Vienna

Pillar C
Education & Learning

DESCRIPTION

In the milk workshop we offer the project Schools **Exploring & cooking with environmentally friendly milk products.**

Pupils learn about different types of milk and their individual flavours. They learn that milk can be made from various animal and plant-based products. Traditional cow's milk, which we use most often in everyday life, requires significantly more water to produce than plant-based milk such as oat or soya milk. This allows us to save water when cooking. We can also use the feed that cows need to eat directly to produce milk.

The pupils learn that we use products with specific properties for cooking. They learn how to prepare products themselves and make dishes. In the classroom, we cook with the children. We bring the kitchen utensils into the classroom, all recipes can be realised without a kitchen.

On the one hand, we prepare a **plant-based fresh cheese**, which we then process into wraps. On the other hand, we make sweet carrot pralines with plant-based cream.



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Title

EXPLORING FOOD AND SUSTAINABILITY:
A JOURNEY WITH MILAN’S FOOD POLICY

Pillar C

Education & Learning

Country/City/
School

Italy / Milan / IC Calcutta, IC Palmieri

DESCRIPTION

Students from two primary schools, 'IC Calcutta' and 'IC Palmieri', participated in an **innovative pilot project, partnering with Milan's Food Policy, Milano Ristorazione, and their yogurt supplier**. After the latter had won a public tender written out by Milano Ristorazione, they offered an engaging workshop on food production and organic yogurt at both schools.

This workshop was divided into two parts:

- **1/ Food Production and Healthy Eating:** The Food Policy team led a hands-on lab exploring food production, sustainable nutrition, and the importance of a healthy diet. Children analyzed their school menu and played the educational game “Let’s Go Shopping,” where they selected ingredients to create their own healthy and sustainable dishes.
- **2/ From Milk to Yogurt:** An expert from the yogurt company demonstrated the process of transforming organic milk into yogurt, highlighting organic farming practices through videos. Students then participated in a team quiz to test their knowledge on sustainable nutrition and organic yogurt.

This project successfully combined learning and fun, fostering a deeper understanding of healthy eating and sustainability, while also integrating these principles into public procurement processes.



REFERENCES

<https://www.youtube.com/watch?v=Tis9zhAy-tAE>

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Title	Promoting Healthy Nutrition for Young Athletes	Pillar C Education & Learning
Country/City/ School	Germany / Nuremberg / Bertolt-Brecht-Schule	

DESCRIPTION

At Bertolt Brecht School, an elite school for competitive sports, a special event on the topic of nutrition took place. The students visited the 1. FC Nürnberg, where they attended a **lecture about the importance of a balanced diet for athletes.**

A particular focus was placed on the relevance of snacks and packed lunches for children and young athletes. Afterward, the students went grocery shopping together to buy ingredients for preparing energy balls, smoothies, and quick packed lunches. During the shopping trip, they had the opportunity to speak with the store manager about topics such as the origin of the products and what happens to fresh goods when they expire.

After shopping, the students prepared the recipes and tasted them. From this experience, a recipe book was created and made available to the school. The following day, the students, along with their parents, cooked a selection of the recipes together, further **deepening their understanding of healthy eating in everyday life.**



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Title

FARM VISITS IN POMÁZ

Country/City/
School

Hungary / Budapest / Veres Pálné Gimnázium

Pillar C

Education & Learning

DESCRIPTION

With the 7th grade students of the Veres Pálné Gimnázium we visited a farm near Budapest, in Pomáz.

The medium-sized farm is run by a family. Their aim is to produce healthy food, reduce the use of pesticides and ensure the well-being of the farm animals.

They make dairy products, meat products, jams and syrups from their own milk, poultry and pork, and fruit (pears, plums, peaches, apricots, apples). The cows eat only hay for feed, both in the barn and on the pasture. Animal manure is applied to the fields in a rotational system.

The children were **introduced to the conditions of animal husbandry, the farm and the tools and equipment used** (e.g. a fully automated milking machine that milks the cows and checks the quality of the milk at the required intervals, using a computer to identify the animals individually). They were also able to taste the products and have a delicious lunch of farm food.



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Title

THE WORLD OF AN ORGANIC BAKERY

Pillar C

Education & Learning

Country/City/
School

Germany / Essen / Kita Abenteuerland

DESCRIPTION

Discovering a bakery

This spring the kids from Kita Abenteuerland visited the Troll organic bakery in Essen-Werden. Here, the organic bakery trade is practiced and the children were not only able to get to know the bakery where the rolls for their daycare center are baked, but were also able to learn how the chocolate gets onto the beloved chocolate roll.

What does the baker's craft look like?

The children brought lots of questions with them: how is the dough kneaded, how hot does the oven get and why does steam come out of the oven? Organic baker Thomas Lang answered all these questions and let the children knead the dough to their heart's content and each child created their own raisin roll.

After two hours, the children went back to the nursery happy and with a bag full of bread rolls.

Also in the luggage: lots of stories to tell there families: about Thomas, the tall and friendly baker who delivers bread to the daycare centre every Tuesday. About the huge dough hook and a bowl big enough to dive in it, what is special about bread and rolls made from 100% organic ingredients.



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Title	"DK CHEF" ACTION: SECOND SEASON	Pillar C Education & Learning
Country/City/ School	France / Dunkirk	

DESCRIPTION

The **second season of the "DK Chef" project** (see 2023 SF4C yearly state of Play for season 1), jointly led by the services in charge of the catering school and education of the city of Dunkirk, has been a great success. This initiative **raises young people's awareness about food and introduces them to various careers in this exciting agrifood and catering sector.**

Children from the four leisure centers – Malo, Petite Synthe, Rosendael, and Dunkerque Centre – were coached by mentors: Mr. Lamiaux (city canteen chef), pastry chef Thibault Cousin, chef Daisy Tabelling, and the deputy director of the Radisson Blu (4-stars hôtel in Dunkirk). Alongside visiting their mentors' workplaces, the children discovered the heart of production in a chocolate factory, at a dairy producer, and in a seafood company, **gaining insights into the food industry.**

They participated in **practical workshops led by their coaches**, preparing simple dishes while learning about nutritional values. This hands-on experience fostered a **strong connection between the children and those professionals.**



"DK Chef" also emphasizes on **sustainable eating**, teaching children about **choosing local and seasonal products** and **reducing food waste**. This project has not only **developed culinary skills** but has also prepared **young people to become aware consumers**, **promoted responsible habits** and **enriching food education** in Dunkirk.



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Title	CITY ADVENTURE GARDEN - CITY FARM AUGARTEN VIENNA	Pillar C Education & Learning
Country/City/ School	Austria / Vienna / City Farm Vienna	

DESCRIPTION

In collaboration with City Farm Vienna, five schools participated in garden workshops where students explored monthly themes in small groups, discovering the garden and its inhabitants in detail. Aligned with the seasons, the children harvested vegetables from the garden and prepared a fresh snack using their own produce.

The City Farm Augarten, located in the heart of Vienna, is a vegetable garden where schools and children can experience the full gardening cycle throughout the year. The workshops cover **sowing, harvesting, and cooking vegetables, giving students hands-on experience in every stage of gardening.**

Specializing in winter gardening, the City Farm provided schools with a unique opportunity to **learn about the seasonality of different vegetable varieties.**



REFERENCES

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Title

THE PRESCHOOL THAT BUILT A FARM

Country/City/
School

Sweden / Malmö / Mellanbäcks preschool

Pillar C
Education & Learning

DESCRIPTION

During the daily group conversations at Mellanbäcks preschool the **pedagogues talked and presented models of different animals**, both domestic and wild animals. The children could identify most of the animals and had many questions about the farm animals. The discussion then developed, and the children began to ask questions about where food comes from and how it is grown/produced. The children were curious and wanted to create a farm to learn more about the animals and where food comes from.

So, what happened?

They built a cow with a rubber glove as an udder so the children could understand where milk comes from. The children made papier mâché pigs and sheep. The children were also curious about hens and eggs, so they made eggs from old cardboard eggs from easter and papier mâché hens. All the material used to create the farm was upcycled materials that the pre-school already had. The children then developed the farm even more by “growing” crops and creating a shop to “sell” their produce. To aid understanding they even put up QR codes with eight different languages to accommodate children at the pre-school who are new arrivals and have not learnt Swedish yet.

The most active participants in the construction and development of the farm were children in the age range 3-4 years old, though all the children could visit the farm and play. Photographs taken by staff at Mellanbäcks preschool.



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Title	FRESH PRODUCE STRAIGHT FROM THE SCHOOL GARDEN	Pillar C Education & Learning
Country/City/ School	Czech Republic / Velteze / Velteze Kindergarten	

DESCRIPTION

The children of ‘Velteze Kindergarten’ take an **active role in caring for their school garden all year round**. They plant, grow, water, and harvest fresh produce, learning about the process of growing food.

The garden’s harvest is mainly used for snacks - children pick, wash, and cut the produce before enjoying it. The school cooks also incorporate the fresh vegetables into salads and meals.

In late August, the children harvested a large amount of fresh tomatoes, which the cooks used to prepare a delicious lunch for both the children and teachers.



REFERENCES

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<https://www.youtube.com/watch?v=Tis9zhAy-tAE>

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Title	CONNECTING WITH LOCAL FARMERS	Pillar C Education & Learning
Country/City/ School	Belgium / Leuven	

DESCRIPTION

Several of the primary schools in Leuven pay visits to the wonderfull farm of BoerEnCompagnie, a CSA farm just outside of the city center, near the Abbey of Park. Boer&Buiten is the educational pilar of the company. **Classes can either come once for a singular visit or they follow a trajectory during the schoolyear in which they visit the farm several times and work around a different topic each visit.**

Pupils are not only educated about every day aspects of the farm but they are also encouraged to participate in the jobs that need to be done on the farm such as weeding, removing Colorado Beetles from the potato plants, feeding the pigs or cows and of course harvesting vegetables and fruits.

Several of our SF4C schools follow a trajectory at Boer&Buiten. In general there is a waiting list as the interest of the schools is very high!



REFERENCES

<https://www.boerenbuiten.be/nl/info-scholen>

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Title	CI.BUO PROGRAM IN NUORO	Pillar C
Country/City/School	Italy / Nuoro / 2 Kindergartens, 7 Primary schools, and 1 Secondary School, 650 kids directly and 1530 indirectly, +70 teachers	Education & Learning

DESCRIPTION

The **City of Nuoro** promoted Ci.Buo program as part of the SF4C project. The title is a word pun that recalls the two Italian words *Cibo* (food) and *Buono* (good), to make easily understand that Ci.Buo promotes **good food for the planet and pupils**.

Born as an idea of the SF4C WG, it consisted of **12 modules** for children aged 5-14, **educational activities** realized through a non-formal and active approach. Ci.Buo modules started in December 2023 and closed on May, 31. 2024.

Ci.Buo idea was thought of as part of the **WSFA** implementation in schools, it was also connected with F2S Twinnings, and with training for schools. Finally, it is linked to Canteen Days due to final events which have been organized.

Here is **the list of modules**:

- M0 - From milk to cheese: a study trip and workshop
- M1 - Healthy and balanced diet: knowing the food pyramid
- M2 - Healthy and balanced diet: a plant-based approach -
- M3 - Legumes: good, clean, and fair
- M4 - A tour to discover local herbs
- M5 - The importance of water
- M6 - Our daily, local bread: let's reuse it!
- M7 - Role play about Fair Food Supply Chains
- M8 - Pablo, the super banana
- M9 - The cocoa trip
- M10 - From ear to bread: a study trip and workshop
- M11 (extra module) - The chestnut and its products



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Title

CHILDREN'S RESTAURANT AT 'GHENT SMAAKT'

Country/City/
School

Belgium / Ghent / Het Kompas

Pillar C
Education & Learning

DESCRIPTION

Pupils from primary school 'Het Kompas' got the chance to cook during the children's restaurant at the festival 'Gent Smaakt'. This festival is all about **gastronomic highlights and delicious discoveries**. More than 60 food stands from Ghent and the local area introduce you to their signature dishes or passionately made products. The children's restaurant is a part of this.

In the kitchen the children were guided by 5 chefs from Ghent. These chefs were hoping to win the Award "Most child-friendly restaurant in Ghent - selected by Gent Smaakt". They prepared a three course menu that included a **lot of plant-based options**. The delicious food was tasted by parents. The pupils who cooked with them were incredibly proud, and rightly so.



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Community & Partnership

Pillar D of the Whole School Food Approach



This pillar emphasizes the **importance of forging strong partnerships with a diverse array of stakeholders. The impact of school food programs is amplified when a broad coalition is engaged** - think beyond just caregivers to include local government, food retailers, snack bars, farms, community organizations, and neighborhood committees.

The focus extends beyond simply making healthy food choices. It's about celebrating the rich tapestry of good food and recognizing its role in marking significant moments across various cultures. By working together, these partners help to weave a vibrant, supportive food network around the school.

At the heart of the Whole School Food Approach is the belief that good food should be the easiest choice for everyone, regardless of who they are or where they come from. By fostering collaboration and celebration, we make it easier to embrace and enjoy nutritious, culturally meaningful meals.

“By fostering collaboration and celebration, we make it easier to embrace and enjoy nutritious, culturally meaningful meals.”

Title	PARENTS BACK AT SCHOOL	Pillar D Community & Partnership
Country/City/ School	Belgium / Antwerp / Flora Primary School	

DESCRIPTION

Flora Primary School is home to students and staff from 31 different nationalities, fostering a **strong sense of connection and inclusivity**.

The school prioritizes community-building through several initiatives. **Every morning, the principal and teachers personally welcome pupils and parents at the school gate, creating a warm and inclusive atmosphere.** A dedicated group of mothers volunteer daily to distribute fresh soup and fruit, which is subsidized by the government. In addition to this, the same group of mothers also provide supervision during lunchtime and after-school activities. On Fridays, pupils and teachers share a meal together, reinforcing the sense of belonging within the school. The school also actively supports families in need by assisting with administrative matters, loaning laptops, and collecting clothes.

The culture of the school is built on respect, freedom, and trust for all individuals, ensuring that everyone feels valued and included.



REFERENCES

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Title

PEER COUNSELLING - SUPPORT ON
COMMON PROBLEMS

Country/City/
School

Austria / Vienna

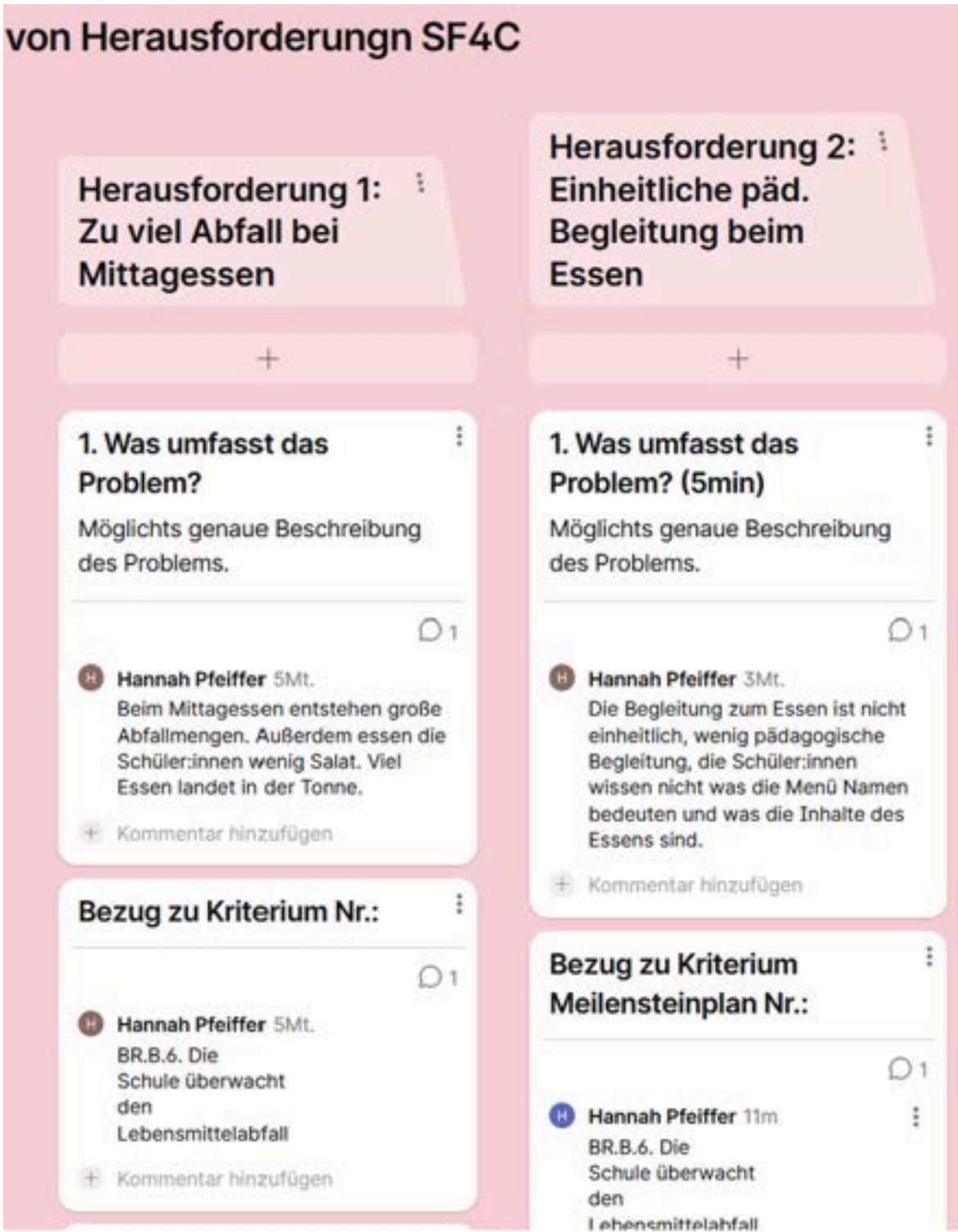
Pillar D
Policy & Leadership

DESCRIPTION

The aim of peer counselling is for the SchoolFood4Change schools to support each other in solving problems together. Once a quarter, **all employees of the project schools are invited to an online meeting to exchange views on common and difficult-to-solve problems.** In this meeting ,we collect current problems and decide what to work on in small groups directly in the meeting using a simple problem-solving method.

The problem-solving method is carried out step by step, and all the results are recorded on a padlet.

The problem is always assigned to a WSFA criterion so that a **change can be directly linked to the criteria to be achieved.** This creates a large pool of ideas for solutions, especially because we have found that the problems are often very similar. The participants act as experts and can contribute their own experiences with similar problems.



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Title

TRAIN THE TRAINER WORKSHOP FOR
LEISURE TIME PEDAGOGUES

Austria / Vienna

Country/City/
School

Pillar D
Community & Partnership

DESCRIPTION

In the train-the-trainer workshop, leisure time pedagogues get to know practical material that they can implement directly with the pupils.

The leisure time pedagogues have direct access to pupils and also accompany them at mealtimes. So their behaviour can have a strong positive influence on the students. We carry out a **tasting with the leisure time pedagogues, which they can implement one-to-one with the pupils.**

In this practical material, pupils learn to **recognize and distinguish between seasonal and regional types of fruit and vegetables and determine their origin.** They also get to know new varieties native to Austria by tasting a wide range of processing options for different types of fruit and vegetables - fresh, dried, and processed. The shapes and consistencies also differ, from soft to firm. By using a seasonal calendar, they learn which types of fruit and vegetables are harvested and stored at which times of the year in their region. Finally, the participants reflect on the benefits of a seasonal diet for both people and nature.



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Title

TIME FOR BREAKFAST/TIME FOR DINNER
- MEETING PARENTS AROUND GOOD FOOD

Country/City/
School

Czech Republic / Velteze / Velteze Kindergarten

Pillar D

Community & Partnership

DESCRIPTION

At the Velteze kindergarten it is very important to **share the school vision and activities with the wider school community**. This school year the teachers and the school headmaster decided to invite parents to come to the school, learn each other, discover what their children are doing and experience the healthy and sustainable food culture.

During the TIME FOR BRAKFAST parents have the opportunity to taste some delicious good food during a breakfast together with their children. Teachers and cooks come early and prepare pancakes, bread and deluxe buns.

On another occasion, **the school invited parents and grandparents for TIME FOR DINNER where the school cooks together with teachers and children prepared snacks for all to enjoy together**. “At the dinner with our parents we had the opportunity to taste: nachos with salsa and dip, broccoli cream, baked fish with vegetable fries, pizza, braids with sesame seeds, waffles with fruit, Thank you to all the parents for a wonderful evening at the same table” writes Eva, the kindergarten headmaster.



REFERENCES

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Title

LEARNING TO HARVEST AND TO COOK
LOCAL FOOD

Country/City/
School

Belgium / Ghent / Duo2

Pillar D

Community & Partnership

DESCRIPTION

To learn more on healthy, sustainable food, the students of Duo2 visited the picking farm 'Grondig' and the cheese factory 'De Zuivelarij'. There they **discovered what life on the farm is like, and got to know more about what local, seasonal food is**. For many it was a real discovery to see vegetables growing from the open ground.

As a highlight, everyone got to work themselves. They picked their favorite seasonal vegetables and then dove into the kitchen themselves where they prepared tasty dishes. And that was a great success.



REFERENCES

https://www.instagram.com/p/C8CnBYftT09/?img_index=1

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Title

SCHOOL GARDEN INVOLVING THE
NEIGHBOURHOOD

Belgium / Ghent / Het Tandwiel

Country/City/
School

Pillar D

Community & Partnership

DESCRIPTION

The primary school ‘Het Tandwiel’ started in 2023 **a large vegetable garden** project. The school is located next to a large unused area where a part of it is now used as a vegetable garden. The ambition of the project is to involve the neighborhood as much as possible.

This piece of land will remain the same for at least the next three years. After this period, the owners will decide what will happen with this area. We hope the gardening project will be a succes so it can keep existing after the next three years. The school has been able to start using the garden since February. The school hopes that they can use the harvest of this garden for soup, smoothies, ... so thay can offer a free and healthy snack to the pupils.



REFERENCES

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Title	COOPERATION WITH THE VILLAGE MAYOR	Pillar D Community & Partnership
Country/City/ School	Czech Republic / České Libchavy / Kindergarten České Libchavy	

DESCRIPTION

Our kindergarten recently partnered with the municipal office for the annual Regional Mayors' Bike Ride, exemplifying school-community engagement. Our young learners and teachers **prepared creative, healthy refreshments for the event.**

We showcased our commitment to wellness by setting up a display about the Really Healthy Schools programme in the community centre, featuring photos from our health-focused events. The Mayor highlighted our school's involvement in his opening speech, inviting attendees to enjoy the children's nutritious creations.

The experience reinforced our dedication to promoting health awareness and community involvement.

This initiative demonstrates **how schools can actively contribute to community events while fostering important values like healthy living and civic engagement.** By involving our youngest learners in such projects, we're enhancing their education and helping shape a healthier, more connected community. We're committed to continuing and expanding these efforts, nurturing a culture of wellness that extends beyond our school and into the heart of our community.



REFERENCES

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Title

A LOOK INSIDE THE CANTEEN KITCHEN

Country/City/
School

Germany / Essen / Kita Abenteuerland

Pillar D
Community & Partnership

DESCRIPTION

Since being part of SF4C, the daycare centre works on various formats to **include parents in their work around food**. Intensifying cooperations with existing partners is the best and easiest way to do this. Together with the caterer “NEUE ARBEIT - Essen für Kids” they decided to **offer a visit to the central kitchen for children, pedagogues and parents**.

It was an exciting and informative excursion, during which everyone learned a lot about how and where their delicious lunch is prepared every day. The children were amazed at the large pots, the huge pantries and the many hard-working cooks who do their best here every day. The staff from "Essen für Kids" took plenty of time to answer the curious visitors' questions.

The highlight of the excursion, however, was the shared lunch at the end of the visit. The children had lahmacun with fresh salad and a delicious herb and garlic cream.

Returning to the daycare centre with the chef's recipe at hand, it was a **perfect mixture of educational experience and fun**. Children and parents have lots of stories to share. And a recipe to repeat the experience at home.



REFERENCES

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Title	GREEN FOOD WEEK 2024	Pillar D Community & Partnership
Country/City/School	Italy / Milano / All schools of the municipality of Milan (more than 70,000 kids)	

DESCRIPTION

Municipality of Milan and Milano Ristorazione have joined the Green Food Week 2024, an initiative proposed by the Foodinsider association to promote healthy and sustainable school meals.

A day promoted as part of the food education actions of the Food Policy and the SchoolFood4Change project, in which the kids were able to **discover new flavors and recipes and, together with educators and teachers, also learn about the raw materials on their menu, their characteristics, their origin and provenance**, thus transforming the moment of the meal into a true didactic and educational moment on the issues of sustainability and food education.

A special menu was planned for the day of February 8th, that included Barbarisotto (beetroot risotto), soy meatball and yoghurt.
A booklet entitled "The greenest menu of the year" has been created, presenting the raw materials and some ideas and **resources for teachers and educational staff to carry out educational/didactic activities in classrooms**.
Recipes for the two dishes were also available for families.



REFERENCES

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#PROGRESSIVE EXPOSURE AND CIRCULAR COOKING

Title

FOOD CLIMATE FESTIVAL

Pillar D

Community & Partnership

Country/City
/School

Denmark / Copenhagen / Local daycare centers and the schools nearby

DESCRIPTION

The municipality of Copenhagen have in cooperation with 3 daycare centers (preschools) designed a concept for a **local food festival to promote healthy and sustainable school meals and to engage the local community in joyful food activities.**

A day promoted as part of the food education actions of the Copenhagen Food Strategy and the SchoolFood4Change project, in which the kids are able to discover new flavors and recipes and, together with their parents, grandparents, neighbours and friends, experience new raw materials, their characteristics, their origin and provenance, Recipes will be available for the participants in the festival. The festival will also have the character of an “open canteen party” and will take place in a suitfull place in the local community.

The first festival will take place on the 20.th of september where the 3 daycare centers have invited all parents, neighbours and the nearest schools to join the festival in a nearby park. The activities will be related to raw materials unknown for many people such as octopus. Also the chefs of the 3 daycare centers will serve food from their own kitchens and the children will help preparing and serving the food.



Vær med til

- Blæksprutteworkshop
- Gæt en bælgfrugt
- Lav din egen krydderiblanding

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Title

A WEEK TO MEASURE FOOD WASTE

Country/City/
School

Italy / Nuoro / Kindergarten “Furreddu” (I.C. n.3 “M. Maccioni”), Kindergarten “A. Mereu” and Primary School “Calamida” (I.C. n.2 “P. Borrotzu”), Primary School “Biscollai” (I.C. n.3 “G. Deledda”), Primary School “San Pietro” (I.C. n.1 “F.Podda”)

Pillar D

Community & Partnership

DESCRIPTION

The SchoolFood4Change Working Group proposed a concluding activity at the end of the 2023/2024 school year, to **monitor food waste in the canteen**. This activity was implemented in 5 different schools in the week of May 13th to 17th.

Each day, an **observation sheet was used to record which food was left uneaten and why**.

Furreddu kindergarten implemented this activity throughout the entire year, and last year children also weighed the uneaten food, discovering that by May, food waste had significantly decreased.

This pilot activity was **designed and strongly advocated by the SF4C WG**, especially considering that reducing food waste, along with decreasing meat consumption, is one of the most effective strategies for combating climate change.

The activity also provided an opportunity to **promote dialogue on the topic of waste, climate change, and the active role each teacher, student, and us in general plays**.



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- <https://www.ic2nuoro.edu.it/>

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Title

FROM THE SEEDS TO THE PLATE DALL'ORTO ALLA TAVOLA

Country/City/
School

Italy / Milano /
Primary Schools and families (74 adults and 84 children)

Pillar D

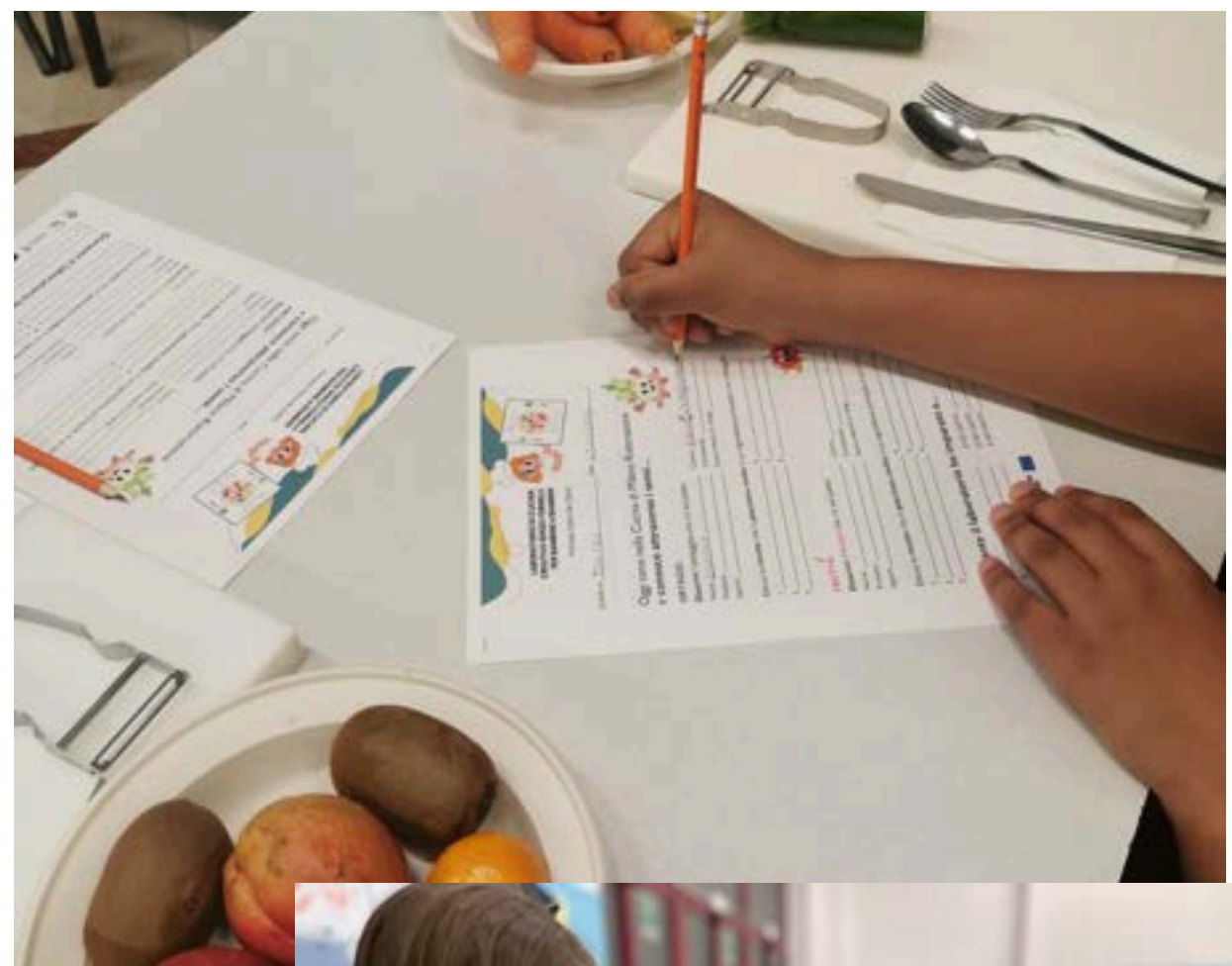
Community & Partnership

DESCRIPTION

4 food education workshops, organized as Canteen Days open to children and families of the primary schools. Together with the chefs of Milano Ristorazione, an expert nutritionist and an educator, they spent 3 hours cooking and learning (from 6.00 to 9.00 pm).

Parents visited the kitchen center, guided by Milano Ristorazione staff and an expert nutritionist, who illustrates the concepts of healthy and sustainable nutrition, at the basis of the development of school meals.

In the meantime, the children take on the role of chef-scientists, discovering the properties of seasonal fruits and vegetables and preparing some dishes that have been served at dinner, such as vegetable crudité and fruit skewers. The meeting ends with a dinner all together in the school canteen, prepared by the chefs of Milano Ristorazione, with the precious help of the children.



REFERENCES

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Title

DISCOVERING FARMS IN MILAN

Pillar D

Community & Partnership

Country/City/
School

Italy / Milano /
3 Nurseries (with families) and 13 Kindergartens

DESCRIPTION

15 schools in Milan, including nursery schools and kindergartens, had the opportunity to visit two farmhouses a few steps from the city centre of Milan: Cascina Battivacco and Cascina Linterno. The objective was to raise awareness of local and sustainable agricultural realities.

At **Cascina Battivacco** the children learned about the production of the rice they eat at school and interacted with the farm animals. Furthermore, they became “explorers”, collecting natural materials to then make a collage of memories of the trip.

At **Cascina Linterno** the visit was focused on the world of bees and the production of honey. The children tasted honey directly from the honeycomb and interacted with the farm animals. At the end of the experience the children made a candle with beeswax.

It was an educational and recreational experience much appreciated by both adults and children.



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Title

COMMAND KITCHEN TAKEOVER: A COOK FOR THE STUDENTS (CANTEEN DAY PARTY)

Country/City/
School

Germany / Essen / Helmholtz Gymnasium

Pillar D

Community & Partnership

DESCRIPTION

The Canteen Day Parties thrive on cooperation between project partners and target groups. **What could be better than combining theory and practice and ideally letting the students speak for themselves?** Caterer Benny, head chef at the RGE, thought so too and invited interested pupils to a joint cookery day without further ado. And because Benny is a competent chef but lacked a suitable teaching kitchen, the nutrition policy council also got on board and provided the missing kitchen.

Benny taught the young people the most important facts about **kitchen hygiene, work processes and cutting techniques**. Together with 20 students, they then prepared recipes specially created for SF4C. There were potato waffles with courgette, carrot and chive quark as well as vegetarian wraps with strawberries, mint, tomato and romaine lettuce. Along the way, the students also developed ideas on how they can prepare tasty, inexpensive and time-saving small meals for school breaks on their own. One particular highlight that amazed them was the home-made flavoured vegetable broth, made from vegetable scraps, peelings and supposed waste.

A few days later, the same dishes that the students had prepared with Benny were sold to all the guests at the school's Canteen Day Party.



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Title

HEALTHY OFFERS IN THE SCHOOL SNACK BAR

Country/City/
School

Hungary / Budapest / BGSZC Budai Gimnázium
és Szakgimnázium

Pillar D

Community & Partnership

DESCRIPTION

We have made **changes to the school snack bar**, which is run by an external contractor. From this school year onwards, the following items will be sold:

- high-fibre fruit and vegetable juices (small packs)
- mineral water (sparkling and non-carbonated)
- locally prepared tea (with low sugar content)
- dairy products, dairy desserts
- compote/preserves, fresh fruit (seasonal)
- wholemeal bakery products
- sandwiches made from wholemeal or higher fibre bakery products with low-fat meat or meat products, low-fat cheese and lots of vegetables
- hot sandwiches made with wholemeal or higher-fibre bakery products, low-fat meat or meat products and cheese
- cereal bars
- natural nuts and seeds
- various salads with low-fat yoghurt dressing.



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Title

COMMUNICATING WITH FAMILIES

Country/City/
School

France / Lyon / Louis Pradel elementary school

Pillar D

Community & Partnership

DESCRIPTION

The elementary school Louis Pradel is very involved in **sustainable development**, and carries out throughout the year a number of activities related to food education: vote on the menus, creation of “the taste mural”, participation to the zero waste challenge, ... The school has been awarded with the **French E3D certification label**, from the ministry of education, which rewards and encourages schools committed to sustainable development.

To involve and share this positive dynamic with the families, the school has set up two means of communication :

- “La Gazette du périscolaire” (the extracurricular gazette) is a quarterly newsletter, prepared by the extra-curricular team to inform the families of the activities carried out during lunch time and after-school time
- the school blog, which presents the school daily life and all year round events



REFERENCES

<https://ecole-louis-pradel-lyon6.blogs.laclassse.com/>

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Title

WORLD CUISINE WORKSHOP

Country/City/
School

France / Lyon / Georges Pompidou elementary school

Pillar D

Community & Partnership

DESCRIPTION

In the elementary Georges Pompidou school, **world cuisine workshops are organized twice a year, to celebrate the diversity of cultures and cuisines.** These workshops are organized by the association ASC Pompidou (sports and culture association for Pompidou school), which aims to organize cultural and convivial events, to connect the educational teams and families.

For these events, **volunteer parents** are asked to prepare a meal typical of their country or region of origin, that everybody will be able to taste. The workshops are set up in the schoolyard or within the school, once the after-school time is over (from 16.45 to 18.30, PM), so that everybody is free from work and can simply enjoy the moment. Participants pay a small financial contribution to be able to taste the preparations.

The world cuisine workshops are very nice **moments where the whole educational community is gathered** and can know each other : parents, teachers, extracurricular team - the opposite preschool is also invited to join. The educational community already has ideas to make this moment even more unifying, for example by preparing some decorations with the children.



REFERENCES

<https://ecole-louis-pradel-lyon6.blogs.laclassse.com/>

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Title	FROM A (WINTER) SEED TO A SCHOOL GARDEN	Pillar D Community & Partnership
Country/City/ School	Sweden / Umeå / Backen school (Backenskolan)	

DESCRIPTION

Josefine Jonsén, a teacher at Backenskolan, had been thinking about **creating a school garden** for years. The idea resurfaced when the school joined the SchoolFood4Change project. Inspired by a neighbour of the former principal who practiced winter gardening, the school decided to give it a try.

After overcoming a few challenges like figuring out what to plant and who would water during the summer break, the **entire school got involved**. Using old candy boxes, a few seed packets, and soil, each class at school received two planting boxes. The craft class helped drill holes in the boxes, and various seeds including summer flowers, spinach, lettuce, sunflowers, lavender and more was planted underneath a cover of snow, in the end of March 2024. Caregivers got involved during an evening work session in May, the new school garden was built, fences set-up, and plants put down in the soil. Donations of paint, soil, and pallets helped make it possible.

This project has **fostered a sense of community between the school and parents, strengthening relationships**, as conversations about gardening and collaboration emerged. To ensure the garden thrived over the summer, the school reached out to a senior center across the street, and one of the elderly men kindly volunteered to water the plants. Thanks to him, the garden survived the summer. Besides playing in the garden and enjoying the results, the students are also eager to keep improving and developing their new school garden. You could say ideas are flourishing!



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***It's time for
a new menu***



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