



Slow Food® Italia

CANTEEN DAY (CD) GUIDE

How to Organize a Canteen Day Party

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Slow Food Italia

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Abstract	<p>The Canteen Days are events involving cities and citizens, putting food, cooks and kitchens in the spotlight. This Guide is meant to support the fine-tuning and implementation of these events. The activities suggested are designed for the main targets of the events and can be mixed and picked, to adapt to the context.</p>
Keywords	#SchoolFood4Change #CanteenDaySF4C

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INTRODUCTION: Canteen Day (CD)

• WHO are they for?

The target audiences for Canteen Day (CD) parties are students, teachers, parents/family members of students and the general public (including students with their families). Canteen Day can and should be organized in collaboration with schools, local producers, canteen cooks, urban food enablers and food ambassadors.

• WHEN will they be held?

Each city is free to decide their own dates. The following should be taken into account:

- The dates of already-planned events, which could be expanded to become CDs.
- International days, such as [International School Meals Day](#) or [World Food Day](#), to strengthen the project's connection with other initiatives with the same goals.

• WHY organize them?

The goals of the Canteen Days are the following:

- to promote health education and sustainable consumption in relation to food and lifestyle to fight obesity and noncommunicable health diseases;
- to enhance the central role of families as transfers of the health and nutrition culture;
- to propose actions that can be replicated at home in the daily routine;
- to exchange with the local food producers

• HOW should the activities be organized?

The CD is **a modular event**, and each event should include at least one activity per target group. This Guide provides some ideas on possible activities that can be planned.

• WHERE should they be organized?

The CD should be held in **a public area**, easily accessible to the main targets of teachers, pupils and families. School spaces (schoolyards, classrooms, lecture halls, homerooms), canteens, community halls, public parks, markets and local farms can all be good settings for an event. The venue should be chosen based on the ideal environment for the selected activities. Each city can choose where they think is the best place to hold the CDs.



1

HOW TO USE THIS VADEMECUM



HOW TO USE THIS GUIDE

- First, read about what a Canteen Day (CD) is.
- Have a look at the activities you might organize as part of a CD (some have already been organized during pilot CDs, others are new or have been tested as part of other projects).
- Read about how to plan an activity.
- Look at the forms you will need to fill out after the CD is completed to make sure you are able to provide all the information needed to evaluate the event, which is particularly important if you plan to organize another one!



ACTIVITY PLANNING

First of all, it is necessary to think about what kind of activities to carry out and who they are intended for. Even when informal, for educational activities to be successful they must be carefully planned to ensure they are experiences capable of stimulating curiosity and inspiring learning.

A planning chart is effectively a script for the organizer of the activity and its leader, setting out the experiential process that will result in learning. This planning will be based on a detailed definition of the different stages, considering the resources available and the tools that will be used, and including a final review after the activity has been held (see Section 3). For the activity to be effective, the different project phases must be linked together in a way that coherently unites purpose, content, methods and final evaluation tools.

The best place to start is an initial **context analysis** in which the numbers and types of target participants are defined and the theme to be explored through the activity is identified. Even with an informal experience, the organizer must have clear ideas and define precise objectives.

After this initial analysis it is time to move on to the actual **planning**, imagining the activity in all its detail and remembering that all activities consist of three macro-phases: reception/warm-up, core/central phase and final concluding phase. A preliminary visit to the venue will help understand the spaces available, their capacity, whether they are inside or outside and the equipment already present (e.g. sound system, computers, etc.). Having gathered this important information, it is time to start organizing everything that is needed into a chart so as to keep track of it all.

Below is an example of the first few lines of a completed chart, containing all the information needed for the experience to run smoothly:

Activity title	What Color Is... Your Favorite Canteen Dish?
Target audience	Families (parents and children aged 6 to 14 who use the school canteen)
Total duration	1 hour
Place and time	Rodari library in San Mauro (To) - 4:30 pm, Sunday September 10, 2023

1 Segment time	2 Total time	3 Phase	4 Detail	5 - Equipment needed	6 Setting	7 Leader	8 Notes
3'	3'	Welcome	The leader welcomes the participants, with background music, and seats them in a circle, handing each of them a colored card.	PC, sound system and music track, colored cards	Chairs in a circle with a support table for the speaker	Sara	Music track: melody only
6'	9'	Icebreaker	The leader lowers the volume of the music and gets each of the participants to introduce themselves and state what food they would associate with the color of the card given to them during the welcome phase.	PC, sound system and music track, colored cards	Chairs in a circle with a support table for the speaker	Sara	When each person has finished, they put their card into a box which is passed around.

Column 1 shows the time needed for each phase, while **column 2** shows the total time elapsed. **Column 3** shows the phase and **column 4** provides further details on what will happen during the phase. **Column 5** contains a list of all the equipment needed for that phase while **column 6** elaborates on how the setting should be arranged. **Column 7** states who will lead that phase, setting the tasks, explaining them to the participants and controlling the timing. Finally, **column 8** contains any notes or additional details that should be kept in mind.

Suggestions

For activities lasting around an hour, in addition to ensuring an interesting experience we need to reflect on what we would really like to stick in the minds of those who participate. Ideally, select at most one or two concepts to return to several times (repetition) and which can also emerge in an inductive way from the proposed activities. For the purpose of further fixing the concepts in participants' minds, a simple game can be proposed at the end of the activity that highlights the key words (e.g. a crossword puzzle) or a final round in which participants are asked to say one word that sums up what they have learned during the activity.

Once the activity has finished, it can be useful to give the participants a task that they can do the next day at home, a commitment that helps them put into practice what they have learned. For example, reading the labels of products they regularly buy or eat.

Invest in Canteen Days!

You can design some activities with the goal of using the results in the canteen review process. For example, dishes suggested by pupils can be included in the menu, or teachers' comments can be the subject of discussion by the company that runs the service, or feedback gathered during parents' meetings can be the starting point for a meeting of the cafeteria committee, the voluntary body that brings together parent representatives.

3 COMMUNICATION



A FEW TIPS

GDPR - signing releases to allow for pictures for all attendees can be complicated and time consuming to implement, but if you use a foreground picture or kids' pictures it is strictly recommended.

Please be sure to use these hashtags on the social network:
#SchoolFood4Change
#CanteenDaySF4C

Please be sure to use the following tags, according to the social you choose:

on X @SF4C_Project

on Instagram @slow_food_italia @unisg_official @sf4c_project

on Facebook @Italia.slowfood @UNISG-Università degli Studi di Scienze Gastronomiche



4 WHAT TO DO AFTER THE EVENT

WHAT TO DO AFTER THE EVENT

What can you do **after** an educational activity to assess its **effectiveness**? At the end of an activity, an event or any kind of initiative, gathering feedback from users is fundamental. It is valuable both for personal growth and to improve future activities.

Collecting participants' opinions at the end of a session is an excellent way to nurture our **ability to improve**.

In systems theory, feedback is the mechanism that allows us to perceive deviation from the desired goal and thus correct course. More commonly it is used to refer to evaluations that help us recalibrate our interventions to ensure that our goals are achieved.

While it is useful to evaluate the effectiveness of a session, the main reason to ask for feedback is to enable improvement. It takes maturity to be able to ask for feedback and to be able to receive it in the correct spirit. Following up on feedback shows that we have learned from ourselves and others. The purpose of feedback is not to make personal judgments and criticisms. This is why we often delegate this task to silent walls, blackboards or electronic forms!

Feedback can be identifiable or anonymous, guided or free, structured or spontaneous.

A QR code could be useful for easily collecting feedback.

There are different tools and methods available. A structured evaluation questionnaire is attached as an example. Feedback can also be requested through the “like, wish, wonder” approach or the traffic light system (green, yellow, red), which are very easy to put into practice and tend to work well.



Post-its can be given to participants to leave on a wall or in a basket. Sometimes it is sufficient to ask for quick feedback using hand signals, for example gestures agreed upon by the group, such as a clap or a thumbs up, to get a quick overview of the group’s satisfaction level.



5 ACTIVITIES

ACTIVITIES

5A. ACTIVITIES FOR STUDENTS

a1. TASTE FOOD FOR CHANGE

A workshop with pupils that takes place in the canteen and focuses on dishes from other countries, some already on the menu and others not yet present, taking advantage of the network of school canteen cooks created through the SF4C project.

This activity can augment the CD organized for families (see below 35).

PLAN THE CD

- Complete a planning chart (see page 9).
- Pupils choose one or more ethnic dishes from the menu.
- They then research in class and at home the country represented by the dish(es), looking particularly at food habits.
- The students produce materials and posters.
- Coordinate with teachers to display any work made by the classes.
- The canteen cook and staff and SF4C project liaisons must participate.
- If many classes are involved, arrange a calendar so that the activity is held over several days.



Required equipment:

- A microphone and an amplifier

NB: If there are pupils in the school whose culture is represented by one of the dishes served, invite them, along with their families, to help make the day happen!

COMMUNICATE THE CD

Key points:

Learn about the eating habits of other countries while deepening an understanding of other countries and cultures in a non-traditional way. Enrich and diversify the range of dishes and tastes offered by school canteens. Show people that there is no single good and healthy diet, but that there are many dishes that can be prepared following these principles, to suit all tastes!

Hashtags:

#SchoolFood4Change #CanteenDaySF4C

Post a poster on the school bulletin board and use social media and hashtags to communicate the activity.

Use photos to tell the story of the event. Translate social media posts into multiple languages and tag the SF4C partner cities.

HOLD THE CD

If this activity is not held at the same time as the activity for families, it should be organized on a day when the dish is on the menu.

Have the classes set up the work they have done in a corner of the canteen. After lunch, the cook can talk about the recipe of the day and ask the students in the participating classes a few questions so that everyone can learn more about the gastronomic culture of the country represented.

ASSESS THE CD

Remember to complete the data collection form (see the attachment).



a2. TODAY, WE COOK

A simple food preparation activity becomes a fun way to come together and apply the principles of a good and healthy canteen.

PLAN THE CD

Complete a planning chart (see page 9).

Remember to ask about any allergies or intolerances.

What is needed for this event:

- A recipe. Choose well: It should be simple, tasty, visually appealing and not hard to replicate, with easy-to-find ingredients and straightforward cooking techniques. It must contain seasonal vegetables or fruits. As much as possible it should not contain allergens and be culturally acceptable to most participants. Some examples: a dip for raw vegetables, a fresh fruit salad, a vegan sandwich, gazpacho, etc.
- Adequate space for food handling and the necessary utensils.
- Communication of clear and easy-to-follow hygiene practices.
- Teacher collaboration is crucial. If the activity is discussed and prepared previously in the classroom, the educational outcome can be even more impactful.
- The cooperation of families is important. If the date is communicated well in advance, they can be asked to bring some items from home for the preparation and storage of the dish, so as to reduce disposable materials as much as possible and make the event more sustainable.

COMMUNICATE THE CD



Key points:

Emphasize the importance of young people learning about food through experience. Combining fun and enjoyment with cooking can make it more likely that they will lean towards a good, healthy diet when they grow up. Devoting time to food preparation is a good practice that can be maintained over time and helps with a healthy lifestyle.



Hashtags:

#SchoolFood4Change #CanteenDaySF4C #cookyourfood
#kidsinthekitchen #tastyfoodforkids #healthyfoodforkids
#foodisfun #ourschoolcanteenisspecial #moreveggies

Print a handout for each pupil with the recipe. Don't forget the project, school and municipality logos.

Use the theme, hashtags and handout to communicate the event.

Use photos and hashtags to communicate the event afterwards.

HOLD THE CD

Pupils must be able to cook safely and be calm and concentrated. A public event is fine as long as the space is cordoned off and protected from outside intervention (interference from passersby, parents, friends, etc.).

Each pupil or small group of pupils should have their own work station.

The dish prepared should be able to be eaten on the spot or taken home and eaten with family.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



a3. EVERYONE IN THE CANTEEN! WHAT'S ON THE PLATE?

Eating in the canteen becomes an opportunity for insight and another way to follow up on the [Whole School Food Approach](#).

PLAN THE CD

Complete a planning chart (see page 9).

What is needed for this event:

- Collaboration of the canteen staff.
- A day when the menu includes one or more recipes containing the food chosen for the activity (in the example given, carrots).
- Each station should have a copy of the attached form (n°4) and a pen or pencil.

COMMUNICATE THE CD



Key points:

To overcome food distrust and prejudices, it helps to involve children directly as tasters, making them active participants in their choices. The enjoyment and consumption of vegetables can be increased through activities (like the guided tasting proposed in the attachment n°5), entertainment and creative presentations, which can enrich the imaginary and emotional aspects of the ingredients. Learning more about a food from different perspectives makes it easier to appreciate it in the canteen and at home.



Hashtags:

#SchoolFood4Change #CanteenDaySF4C

HOLD THE CD

Explain that the activity of the day will be tasting a food often found on the canteen menu, for example carrots. Give each group whole carrots for observation and a plate with samples for tasting.



Conduct the activity following the teaching Guide that you can find in the attachment n°4. Whole carrots should be used for the visual, auditory and olfactory examination, while washed and peeled carrots should be used for tasting.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



a4. MAKE FRIENDS WITH THE COOK



this activity has been designed and tested by the City of Milan, Italy

Meeting the canteen cook is an opportunity to establish a relationship of mutual trust and where pupils can learn more on the work from the cook.

DESIGN THE CD

Complete a planning chart (see page 9).

What was needed for this activity when it was held in Milan:

- Pupils were asked in advance to prepare questions, fun facts and suggestions to submit to the cook.
- Each kitchen planned to visit at least two schools each day, with preference given to the canteens with the most complaints over the year.
- In addition to the head cooks, other cooking staff were also involved so that more schools could be covered.

COMMUNICATE THE CD



Key points:

In its press release, the City of Milan wrote: “The ‘Make Friends with the Cook’ initiative saw more than 40 cooks working in Milano Ristorazione’s 23 kitchen centers pay a direct visit to 220 school canteens in the city. The children got to know who is behind the dishes that arrive on their tables every day and also had a chance to express their opinions about new dishes that could be introduced.”

The visit should always be communicated in advance by putting up a special poster with the date in the canteen or elsewhere on school premises.



Hashtags:

#SchoolFood4Change #CanteenDaySF4C



HOLD THE CD

The meetings were held in the canteens or classrooms, sometimes during lunchtime and sometimes in shifts. They lasted around an hour, depending on the number of pupils involved and their participation.

The cooks focused their interventions on dialog, establishing a relationship of trust with the children by asking them to share their preferences about the menus, and then described the preparation of certain dishes. The huge amount of work done every day in the kitchen to prepare their meals was explained, as well as why some less-popular but healthy dishes are on the menu.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).

Children's drawings and questions.

Summary charts of pupils' most and least favorite dishes and the requests they made.



a5. WSFA ON DISPLAY

All the work done with pupils as part of the Whole School Food Approach can be exhibited in the canteen space. A pupil-guided tour of the outcomes of a food education pathway is an opportunity for many to learn more: teachers can assess learning, younger pupils can find out about the theme or project they will follow in later years and parents can learn more about what their children have been working on.

DESIGN THE CD

Complete a planning chart (see page 9).

Collect all the significant materials produced during the school year as part of the nutrition education projects. Select materials that are meaningful in their own right as well as those that need explanation.

Assign a role to each student, e.g. welcoming visitors and introducing the exhibition, accompanying visitors and explaining the stages of the exhibition, leading the final tasting, collecting feedback at the end of the exhibition.

What is needed for this event:

- Material to display.
- A suitable exhibition space, e.g. the canteen, the schoolyard, a room with easy public access.
- Materials for hanging the exhibition (easels, thumbtacks, tape, string, scissors, etc.).
- If the exhibition has a lot of material, choose multiple thematic strands and organize different tour routes. In this case, put together a paddle from a stick and a sign with a drawing identifying the route (e.g. the paddle for the sugar supply chain route would have a bee and honey, the paddle for nutritional values would depict the food pyramid, etc.). The student taking visitors around a pathway will be given the paddle.

Several trial runs to test the course and adapt the tour to different audiences. Consider organizing a peer-to-peer tour.



Have pupils choose a relevant food for visitors to taste at the end of the exhibit (a vegetable or product they have studied, a particular ingredient used in the canteen, etc.) and source everything they need to set up the tasting. Prepared foods should be placed on a table for visitors to help themselves.

COMMUNICATE THE CD

Hashtags:

#SchoolFood4Change #CanteenDaySF4C

Print a poster with the location and times of the exhibition, perhaps asking visitors to book their slots.

Use photos and hashtags to communicate the event afterwards.

HOLD THE CD

Once the exhibition is set up, the day will include welcoming groups of visitors (perhaps classes in the morning and families in the afternoon). Pupils should be assigned shifts.

When groups reach the end of the exhibition, assigned pupils will explain what is being tasted and lead the visitors in a guided tasting.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).

Before leaving the exhibition space, invite visitors to leave their response, whether a word written on a chalkboard, a piece of paper left in a comment box, an electronic vote with emoji faces or a high or low five. Choose the best method with the pupils.



a6. CANTEEN DAY BINGO

An easy and well known game to have fun with all the members of the community: students, teachers, family.

NB: The Bingo can be a success if the actions take place at school, in the canteen and at home! That's why we suggest to adopt this activity for both the targets of students and families, please have a look at the examples suggested by Rikolto at pages 61 and 62.

PLAN THE CD

- Complete a planning chart (see page 9).
- Plan a moment to brainstorm with the students the list of actions to be included in the Bingo. Try to mix easy actions (for example bring a fruit as a snack) and harder ones (cook at home a veggy dinner).
- Create your own Bingo schema, take inspiration from the one suggested below.
- Be sure to have everything you need, according to the activities you choose.
- Print a copy of the Bingo paper for each of the students (see Rikolto examples at page 61 and 62).

ACTIVITY N.1 AT SCHOOL	ACTIVITY N.1 AT THE CAFETERIA	ACTIVITY N.1 AT HOME
ACTIVITY N.2 AT SCHOOL	ACTIVITY N.2 AT THE CAFETERIA	ACTIVITY N.2 AT HOME
ACTIVITY N.3 AT SCHOOL	ACTIVITY N.3 AT THE CAFETERIA	ACTIVITY N.3 AT HOME

COMMUNICATE THE CD

Key points:

Highlighting the importance of school meals and food heroes, and encourage healthy, sustainable food.

Hashtags:

#SchoolFood4Change #CanteenDaySF4C #rikoltoBE



HOLD THE CD

If you can organise the Bingo in only one context (only at school, or only at the cafeteria, or only at home), you have to try to complete three activities in a column, vertically.

If you can organise the Bingo in different contexts, you have to try to complete at least all three activities in one line (that is, horizontally or diagonally), more is allowed, of course, but it's not always that easy. Give a different colour according to the context, for example the blue boxes are meant for school, the yellow ones for the cafeteria and the pink ones for home.

You can launch the Bingo individually or by teams, who will collect more bingos?

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



5B. ACTIVITIES FOR TEACHERS

b1. EDUCATION IN THE CANTEEN

Tasting a simple dish or product becomes the starting point for informally discussing with teachers what elements make the canteen a welcoming and meaningful space for nutrition education.

DESIGN THE CD

Complete a planning chart (see page 9).

Work with the catering service to choose a particularly significant product or dish, for example because it was recently introduced to the menu thanks to SF4C or because it was particularly popular with the pupils.

Choose one or more professional figures (dietitian, cook, urban food enabler, educator, psychologist, etc.) to facilitate the discussion among the teachers.

Depending on the food chosen, write down some stimulus questions to address with the group of teachers, for example:

Are teachers' and pupils' tastes similar?

- What makes pupils/teachers prefer a dish?
- What can make a canteen a pleasant place to engage with pupils?
- Have you experimented with effective tools to help pupils taste unfamiliar or underappreciated foods or dishes?

What is needed for this event:

- A comfortable space, suitable for sampling products or simple dishes.
- Chairs arranged in a circle, so teachers can see each other and talk together easily.
- A poster board and markers.

COMMUNICATE THE CD

Key points:

Mealtimes at school are crucial for educating young people about good eating habits and sociability. Teachers can convey the importance of a good relationship with food and become role models for pupils. For this to happen, the canteen must be a welcoming place for everyone.

Hashtags:

#SchoolFood4Change #CanteenDaySF4C

Use teachers' official emails, the school bulletin board and hashtags on social media to launch the event. Use photos and hashtags to communicate the event afterwards.

HOLD THE CD

Make sure there are no allergies or intolerances to the products being tasted.

Have the teachers go around the table introducing themselves, not through names (as they most likely already know each other), but by asking them to introduce themselves as a food or dish: "I am a rice pilaf because..." or "I am a blueberry because..." Try to create an informal and welcoming space to facilitate everyone's participation. State at the beginning of the meeting that the considerations raised will be shared with school administrators, the public administration office in charge of school catering and the canteen staff.

Record the ideas that emerge during the exchange on a poster board and read through them at the end of the meeting, making sure that everyone agrees with what has been written. If possible, follow up on the day and ask the participants if they would be happy to take part in a discussion with local canteen stakeholders to further explore the issues raised during this first meeting.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).

To find out if the meeting has had an impact, arrange the follow-up meeting and see how many teachers attend both.



b2. MEET A CANTEEN SUPPLIER

An activity to learn about the menu from the unusual perspective of a supplier.

NB: This activity can be adapted to coincide with the “How Is the Canteen Menu Put Together?” activity proposed to parents/families of pupils (page 32-33).

DESIGN THE CD

Complete a planning chart (see page 9).

Choose a local supplier who directly produces one of the most commonly used ingredients in the canteen (e.g. a cheese, a fruit or vegetable, etc.).

The public administrator responsible for specifications should also participate.

What is needed for this event:

- A large space in which to welcome participants, with seating and tables.
- A microphone and an amplifier.
- If possible, whatever is needed to prepare a dish with the ingredient so that it can be tasted.
- A moderator, who could be the urban food enabler.
- One or more pieces of paper and a pencil for each participant.
- A basket in which to collect the pieces of paper with questions.

COMMUNICATE THE CD

Key points:

This meeting is all about transparency, how menus are compiled and the tender specifications for canteen suppliers. The public administration, through school canteens and sustainable choices, should be invested in the health of younger generations, as well as the health of the local economy, workers and the planet.

Hashtags:

#SchoolFood4Change #CanteenDaySF4C



To launch the event, use the official communication channel with teachers, the school bulletin board and hashtags on social media.

If you can, ask participants to reserve a space in advance.

Use photos and hashtags to communicate the event afterwards.

HOLD THE CD

Prepare the room so that each chair has a piece of paper and a pencil.

Discussing the differences between home cooking and mass catering can be a good starting point for exploring the choices that public administrations must make to define the catering specifications and menus.

To facilitate everyone's input, invite questions to be written on the pieces of paper, collect them in the basket and then, if there are many, ask only the most significant ones, specifying that on the canteen website (or another appropriate space) all the answers to the questions raised will be uploaded in the form of FAQs.

Whenever possible, the tasting should be done at the end of the meeting, so as to shift the discussion to the enjoyment and characteristics of the product and ensure proper space for the producer. If a tasting is not possible, ask the producer to bring photos of their farm and products and to talk about their work.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).





5C. ACTIVITIES FOR PARENTS/FAMILY MEMBERS OF STUDENTS

c1. FESTIVAL OF TASTE

In this meeting we want to recreate a concluding and celebratory moment, the involvement and presence of parents is important because they represent important food models for the children.

DESIGN THE CD

Complete a planning chart (see page 9).

What is needed for this activity:

- This activity should ideally be held after conducting tasting workshops with pupils, in the classroom and in the canteen and after (see Everyone in the Canteen! What's on the Plate? page 18)
- Work with the canteen service to choose a day when the canteen offers a dish in line with the SF4C project's taste and health principles.
- The venue where the activity will take place can be decorated with the help of the pupils, using drawings and materials produced during the school year, perhaps as part of the Whole School Food Approach course.

COMMUNICATE THE CD



Key points:

Share, welcome, rejoice. These are the most immediate associations for a day of celebration.



Hashtags:

#SchoolFood4Change #CanteenDaySF4C



HOLD THE CD

Begin the activity in the canteen before lunchtime.

Welcome all participants (pupils, parents, teachers, possibly canteen committee, Slow Food convivium, etc.).

Briefly recount the journey taken with the pupils—the exploration of the senses and the activities experienced—perhaps with their participation.

Let the participants taste the proposed dishes.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).

Ask participants to add a meaningful word or thought (or even a drawing) about this celebration to the board.



c2. HOW IS THE CANTEEN MENU PUT TOGETHER?

An activity that explains how a menu is constructed, starting with the drafting of the specifications, and offers a chance to reflect on the impact of mass catering on various aspects of society and the economy.

This activity can be adapted to coincide with the “Meet a Canteen Supplier” activity offered to teachers.

DESIGN THE CD

Complete a planning chart (see page 9).

Choose a local supplier who directly produces one of the most commonly used ingredients in the cafeteria (e.g. a cheese, a fruit or vegetable, etc.).

The public administrator responsible for specifications should also participate.

What is needed for this event:

- A large space in which to welcome participants, with seating and tables.
- A microphone and an amplifier.
- If possible, whatever is needed to prepare a dish with the ingredient so that it can be tasted.
- A moderator, who could be the urban food enabler.
- One or more pieces of paper and a pencil for each participant.
- A basket in which to collect the pieces of paper with questions.

COMMUNICATE THE CD

Key points:

This meeting is all about transparency, how menus are compiled and tender specifications for canteen suppliers. The public administration, through school canteens and sustainable choices, should be invested in the health of younger generations, as well as the health of the local economy, workers and the planet.



Hashtags:

#SchoolFood4Change #CanteenDaySF4C

To launch the event, use the official communication channel with parents, the school bulletin board and hashtags on social media.

If you can, ask participants to reserve a space in advance.

Use photos and hashtags to communicate the event afterwards.

HOLD THE CD

Prepare the room so that each chair has a piece of paper and a pencil.

Discussing the differences between home cooking and mass catering can be a good starting point for exploring the choices that public administrations must make to define the catering specifications and menus.

To facilitate everyone's input, ask for questions to be written on the pieces of paper, collect them in the basket and then, if there are many, discuss only the most significant ones, specifying that on the canteen website (or another appropriate space) all the answers to the questions raised will be uploaded in the form of FAQs.

Whenever possible, the tasting should be done at the end of the meeting, so as to shift the discussion to the enjoyment and characteristics of the product and ensure proper space for the producer. If a tasting is not possible, ask the producer to bring photos of their farm and products and to talk about their work.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



c3. WHAT'S FOR DINNER?

A meeting to support families in planning evening menus, with support from the canteen cook and a dietician.

DESIGN THE CD

Complete a planning chart (see page 9).

Plan for the cook and dietitian to jointly prepare a family menu that completes the pupils' food day and meets the needs of parents and family members as much as possible (cost, ethical choices, allergies). The dietician who defines the menu and the canteen cook must participate.

Print the menu proposal for each participant.

Choose an interactive way to collect feedback from phones (e.g. Slido, Kahoot, SurveyMonkey) and prepare the questions.

What is needed for this event:

- A large space in which to welcome participants, with seating and tables.
- A microphone and an amplifier.
- If possible, whatever is needed to prepare a dish so that it can be tasted.
- A moderator, who could be the urban food enabler.

COMMUNICATE THE CD

Key points:

It can be challenging to think about what to cook for the family every evening: time is scarce, ingredients are expensive and dishes must be varied and appetizing. A daunting task! Public administrations can support parents and family members by providing advice from specialists.

Hashtags:

#SchoolFood4Change #CanteenDaySF4C



Post the poster on the school bulletin board and use social media and hashtags.

HOLD THE CD

The printed menus will be placed on the chairs before participants arrive. To begin, ask everyone present to open the app chosen for feedback on their phones. The first question could be used to find the key words of the meeting: "What criteria do you follow to decide what to cook in the evening?" Specify that the criteria should be summarized in one word, but each person can propose multiple criteria. The moderator can use the resulting set of words to refer to as the meeting continues.

The dietitian and cook explain how the menu was constructed, possibly with reference to the food pyramid. The cook may go into detail about one or two recipes, for example those with ingredients normally disliked by pupils such as legumes, to explain how they have tried to make them more appealing.

The display of the school menu is followed by that of the proposed evening menu.

Parents and family members in attendance can ask questions through the app or by speaking up.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).

The interactions on the app recorded during the meeting can provide good feedback about the degree of engagement.



c4. HOW CAN WE DECREASE MEAT CONSUMPTION?

Why should we be trying to make a protein transition, shifting from an animal-protein-rich diet to a diet based more on plant protein? Find out the benefits for taste, health and the environment.

DESIGN THE CD

Complete a planning chart (see see page 9).

The canteen dietitian must participate.

What is needed for this event:

- A large space in which to welcome participants, with seating and tables.
- A microphone and an amplifier.
- If possible, whatever is needed to prepare a canteen dish based on plant protein.
- A moderator, who could be the urban food enabler.
- Legumes of several types and varieties, if possible.

COMMUNICATE THE CD

Key points:

Legumes are one of the main allies in healthier, sustainable and more accessible diets for all. The best way to appreciate them is to learn more about them and try them out.

Hashtags:

#SchoolFood4Change #CanteenDaySF4C

To launch the event, use the official communication channel with parents, the school bulletin board and hashtags on social media.

If you can, ask participants to reserve a space in advance.

Use photos and hashtags to communicate the event afterwards.



HOLD THE CD

Prepare the room so that each chair has a small bag of legumes on it. Discussing the differences between home cooking and mass catering can be a good starting point for exploring the choices that public administrations must make to define the catering specifications and menus. To facilitate everyone's input, ask questions to be written on the pieces of paper, collect them in the basket and then, if there are many, answer only the most significant ones, specifying that on the canteen website (or another appropriate space) all the answers to the questions raised will be uploaded in the form of FAQs.

Whenever possible, the tasting should be done at the end of the meeting, so as to shift the discussion to the enjoyment and characteristics of the product and ensure proper space for the producer. If a tasting is not possible, ask the producer to bring photos of their farm and products and to talk about their work.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



c5. CANTEEN DAY BINGO

An easy and well known game to have fun with all the members of the community: students, teachers, family.

NB: The Bingo can be a success if the actions take place at school, in the canteen and at home! That's why we suggest to adopt this activity for both the targets of students and families, please have a look at the examples suggested by Rikolto at pages 25 and 46

PLAN THE CD

- Complete a planning chart (see page 9).
- Plan a moment to brainstorm with the students the list of actions to be included in the Bingo. Try to mix easy actions (for example bring a fruit as a snack) and harder ones (cook at home a veggy dinner).
- Create your own Bingo schema, take inspiration from the one suggested below.
- Be sure to have everything you need, according to the activities you choose.
- Print a copy of the Bingo paper for each of the students (see Rikolto examples at page 24 and 46).

ACTIVITY N.1 AT SCHOOL	ACTIVITY N.1 AT THE CAFETERIA	ACTIVITY N.1 AT HOME
ACTIVITY N.2 AT SCHOOL	ACTIVITY N.2 AT THE CAFETERIA	ACTIVITY N.2 AT HOME
ACTIVITY N.3 AT SCHOOL	ACTIVITY N.3 AT THE CAFETERIA	ACTIVITY N.3 AT HOME

COMMUNICATE THE CD

Key points:

Highlighting the importance of school meals and food heroes, and encourage healthy, sustainable food.

Hashtags:

#SchoolFood4Change #CanteenDaySF4C #rikoltoBE

HOLD THE CD

If you can organise the Bingo in only one context (only at school, or only at the cafeteria, or only at home), you have to try to complete three activities in a column, vertically.

If you can organise the Bingo in different contexts, you have to try to complete at least all three activities in one line (that is, horizontally or diagonally), more is allowed, of course, but it's not always that easy. Give a different colour according to the context, for example the blue boxes are meant for school, the yellow ones for the cafeteria and the pink ones for home.

You can launch the Bingo individually or by teams, who will collect more bingos?

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



5D. A. ACTIVITIES FOR THE GENERAL PUBLIC (INCLUDING STUDENTS WITH THEIR FAMILIES)

d1. TASTE FOOD FOR CHANGE

A workshop with pupils that takes place in the canteen and focuses on dishes from other countries, some already on the menu and others not yet present, taking advantage of the network of school canteen cooks created through the SF4C project.

This activity can be enhanced by pupils' work (see page 14).

DESIGN THE CD

Complete a planning chart (see page 9).

Select one or more ethnic dishes from the menu. Where possible, have the cook select representative dishes from the menus of school canteens in the cities participating in SF4C by making use of contacts made through the project.

Print recipes for all day's participants.

Print the event poster.

Coordinate with teachers to display any work made by classes.

The canteen cook and staff and SF4C project liaisons must participate.

What is needed for this event:

- The canteen space or other large space in which to welcome participants, with some seating and tables.
- Enough materials and staff members so that everyone can participate in the tasting.
- Flags from the selected countries.
- A microphone and an amplifier.
- NB: If there are any pupils in the school whose culture is represented by one of the dishes served, invite them, along with their families, to help make the day happen!



COMMUNICATE THE CD

Key points:

Learn about the eating habits of other countries while deepening an understanding of other countries and cultures in a non-traditional way. Enrich and diversify the range of dishes and tastes offered by school canteens.

Hashtags:

#SchoolFood4Change #CanteenDaySF4C

Post the poster on the school bulletin board and use social media and hashtags.

Use photos to tell the story of the event. Translate social media posts into multiple languages and tag the SF4C partner cities.

HOLD THE CD

If you have chosen to represent multiple food cultures, set up one table per country and identify them using flags.

Participants will be able to “visit” countries by moving from table to table, serving themselves from the prepared dishes and taking the recipes provided.

In a brief speech, the cook can note that these are recipes from school canteens in other countries and that the SF4C project has allowed 12 nations to think together on the topic of good, healthy and environmentally friendly school food. The canteen is a meeting place, where exchange enriches and helps broaden sensory preferences. If families from the cultures represented by the preparations are present, the cook can ask them to comment briefly on the dishes tasted: Do they taste like home?

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



d2. LET'S COOK TOGETHER

Preparing a meal together is an opportunity to share and grow together. This activity is restricted to a small number of participants, so you will need to organize several workshops.

DESIGN THE CD

Complete a planning chart (see page 9).

Remember to ask about allergies or intolerances.

What is needed for this event:

- A space suitable for food handling and the equipment needed to prepare the ingredients, depending on the recipe chosen.
- The recipe could be for:
 - A home meal, with a dish that allows the dinner menu complement the lunch menu in terms of flavors and nutritional values.
 - A snack, an option that does not necessarily require cooking. In this case, we recommend selecting a simple recipe that focuses on children's autonomy, allowing them to have fun preparing a snack on their own.
 - Communication of clear and easy-to-follow hygiene practices.

COMMUNICATE THE CD



Key points:

Cooking together with parents or family members allows them to associate good memories with meal prep and mealtime, generates curiosity and a desire to taste new and less-welcome foods. Ask families to arrive "prepared" by bringing a kitchen apron from home and a container in which to put their finished dish.



Hashtags:

#SchoolFood4Change #CanteenDaySF4C

Print a handout for each family with the recipe. Don't forget the project, school and municipality logos.

Use the theme, hashtags and handout to launch the event.

Use photos and hashtags to communicate the event afterwards.



HOLD THE CD

Arrange the tables in a horseshoe shape so that the cook/trainer can easily access each station to help with preparation. The preliminary explanation should be fun and not too long. Have the written steps for the recipe at each station, so families can focus on what the cook is saying without worrying about missing steps.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



d3. WSFA ON DISPLAY

All the work done with pupils as part of the Whole School Food Approach can be exhibited in the canteen space. A tour of the outcomes of a food education pathway is an opportunity for many to learn more: Teachers can assess learning, younger pupils can find out about the theme or project they will follow in later years and parents can learn more about what their children have been working on.

This activity coincides with the one designed for the pupils (see page 22), but is presented here in case the pupils cannot participate directly, but only view the exhibition together with the rest of their family.

DESIGN THE CD

Complete a planning chart (see page 9).

Collect all the significant materials produced during the school year as part of the nutrition education projects. Select materials that are meaningful in their own right as well as those that need explanation.

Set up the exhibition by following strands related to SF4C:

- Good Nutrition
- Our Diet's Environmental Impact
- The Agri-Food Supply Chain
- Etc.

What is needed for this event:

- Material to display.
- A suitable exhibition space, e.g. the canteen, the schoolyard, a room with easy public access.
- Materials for hanging the exhibition (easels, thumbtacks, tape, string, scissors, etc.).
- If the exhibition has a lot of material, choose multiple thematic strands and organize different tour routes. In this case, put together a paddle with a stick and a sign with a drawing identifying the route.

Test the routes with a person from outside the project to see if the exhibition is self-explanatory.

COMMUNICATE THE CD

Hashtags:

#SchoolFood4Change #CanteenDaySF4C

Print a poster with the location and times of the exhibition, perhaps asking visitors to book their slots. Use photos and hashtags to communicate the event afterwards.

HOLD THE CD

The teachers who created the pathways with their pupils will be at the entrance of the exhibition to present the initiative to the visiting families. The exhibition can be accessed independently; it will be satisfying for children and young people to show parents and other family members the results of their work, and interesting for them to learn about the activities done by other classes or schools.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment). Before leaving the exhibition space, invite visitors to leave their response, whether a word written on a chalkboard, a piece of paper left in a comment box, an electronic vote with emoji faces or a high or low five.

d4. TO THE MARKET!

The activity takes place at a market, ideally a farmers' market. We can provide guidance on selection criteria from the [Slow Food Earth Market regulations](#). The activity focuses on supply chains, trades and skills related to food production and processing: Through play, participants discover the seasonality of fruits and vegetables, the skills and knowledge of master cheesemakers and the traditional recipes of local bakers. The activity is led by the food ambassador/urban food enabler, with the involvement of producers.

DESIGN THE CD

Complete a planning chart (see page 9).

Choose a market, if possible a farmers' market to enable the direct involvement of producers, not just food retailers.

Prepare riddles, puzzle games and stimulus questions to create a **treasure-hunt-type game** among the market stalls. The goal is to introduce participants to producers and their products. Be creative to make the games more fun—using rhyming phrases, for example (see attachment 3).

Remember that you will need to plan for the division of participants into teams: Competition between groups and collaboration among group members are essential for the game mechanism to work. You will have to estimate the number of participants in advance and possibly arrange for registration for the event.

Survey the market to arrange the various stages of the treasure hunt.

Print the event poster.

Coordinate with the market producers and involve them in the game, informing them of the timing and methods.

What is needed for this event:

- A space at the market where participants can be welcomed.
- Materials for the game: envelopes, tickets, badges to identify teams.

COMMUNICATE THE CD

Hashtags:

#SchoolFood4Change #CanteenDaySF4C

Post the poster on the school bulletin board and use social media and hashtags.

Use photos to tell the story of the event. Translate social media posts into multiple languages and tag SF4C partner cities.

HOLD THE CD

Welcome the participants and divide them into teams. Hand the teams an identifying badge. Explain the rules of the game and kick off the treasure hunt by handing over the first envelope with clues.

By solving puzzles and riddles, participants will move from one stall to the next, learning about the various producers and their products.

The mechanism of the treasure hunt game allows for a playful and enjoyable exploration of certain topics, such as seasonality and biodiversity, and it provides an opportunity to learn about professions, knowledge and supply chains. The market transforms into a place for meeting and exchanging knowledge.

ASSESS THE CD

Remember to fill out the data collection form (see the attachment).



ATTACHMENTS





ATTACHMENT 1 - AN EXAMPLE OF AN EVALUATION QUESTIONNAIRE, TO BE ADMINISTERED TO PARTICIPANTS OF A TRAINING SESSION AND TO BE FILLED OUT ANONYMOUSLY.

Project title - Refresher classes for teachers

EVALUATION SHEET

Class date: _____

Trainer: _____

School: _____

Did you ask to attend the session? yes no

Evaluate the following aspects

Rating scale from 1 to 5: 1 = low, 5 = high

1-The classroom training was:

Useful 1 2 3 4 5

Interesting 1 2 3 4 5

Engaging 1 2 3 4 5

Satisfactory 1 2 3 4 5

2- Teaching materials: 1 2 3 4 5

3- Commitment of participants: 1 2 3 4 5

4- Teaching methods used: 1 2 3 4 5

5- Level of learning: 1 2 3 4 5

6- Classroom atmosphere: 1 2 3 4 5

7- Give an overall evaluation of the trainer's intervention:

1 2 3 4 5 6 7 8 9 10

8 - How was the activity overall?

Did it meet your expectations? yes no

Comments

Suggestions for improvements:

Thank you for your collaboration

Signature of the person who organized the training



ATTACHMENT 2 - SF4C CANTEEN DAY REPORTING TEMPLATE

1 CD - BACKGROUND INFORMATION

Please provide background information on the specific CD.

1.1 Date of the CD

dd/mm/yy

1.2 CD location (multiple choice)

Please choose one or more of the following:

- School (canteens, classrooms, hall, schoolyard, etc.)
- Public place (square, town hall, etc.)
- Farmers' market
- Other (specify)

1.3 CD agenda

Please provide the day's program or upload it at the end of this form.

1.4 CD activity type (multiple choice)

Please choose one or more of the following:

- Menu workshop
- New menu test
- Meeting with local producers
- Farmers' market
- Meeting with canteen staff (cooks, other staff, etc.).
- Communication of SF4C issues
- Other (please specify)

1.5 Activity participants

Please choose one or more of the following:

- Parents
- Families (both children and parents)
- General public
- Students
- Teachers
- Other (please specify)



1.6 Numbers

Please indicate the number of participants from each group:

Parents _____

Families (both children and parents) _____

General public _____

Students _____

Teachers _____

Other _____

1.7 List of list of everyone having an active role in the organization and development of the CD

- Cooks
- Suppliers
- Farmers
- Municipality
- Teachers
- Students
- Other (please specify)

2 CANTEEN DAY - EVENT DESCRIPTION

Describe the process undertaken to engage people in the CD.

2.1 How did you invite visitors to the CD?

- Please choose one or more of the following:
- Public invitation (posters, municipal Facebook pages, etc.)
- School channels (e-mail, school diary, posters at school, WhatsApp groups, etc.)
- Through stakeholders (social networks, WhatsApp groups, etc.)
- Other (please specify)

2.2 Can you share some questions or observations raised by the participants?

Optional: Add attachments of presentations or other material presented

3 List the schools involved (name of the schools and Cities)



ATTACHMENT 3 - TOOLS AND MATERIALS FOR A MARKET TREASURE HUNT

Regulations

Good morning everyone!

Welcome to the SNAIL HUNT in the market.

We're from Bra (in the province of Cuneo) and we've come here because we've lost our vademecum: the Slow Food Snail.

A very wise little animal, she goes around, slowly, slowly, discovering the world. And she's so clever: She always carries her little house with her where she can store everything she finds. She's a careful and experienced traveler who always uncovers all the best foods wherever she is.

She set off a few weeks ago to see what good, clean and fair foods she could find in Milan, and she hasn't come back yet, so we're a little worried! She must have found lots of interesting things to taste, being as curious as she is. And she's a great talker, so I bet she's been chatting to all the producers and artisans who make delicious foods every day. But it's been too long now, Milan and Bra are really not that far away!

She was last seen two days ago, right here at the ... market. We need to find her now, and you need to help us!

She taught us to always be looking with curious eyes and to take the time to learn about foods that are worth saving. How? Well... by asking the right questions ... to the right people! And here in this market there are plenty of the right people. They are the people who sell good food every day, and they deserve our attention!

If you're still not convinced, how about this? Wherever she is, there are always good things to eat!

Now we need to get going!

We will now form four teams, each named after a trader:

BAKERS

POULTRY SELLERS

GREENGROCERS

CHEESEMONGERS

We will give you the first clue in a sealed envelope: Follow the directions carefully...and most importantly, listen to everything the traders tell you!

Riddles

*I knead and I bake, in an oven so hot,
With flour and yeast, I craft a lot.
Pastries and bread, I'm a doughy maker,
Who am I? I'm your friendly_____*

BAKER

*With veggies and fruits, my stall's a delight,
Colors so vibrant, it's a beautiful sight.
From lettuce to apples, I'm a produce composer,
Who am I? I'm your market _____*

GREENGROCER

*When it comes to milk, I'm really an expert,
With wheels and wedges, for starter or dessert,
Whatever your preference, I'm a dairy connoisseur.
Who am I? I'm your skilled _____.*

CHEESEMONGER

*In my market stall, feathers might flutter,
With clucks and cackles, it's quite the clutter.
From hens to ducks, I'm a feathered feller,
Who am I? I'm the local _____.*

POULTRY SELLER

FINAL riddle to gain access to the snack
Many crafts you've met along the way,
Their products and stories, in a grand array.
For fruit selection, you've got to have a reason,
It's all about the S_ _ _ _ N.
Breads aplenty from regions unknown,
Discover them slowly, don't rush on your own.
In Milan, for instance, M _ _ _ _ _ A you must try,
But take your time to look before you buy.
As for cheese, there's an abundance, it's true,
But taste buds unite when G _ _ _ _ _ _ _ A is in view.
Chickens of all kinds, eggs a variety so vast,
This is B _ _ _ _ _ _ _ _ _ Y, a treasure unsurpassed.
One thing is clear, it's vital to know,
For a product to be saved, it must meet the criteria we show.
Good, Clean and F _ _ R, these words are for everyone,
If you've found them all, the treasure hunt's been won.
Now, seek out the snail, a legend all hail,
She's a master at snack time, never to fail!
(Run to the flag)



ATTACHMENT 4 - EVERYONE IN THE CAFETERIA. WHAT'S ON THE PLATE? - TEACHING SHEET

Taster name _____

Tasted on _____

THE CARROT

root tuber stem leaves flower fruit

Visual examination: LOOK and OBSERVE

Look at whole carrots.

Colour: orange light dark glossy matt

What shape is it? _____

After you break it, watch... but be careful to LISTEN TO THE NOISES as you break it!

Colour: is it even? yes no

Do you notice a different colour in the centre and around it?

No Yes, I notice _____

Are there any leaves? no

yes How do they look like? They are bright green/ yellowish/ a little wilted/...

Do you notice anything peculiar? _____

Tactile examination: TOUCH and FEEL

With your hands

Surface: smooth rough uneven sticky

While tasting, with your mouth

Consistency: crispy doughy fibrous grainy

Is it juicy? a little enough a lot

Hearing examination: LISTEN TO NOISES

What noise does it make when you break it? Crick/crock/toc/...
And when you chew it? Crunck/Crack/....

Olfactory examination: Smell

Smells: weak fairly intense intense

Smell it with your eyes closed.

From its smell, could you tell that it is a carrot? yes no

Its smell reminds you of: flowers fruits other vegetables other

Of what? _____

Taste examination: FINALLY TASTE!

Chew slowly... only then can you taste all its flavours.

Sweet: weak/medium/intense

Bitter weak fairly intense intense

Sour weak fairly intense intense

Savoury weak fairly intense intense

Astringent weak fairly intense intense

Spicy weak fairly intense intense

Stinging weak fairly intense intense

Did I enjoy tasting the carrot? 😊 1 2 3 4 5 😞

What did I like? _____

What didn't I like? _____

How can the carrot be used in cooking?

The carrot can be cooked in a variety of preparations: not only raw, e.g. in salads, but also as an ingredient for soups, broths, purees, but also juices and desserts. Curiosity.

Do you know the way to prepare carrots à la julienne? Do you know what that means?

Cutting à la julienne involves cutting the preparation into fillets or matchsticks of varying lengths (commonly 4-5 cm) and very thin, not only carrots, but also onions, courgettes peppers, potatoes, aubergines and mushrooms. It seems that the expression à la julienne comes from the name of a French chef, a certain Jean Julien, who first supposedly used this method for preparing vegetables.

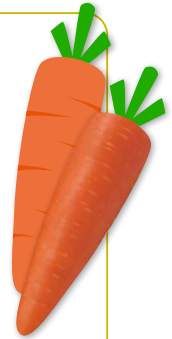
Do you eat carrots at home? yes no

How: raw, cooked? Can you give us some recipes? _____

And in the canteen, do you like carrots?

😊 1 2 3 4 5 😞 _____

In the canteen, I find carrots in these recipes: _____



TASTING SHEET FOR STUDENTS

EVERYONE IN THE CAFETERIA. WHAT'S ON THE PLATE?

Taster name _____

Tasted on _____



root tuber stem leaves flower fruit



LOOK AND OBSERVE

Visual examination: LOOK and OBSERVE

Colour: _____

orange light dark glossy matt

What shape is it? _____

After you break it, watch... but be careful to LISTEN TO THE NOISES as you break it!

Colour: is it even? yes no

Do you notice a different colour in the centre and around it?

no yes, I notice _____

Are there any leaves? no

yes How do they look like? They are bright green/ yellowish/ a little wilted/...

Do you notice anything peculiar? _____

—



TOUCH
AND FEEL

With your hands

Surface:

smooth rough uneven sticky

While tasting, with your mouth

Consistency: crispy doughy fibrous grainy

Is it juicy?

a little enough a lot



LISTEN TO NOISES

What noise does it make when you break it?

Crick/crock/toc/....

And when you chew it?

Crunck/Crack/....



SMELL

Olfactory examination: Smell

Smells: weak fairly intense intense

Smell it with your eyes closed.

From its smell, could you tell that it is a carrot?

yes no

Its smell reminds you of:

flowers fruits other vegetables other



Chew slowly... only then can you taste all its flavours.

- Bitter weak fairly intense intense
- Sour weak fairly intense intense
- Savoury weak fairly intense intense
- Astringent weak fairly intense intense
- Spicy weak fairly intense intense
- Stinging weak fairly intense intense

Did I enjoy tasting the carrot? 😊 1 2 3 4 5 😞

What did I like? _____

What didn't I like? _____

How can the carrot be used in cooking?

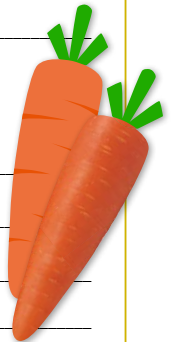
Do you eat carrots at home? yes no

How: raw, cooked? Can you give us some recipes? _____

And in the canteen, do you like carrots?

😊 1 2 3 4 5 😞 _____

In the canteen, I find carrots in these recipes: _____





ATTACHMENT 5 - TASTE FESTIVAL

Good morning,

I am _____, your Taste Vademecum. During the tasting I will help you discover all the characteristics and qualities of this recipe!

1) First question, what is this dish?

Could you tell me some of the ingredients that were used to prepare it?

What do you see?

Don't be afraid, try to touch. What do you feel?

Take a good sniff, what does your nose tell you?

The time has come to taste!

But be sure to taste slowly,
chewing well: what flavours do you perceive?

Sweet Bitter Sour Savoury Umami

Does it bring back a special memory? If yes, which one? _____

Did you enjoy this "Taste walk"?

Your Taste vademecum thank you!

Canteen Day ... **BINGO!**

You are planning on doing our one and only **Canteen Day Bingo**, how cool is that?! Together with us, you want to highlight the importance of school meals and food heroes, and encourage healthy, sustainable food.

Now, how does it work. Try to complete at least all three activities in one line - more is allowed, of course, but we know it's not always that easy. That is, horizontally or diagonally. The blue boxes are meant for school, the yellow for ones the cafeteria and the pink ones for home. That way you've done one of each.

Oh, remember to take a photo of at least one of the activities and don't forget to tag us on **social media** (fb: @Rikolto - Vredeseilanden / insta: @rikoltobe), we are very excited!

•• Oh, and don't forget the following hashtags: #goodfood@school #goodfoodatschool #rikoltoBE #schoolfood4change #SF4C

<p>Name 5 supermarkets/snack bars near your school. What can you find there and which foods will help you concentrate best in class?</p>	<p>Organise a potluck with some healthy snacks in your school cafeteria (or in your classroom).</p>	<p>Have a conversation with your parents: do they think about healthy, sustainable eating? Do they think this is important/difficult?</p>
<p>Who is your food hero? Think about it with your classmates and post it on social media.</p>	<p>Give your school chef a compliment.</p>	<p>Make a tasty snack plate for your family or yourself with healthy vegetables in all the colours of the rainbow.</p>
<p>What could be done better at your school around food and nutrition? Formulate some suggestions with your class to the principal.</p>	<p>Add a seasonal vegetable in your lunch box (like tasty carrots, pieces of cucumber, cherry tomatoes ...).</p>	<p>Prepare a new healthy, sustainable dish at home and take a photo of it.</p>



Canteen Day ... BINGO !

You are planning on doing our one and only **Canteen Day Bingo**, how cool is that?! Together with us, you want to highlight the importance of school meals and food heroes, and encourage healthy, sustainable food.

Now, how does it work. Try to complete at least all three activities in one line - more is allowed, of course, but we know it's not always that easy. That is, horizontally or diagonally. The blue boxes are meant for school, the yellow for ones the cafeteria and the pink ones for home. That way you've done one of each.

Oh, remember to take a photo of at least one of the activities and don't forget to tag us on **social media** (fb: @Rikolto - Vredeseilanden / insta: @rikoltobe), we are very excited!
** Oh, and don't forget the following hashtags: #goodfood@school #goodfoodatschool #rikoltoBE #schoolfood4change #SF4C #YoungFoodChangeMakersChallenge



Name 5 supermarkets/snack bars near your school. What can you find there and which foods will help you concentrate best in class?	Organise a potluck with some healthy snacks in your school cafeteria (or in your classroom).	Have a conversation with your parents: do they think about healthy, sustainable eating? Do they think this is important/difficult?
Who is your food hero? Think about it with your classmates and post it on social media.	Give your school chef a compliment.	Make a tasty snack plate for your family or yourself with healthy vegetables in all the colours of the rainbow.
Join the 'Young Food Change Makers Challenge' and think about good food at school all across Europe.	Add a seasonal vegetable in your lunch box (like tasty carrots, pieces of cucumber, cherry tomatoes ...).	Prepare a new healthy, sustainable dish at home and take a photo of it.



**THANKS FOR
THE FOOD!**



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

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[#SchoolFood4Change](https://twitter.com/SchoolFood4Change)



Slow Food® Italia



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