

MOBILISING YOUTH for SUSTAINABLE DIETS

A “how to” guide for educators

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Written, compiled, edited and designed by:

Eleni Svoronou, WWF Greece

Nancy Coutava, WWF Greece

Marina Symvoulidou, WWF Greece

Eat4Change overall objective: “A shift toward more sustainable diets and production practices, particularly in the livestock sector, supports implementation of SDGs and climate change treaties and contributes to positive economic, social and environmental impacts in Europe and developing countries.”

By 2023 targeted European Youth

- 1) have greater awareness of the impact of diets on “People and Planet” and a critical understanding of their role as consumers and active citizens
- 2) contribute to sustainable development goals and climate actions by embracing more sustainable diets, influencing peers and supporting engagement with corporates and policy makers for improved practices and policy coherence.”

Eat4Change partners: WWF Finland (Coordinator), AIESEC, WWF EPO, WWF Austria, WWF Belgium, WWF Sweden, WWF France, WWF Greece, WWF Brazil, WWF UK, Fundación Vida Silvestre Argentina (FVS), Associação Natureza Portugal (ANP), Estonian Fund for Nature (ELF)

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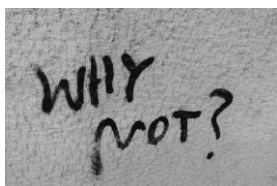
FOREWORD



This guide is addressed to educators who want to support young learners to become active citizens on climate change and biodiversity through the adoption of a sustainable diet. Personal behaviour change and taking action to influence their peers are the two key desired outcomes of the recommended process.

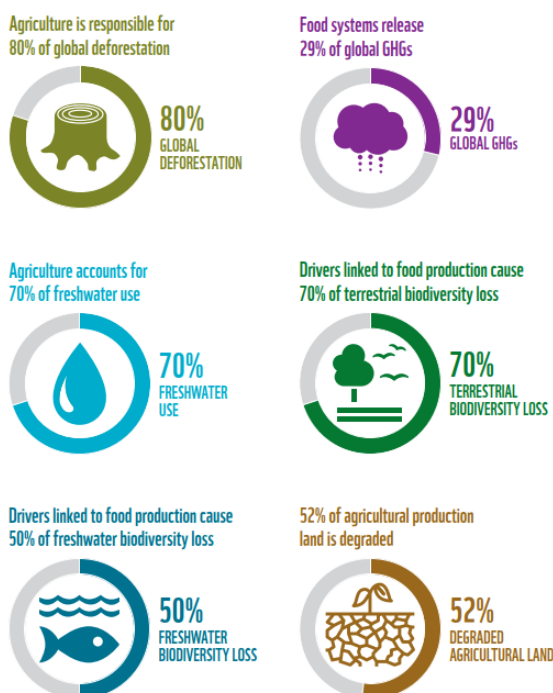
The guide is addressed to both the educators of formal and non-formal education in the participating countries of the E4C project as well as to the WWF educators who work with schools and wish to approach the issue of sustainable diets via active citizenship. In each of the class and team activities the educators can find the curriculum links.

WHY SHOULD I CARE?



What we eat matters because the way we produce and consume food is not only unsustainable but contributes to 29% of greenhouse gas emissions.

In the last 50 years food production has been responsible for 80% of global deforestation, 70% of terrestrial biodiversity loss, 50% of freshwater biodiversity loss. In the EU livestock production is estimated to account for 12-17% of greenhouse gas emissions.



Why should we care? The educator will find the basic facts in the following videos:

- [Planet-based diets: Good for us, good for nature!](#)
- [What is the impact of our food?](#)

- [Change the way you think about food.](#)
- [Just Imagine: Eating Better](#)
- [How does the food we eat impact our climate?](#)

The key messages to be shared across the network of schools, educators and youth groups of pupils aged 15-18 are:

The way we produce food and eat is the single largest human pressure on nature.

Agriculture already occupies about 50% of the Earth's habitable land and is the principal driver of biodiversity loss. Land use for meat, aquaculture, eggs, and dairy dominate – they use over 80% of the world's farmland.

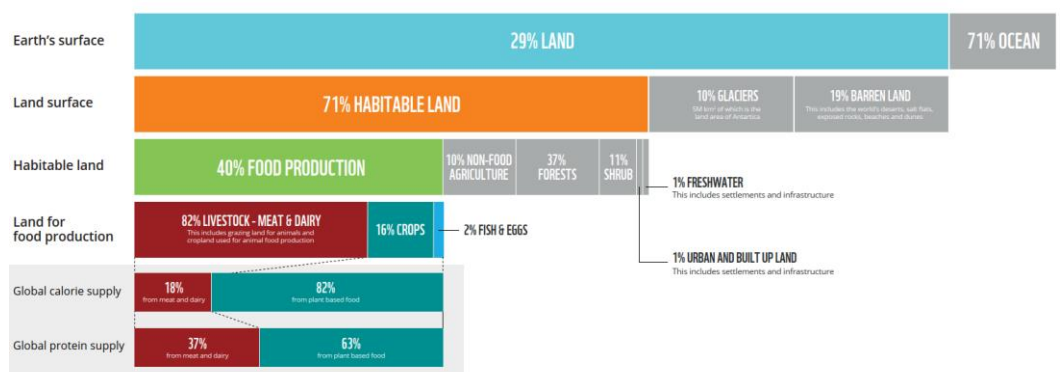
THE KEY MESSAGES TO BE SHARED

Food production contributes to roughly 29% of total global greenhouse gas emissions, and this share is expected to double in the coming years.

By eating more plant-based, we can make a positive impact on the environment and our health.

Meat, aquaculture, eggs, and dairy use over 80% of the world's farmland and contribute to nearly 60% of food's emissions, despite the fact that we only get 37% of our proteins and 18% of our calories from meat and dairy.

Total global land use for food production.



*Figure 1 Global land use for food production, FAO
(Note: The 71% ocean bar is not fully depicted here because of space limitations)*

A large body of evidence has shown that reducing over-consumption of animal-sourced foods, by increasing the relative consumption of plant-based foods, confers both environmental and human health benefits. Eating more plants is something we can all do several times a day to improve our health and our planet's health.

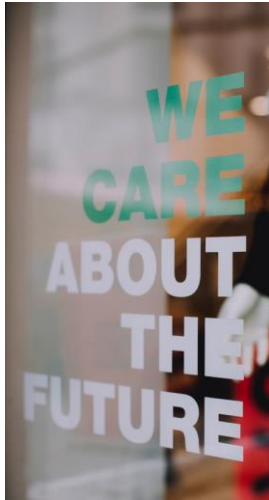
THE APPROACH IS "LESS TALK, MORE ACTION"!

These are the key messages we wish to share with young learners. In this guide, educators will find a step-by-step approach to inspire learners to become active citizens. The main tools (ppt presentations, worksheets, videos, websites, best practices etc.) are accompanied by the necessary background information.

This guide takes into consideration the limited time available for extra curriculum activities in schools and the work overload of pupils and educators. It also takes into consideration the Berlin Declaration on Education for Sustainable Development ([Unesco World Conference, 2021](#)) and the commitment to empower young people as change agents for sustainable development, by creating opportunities for learning and civic engagement, and providing them with the competencies and tools to participate in ESD as co-creators of individual and societal transformation.

The recommended 3 step methodology is a tool to realize the above-mentioned commitment in the framework of the current education system.

WHY SHOULD YOUTH CARE?



Young people of this age group are called under different names (adolescents, teenagers, young adults, etc). Depending on the point of view and the focus of the discussion, one of these names is selected. As society is changing fast, the profile of this age group also changes fast. We have seen, in the last few years, the rise of environmental awareness and activism among pupils aged 15+ with the “Fridays for the Future” movement being the most characteristic example of this rise of awareness and active citizenship.

However, understanding the connection of food and climate change, realising one’s own role and contribution to climate change through their daily actions, changing diet patterns and conceiving food systems and consumption patterns as an environmental issue worth taking action for is a different issue. According to the recent poll survey conducted for Eat4change only 1/2 of youth realises that the food we produce and consume may have negative effects on the environment. However, there is a lower sense of accountability since only a third of European adults feel their own food choices have a negative impact on the environment. Global warming/climate change is the environmental factor that most people (67%) overall, are aware of as being impacted by food production and consumption, closely followed by pollution and land destruction. Less than half of the responders feel confident in their knowledge of how to make food choices that are positive for the environment and sustainability but almost two thirds of them say that they would choose foods that have a less damaging impact on the environment and sustainability.

But how do we start our learning journey with our pupils on this issue? What are their diet patterns, lifestyle, beliefs and values in terms of food? We need to better understand our audience if we want to stay relevant and connect with them.

Profiling our audience: the case of Sweden

In 2019 a poll was made by Ungdomsbarometern in Sweden, [Engagerade unga och medgörliga föräldrar](#), where 3000 youth aged 15-24 were interviewed on food habits, their engagement and their parents compliance. Amongst other findings:

24% show their commitment through eating more vegetarian food and 22% declared that they decreased their meat consumption. 17% said they bought more ecologically grown products.

71% of the respondents stated that they influence what kind of food their families buy.

45% of the young people who try to live sustainably have made their families eat more vegetarian food.

When it came to influencing friends and partners the figures were even higher. 39% declared that they influenced friends and partners to eat more vegetarian food and 38% to decrease meat consumption.

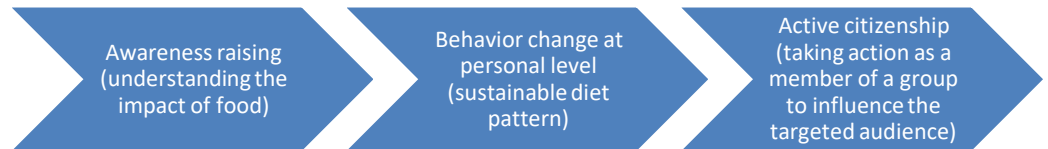
Profiling our audience: the case of Greece

WWF Greece, in the framework of the Eat4Change programme conducted a national study (based on a series of focus group discussions designed and implemented by professionals) in 2021, the results of which may be of wider relevance.

Pupils of this age group are involved in many activities, have a lot of homework and prefer to spend their free time with their friends and their peers. Their main concern is

having an attractive appearance, a beautiful and/or athletic body, which is connected to their self-esteem. They spend a considerable amount of their leisure time in social media and various digital games. Their views and interests are largely formed by the so called “influencers” in social media but their everyday life is still shaped by their family and school environment. So school, where they interact with their friends and peers, is a major entry point for creating awareness, bringing behaviour change and developing active citizenship skills.

There is a continuum in these three levels of intervention:



ONLY 58% OF YOUTH REALISES THAT THE FOOD WE PRODUCE & CONSUME MAY HAVE NEGATIVE EFFECTS ON THE ENVIRONMENT

In this approach, the emphasis is on the second and third level: behavior change and taking action at (school) community level.

But how can we achieve these outcomes given that our target audience, pupils of this age group, are engaged in a lot of activities, prefer to spend their free time with friends, socializing in social media, influenced by personas that rarely promote sustainability or health issues and not so much from their parents and teachers, although their life is shaped by the family and the school?

Evidence shows that pupils of this age (as well as the youth, in general) do not believe that food has a significant negative impact on the environment in general or climate change in particular (in the European poll conducted for Eat4change only 14% of youth believed that food had a very negative impact on the environment and only 5% believed that their own dietary habits did so). They do not consider meat consumption as a major greenhouse emissions generator. They mostly connect meat consumption with ethical issues (animals’ rights). Theoretically, they have pro-environmental attitudes but are less keen on changing their overall behaviour or more specifically nutrition habits for the sake of the environment. Food is mostly connected to social acceptance and health issues. In terms of diet patterns, there is evidence for an inclination towards unsustainable diet patterns (overconsumption of meat).

The question could be phrased in the following way:

How might we create learning and motivating experiences for pupils aged 15-18 in order for them to understand the importance of a sustainable diet for the planet, adopt such a diet and take action to influence their peers given that they do not connect food consumption with climate change and they are mainly concerned by feeling accepted and approved by their peers and fitting into the image promoted by various influencers and other leading personas?



| | | |
|--|--|--|
| | PUPILS 15-18: PROFILE, LIFESTYLE & ATTITUDES | |
| | A strictly structured life, near the family. | |
| | School life and duties and extra school activities. | |
| | Work overload, packed programme, limited free time, short breaks resulting in a lot of fast food, junk food, quick and easy solutions (most of which include meat or processed meat & dairy products.) | |
| | Friends, internet. | |
| | "Influencers" include celebrities but also peers, coaches (in sports), trends and social norms. | |
| | Curiosity, in search of self, life, etc | |
| | Health is an issue of low concern but energy and physical fitness for maximum performance as well as good looks (appearance), are priorities, especially for girls. | |
| | Good looks and appearance are main issues of concern. | |
| | Lack of in depth knowledge of environmental issues. | |
| | Lack of knowledge of the environmental youth movements. | |
| | Tendency to differentiate this generation from the older ones in relation to responsibility for environmental degradation. The message "your generation will save the planet" is rejected. | |
| | General feeling that our food today is not safe, there is no such thing as "natural food", and organic products are not a viable solution. | |
| | Food is not connected with environmental issues but curiosity, interest for learning more about it. | |
| | Meat is considered an important element of nutrition although it is recognized that overconsumption or certain types of meat and cooking can have negative effects on health. | |
| | Eating meat 3 times a week is considered healthy but the "hidden meat" (in sandwiches, sauces etc) is not counted/considered in the equation. | |
| | Meat is an easy, cheap, accessible and "handy" solution in our everyday life, it is a "full meal" easy to prepare. No alternative solutions. Socially accepted. It's a norm. | |
| | Meat is considered necessary for bodybuilding (esp. men building muscles) and for weight control (animal protein and vegetable diets). | |
| | There is scepticism about the effectiveness of personal behavior change. It is instead decision makers and the industry that should act. | |
| | Meat consumption is mainly linked to ethical issues, which are not of major concern to the target group, so willingness for behavior change is very low. | |
| | The lockdown caused some increase in food consumption and realization of the need to set diet targets. | |

Source: Focus Bari, "The youth and food: A qualitative analysis of attitudes and lifestyles.", Greece 2021.



DIVE INTO THE THEORY



The problem

Every day, millions of EU citizens decide what to put on their plate. Food choices not only affect health but have major implications for people and the planet. The food system is a key contributor to climate impacts: generating more than a quarter of greenhouse gas (GHG) emissions globally (>80% which is linked to livestock production) and driving water abstraction, deforestation and eutrophication.

**EXCEEDING 1.5
DEGREES WARMING
WILL HAVE
CATASTROPHIC
IMPACTS ON THE
GLOBAL FOOD SYSTEM**

Maintaining a healthy biosphere underpins delivery of all Sustainable Development Goals (SDGs). Overwhelming evidence suggests that 2 degrees climate warming (cf 1990) will create disastrous consequences for the biosphere, making it impossible to achieve SDGs. Exceeding 1.5 degrees warming will have catastrophic impacts on the global food system, accelerating species loss, impacting fisheries and crop yields and will be a key driver for human migration. Achieving a more ambitious 1.5-degree limit will require transformational change in multiple sectors, including within the food system.

The solution

A planet friendly diet largely consists of vegetables, fruits, whole grains, legumes, nuts, and unsaturated plant oils, and optionally, modest amounts of animal protein. Interpretation and adaptation of such a diet should reflect the local context with different implications for low- and higher income countries. The Mediterranean diet is a good example of a well-balanced diet with an emphasis on plant-based products. For Europe, this implies significant reductions in red meat and dairy; increased consumption of plant-based products. Reductions in meat consumption should be focused on un-sustainable production with remaining consumption supporting sustainable production practices. In creating food transitions, careful consideration of trade-offs is required to avoid improvements in one area creating negative impacts in other areas

The «E4C Mobilising youth for sustainable diets» project

**THE EAT4CHANGE
PROJECT CONTRIBUTES
TO A SHIFT TOWARD
MORE SUSTAINABLE
DIETS AND
PRODUCTION
PRACTICES**

Food is an engaging, everyday topic which can be used to approach these issues in fun and exciting ways. Eat4Change works to engage citizens on the topic of sustainable food, highlighting global interconnections and dependencies and demonstrating how individual lifestyle choices can directly contribute to limiting global warming to 1.5 degrees and support achievement of SDGs.

The Eat4Change project contributes to a shift toward more sustainable diets and production practices, particularly in the livestock sector, supports implementation of SDGs and climate change treaties and contributes to positive economic, social and environmental impacts in Europe and developing countries

Specific objectives include:

By 2023

- 52 million European citizens (20m young people) in 9 EU target countries are aware of the impact of dietary choices on global climate goals and SDGs; and develop increased agency as consumers and active citizens
- 8 million European citizens including 3 million young people take an active role as consumers in a shift towards more sustainable diets

- A powerful physical and online network of organizations and young citizens take steps toward climate friendly, sustainable diets and demonstrate “active citizenship.
- A consolidated scientific evidence base informs Eat4Change interventions, creating momentum for sustainable diets.
- A minimum of 400 medium-large EU-HQ companies engage in improving production practices and/or promoting sustainable diets.
- EU and selected national policies are proposed (sustainable sourcing /sustainable diets), supporting fulfilment of EU commitments relating to SDGs, the Paris Agreement and the CBD.

This EU supported project lasts 4 years (2020-24). Partners include AIESEC, WWF European Policy Office (EPO), WWF Austria, WWF Belgium, WWF Sweden, WWF France, WWF Greece, WWF UK, Fundación Vida Silvestre Argentina (FVS), WWF Brazil, Associação Natureza Portugal (ANP) and the Estonian Fund for Nature. WWF Finland is the coordinating office.



STEP 1: PROFILE YOUR PUPILS



Before embarking on this journey, it is important for the educator to understand their pupils' needs, monitor and evaluate their dietary habits, discuss their priorities and attitudes concerning their food choices. In other words, having a baseline from which to embark on this journey to behaviour change.

That can be done by conducting a short survey like [this one](#), by having them monitor their own dietary habits for a week or fortnight, by playing a variation of the “form a line” game with dietary related statements. The choice is up to the educator, the worksheet relates the different approaches.

Class Activity 1: What am I eating?

This activity will give both the educator and the learners an idea of where they are now. What are the current dietary habits? What trends can we see? How do they compare to the youth profile presented in the previous chapter?

See Worksheet: [EAT4Change_EducatorsManual_ClassActivity1_WhatAmIEating.pdf](#)

STEP 2: SETTING THINGS IN MOTION



Now the educator is ready to start mobilising their pupils for sustainable diets. The following 3 class activities are presented and/or facilitated by the educator in the classroom in one or multiple sessions and are addressed to all the pupils. They are the foundations upon which the youth will understand and build the challenge and their own part in it and hopefully become interested to take a more active role in making a change, firstly in their own personal lives and secondly by becoming active citizens of the school or the entire community and mobilising their peers for sustainable diets.

Tips for an interactive workshop with learners!

If the workshop is online, use interactive tools such as polls, mentimeter, games such as kahoot, questions and answers in the chat, break out rooms for group discussions etc.

If the workshop is face to face, make sure that pupils/learners interact, bring the photo of the personality they admire, use blue tack to post the photos on the wall, create a portrait gallery, use pen and flip chart paper for group discussions, mind maps, etc.

The structure of the approach is given below. For each activity one can find the corresponding worksheet.

Class Activity 2: Who do I admire

The first part of the setting things in motion step will ask the participants an interesting question: Who do I admire and why?

Understanding their idols, understanding what makes a changemaker is crucial if we want youth to take a stance and become one themselves.

See Worksheet: [EAT4Change_EducatorsManual_ClassActivity2_WhoDoIAdmire.pdf](#)
Powerpoint presentation [EAT4Change_EducatorsManual_NameYourIdol.ppt](#)
Notes for presentation [EAT4Change_EducatorsManual_NameYourIdolPptNotes.pdf](#)

Class Activity 3: Why should I care?

This activity is covered by the presentation the educator will give in class. The analysis of the problem emphasizes the impact of unsustainable diets, especially red meat consumption, on the environment, mainly climate change and biodiversity.

This is followed by an exploration phase in the plenary or in small groups: why unsustainable diet patterns have prevailed nowadays? What are the symptoms? What are the root causes? A mind map or a problem tree can be created.

See Worksheet: [EAT4Change_EducatorsManual_ClassActivity3_WhyShouldICare.pdf](#)
Powerpoint presentation [EAT4Change_EducatorsManual_NatureOnOurPlate.ppt](#)
Notes for presentation: [EAT4Change_EducatorsManual_NatureOnOurPlatePptNotes.pdf](#)

Class Activity 4: Am I a team player?

This step concludes with an ask. Learners identify their own skills and competencies in order to become change makers and place their picture in the gallery of the change makers!

The Eat4change communication campaign concept of “use your every food as a super power to bring change” is the basis of this call-to-action concept. Everybody can become a change maker using their super power!

See Worksheet: [EAT4Change_EducatorsManual_ClassActivity4_AmIaTeamPlayer.pdf](#)
Powerpoint presentation [EAT4Change_EducatorsManual_AmIaTeamPlayer.ppt](#)
Notes for presentation [EAT4Change_EducatorsManual_AmIaTeamPlayerPptNotes.pdf](#)



STEP 3: CHANGEMAKING @ WORK-TEAM TIME



After the educator's voice has been heard through the presentations and class workshop(s), the time has come for the pupils who want to take action to form a team, a group with a cause, to

- (a) change their diet patterns and
- (b) design their action and/or campaign for sustainable diets to mobilise their peers.

The educator now takes a backseat, encouraging, guiding and supporting the pupils who want to take this step by providing the necessary conditions (allowing some time for the team to convene, space, materials, advice, inspiration etc.).

The educator can also connect the team to the E4C project (the local WWF office staff and/or youth team) and seek advice and possibly a kick-off meeting with the team.

The team, however, will enjoy working by themselves. Roles for each member will emerge naturally or by consensus (leader, "PR officer", "tech advisor" etc.). The educator can help the team, if needed, to set a work plan, set milestones and check progress to make sure that they do not lose momentum.

The educator can also look for opportunities for networking. Conferences, discussions, youth panels on sustainable food and social or environmental issues such as these can stimulate the interest of the group to share its work and pass on the messages of the campaign.

Team Activity 1: Where am I now?

Before the team decides on the course of action they must first go through an "empathy" phase, understanding who their target group is. Getting to know what motivates them to make changes. The team has an advantage as it is part of this community, but they are the ones that are more motivated, more active. What is the profile of the average student? What affects their choices?

In order to measure any change a baseline is needed. What is the baseline, the situation today for their target group? The team should take a live or online survey to answer basic questions on current dietary habits, preferences, motivations and obstacles. A survey on their eating habits can be a nice way to assess current status of meat consumption, abidance to National Dietary Guidelines, preferences, tastes and lifestyles in relation to food consumption as well as current status of knowledge. The survey will also serve as an awareness tool for the school community. (The message being that the food we choose to put on our plate has a wider impact on the planet, not only on our health.)

A simple meat consumption survey is proposed, similar to the one the educator did in Step 1, but learners are encouraged to create their own survey, test it themselves and use it as a tool to start raising awareness at school. They are encouraged to identify this baseline (How much meat do we consume now?) and set targets (How much did we decrease our weekly consumption of meat?) for their campaign/actions at school or even beyond the school's borders.

See Worksheet: [EAT4Change_EducatorsManual_TeamActivity1_WhereAmINow.pdf](#)

Team Activity 2: Where do I want to go?

The team has to ask themselves: What do we want to achieve? What are our targets? What is the best course of action, based on our resources (people, time, money, permits etc). The team must then set some measurable targets.

See Worksheet: [EAT4Change_EducatorsManual_TeamActivity2_WhereDoIWantTogo.pdf](#)

Team Activity 3: How do I get there?

The team will decide on the course of action to take. They might decide on a school-wide awareness raising campaign, a one-off action or a set of actions to reach the target defined. However, some steps are similar regardless of which of the above courses of action the team picks. The team will decide the specific objective, the target audience, the means and ways of implementation, the starting and ending point. Once the team has set a work plan, and action(s) have been defined, the course of action(s) can roll out. What will the message be? How will we communicate the message? Run a brainstorm session on messaging with volunteers outside the team. Try to have a diverse group for the brainstorming (not just the converted ones!).

Tips for an effective campaign on sustainable diets

Clear message

Focus on reduction of meat consumption according to the health standards for the age group in question (you can use the national dietary guidelines as a starting point even if they are not in line with planetary boundaries)

"Eat less meat" is a key message

A Plan(e)t Based Diet tells the full story

The Mediterranean Diet is good for the health, good for the planet

Veganism and/or vegetarianism is a personal choice, not the project's message

Ethical arguments for animal welfare are again issues of personal moral attitudes, not the focus of the E4C project. The aim of this awareness raising campaign/action is to show the environmental impact of food choices -in particular their contribution to climate change.

Be positive in your messaging. The target audience rejects negative messaging and instructions. Instead of "don't" do this and that", use "try this to have fun, good looks, etc." The emphasis should be on what the audience will gain from the recommended behavior change, not on the contribution to a general cause.

Make your message relevant to the target audience (see above the profile).

School competitions for slogans, logos, posters etc for the campaign can be a good awareness tool. Make sure that pupils have understood the problem first.

Network with other youth teams/groups within the E4C project and join youth discussions and forums on sustainable food such as the UN Dialogues of the UN Food Systems Summit

Get the support of young influencers, chefs etc, if you can, but your teamgroup is the real game changer!

The messages may vary a little depending on the means of communication and activities. These may include:

- ✓ Videos
- ✓ SoMe (Social Media) campaigns (with safety standards)
- ✓ Competitions (food competitions, e.g. sustainable, healthy and original snack)
- ✓ Presentations online and offline within own school and in school debate clubs, environmental groups, international youth active citizenship fora etc.
- ✓ Infographics with advice for a sustainable diet
- ✓ Comic strips, stories on the issue addressed to peers

- ✓ Chefs invited for cooking lessons
- ✓ Influencers spreading the message and supporting the campaign
- ✓ School garden and “from farm to fork” campaign combined with reduction of meat consumption according to the health standards for each age group.

See Worksheet: [EAT4Change_EducatorsManual_TeamActivity3_HowDoIGetThere.pdf](#)

Team Activity 4: Walk the talk!

Before embarking on an awareness raising campaign or an action that will result in reducing the impact of their peers’ dietary choices, the members of the team have to set the example, adjusting their personal dietary choices to reduce their own meat and/or dairy consumption and opt for a more planet friendly diet with more sustainable choices. It is up to them to decide the specifics but there is no argument stronger than actually walking the talk..

See Worksheet: [EAT4Change_EducatorsManual_TeamActivity4_WalkTheTalk.pdf](#)

Team Activity 5: Time to act!

In Team Activity 3, the team has rolled out a detailed plan of action, including the messages and the action points. Now it is implementation time. The campaign will start, the actions will take place and the school won’t know what hit them! The team can present and promote their action and events in the [i-eat4change](#) youth platform in order to inspire others and have a greater impact!

See Worksheet: [EAT4Change_EducatorsManual_TeamActivity5_TimeToAct.pdf](#)

Team Activity 6: How did I do?

After the implementation it is time for the Team to monitor the results and evaluate their project’s impact. Did they reach their target? What other trends are documented? If they did not , why is that?

With careful monitoring and evaluation through a survey, an analysis of the results in comparison with those of Team Activity 1 and time permitting a more in-depth qualitative approach the impact will be evaluated and documented as will the lessons learnt.

See Worksheet: [EAT4Change_EducatorsManual_TeamActivity6_HowDidIDo.pdf](#)

Team Activity 7: Who would like to know?

Spreading the word, disseminating results and networking are the final stages of the Team’s journey in order to multiply its impact.

See Worksheet: [EAT4Change_EducatorsManual_TeamActivity7_WhoWouldLikeToKnow.pdf](#)

LEARNING FROM OTHERS



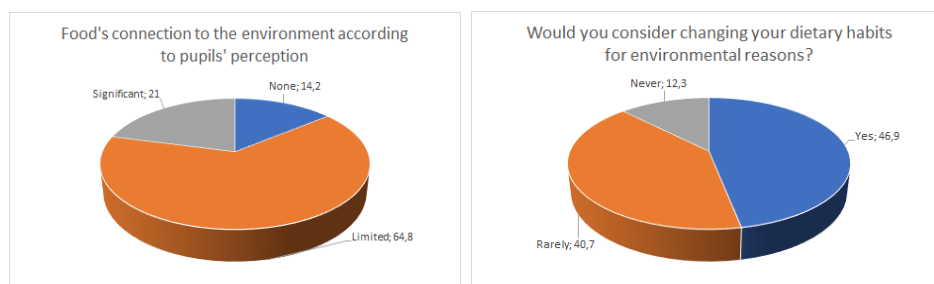
Best Practices

The NutriEcoGrowth story

The NutriEco Growth team of 5 girls, 15 years old, pupils of the 1st High School of Amarousion, Attica, Greece, was created during the first year of the E4C project, in the middle of the lockdown due to the Covid-19 pandemic. Despite the difficulties that the lockdown presented, the team managed to organize itself, plan and implement an impressive campaign with the educator playing a guiding & supportive role.

They define themselves as a team which specialises in nutrition and its impact on the environment their slogan is “Changing Eco-friendly”. Their goal was to mobilise their school community to change their dietary habits to more sustainable ones.

They started out by designing an online [questionnaire](#) on the nutritional habits of their peers as well as on their understanding of the connection between food and climate. The results from the “NutriEco Grow” team’s survey showed that 64,8% of the school pupils believe that food has a minor connection to the environment. Approximately 52% of the pupils do not consider changing their diet habits for environmental reasons.



The team then went on to produce a short [video](#) presenting themselves and their cause, making an instagram account, where they posted useful facts and some vegan/vegetarian recipes. They also organised two interactive competitions. In the first one, the [Sustainable Diet Poster Competition](#), students had to design posters regarding meat consumption and in the second one they sent their favourite eco-friendly snacks.

In order to evaluate the impact that the programme had on the students, they are going to circulate the same questionnaire they had completed in the beginning of the school year, and compare the outcome. In the near future, they also want to create a cookbook with the recipes their classmates are sending them for the second competition and continue posting on their instagram account both fun facts and recipes. They want to share their actions and ideas with people across the globe, who are also interested in this topic.

The Korso valitaa story

This is an example of how a small group of active young people from Vantaa, Ruusuvuori school in Finland can really make a change.

“Korso valittaa” (meaning “Korso complains”) group decided together with their art teacher to change the school food in schools in Vantaa so that it is more sustainable. Many steps were taken and because of their effort vegetarian food is now served as the first option in the school cafeteria. They have even run out of vegetarian food everyday last autumn! The elective Home Economics class started collaborating with the school’s kitchen in finding tasty recipes for school food.

The group now works together with other schools in Vantaa and even organized a meeting with the officials who make the decisions concerning school food in Vantaa. So, a small group can make big changes happen!

Testimonies from pupils who took action in the framework of the project

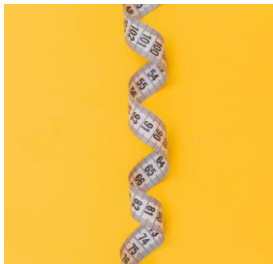
"It is well known that humanity is facing a huge problem. Nevertheless, its solution is so easy, so accessible to others ... That was the purpose of WWF's Eat4Change program. A small change in the eating habits of all of us can lead to taking big steps to deal with the problem. It was our pleasure to participate, as a school, in the program and we are confident that from now on we will be more responsible and aware citizens."

Konstantinos Barbounis, CGS team

"Over the last month, we collected and analysed data useful for the development of the project and encouraged sustainable diets by promoting low carbon footprint recipes to our IB group chat. This experience led to me to reflect a lot on my diet and, while I wasn't consuming high carbon footprint foods frequently, I tried to cut down on it the most I can. My family also followed the same program."

Ersi Retounioti

EVALUATION



When the educator completes the 3 steps and before the end of the school year it is time to evaluate the impact of this approach. The target of the workshops was to mobilise youth on sustainable diets. It is now time to look back and see whether the pupils have gained knowledge and insight into the impacts of food on the environment in general and climate change in particular, whether they are now more aware of the issues and inclined to change their own behaviour and dietary habits and finally whether they have been inspired to take action as active citizens in whatever form or action they decided.

Here the educator can find a short survey on the educational process and outcomes as well as a questionnaire they may circulate to the pupils to evaluate their own perception of the approach and its impact.

[Eat4ChangeEducationProgrammeTeacherEvaluation](#)

[Eat4ChangeEducationProgrammePupilEvaluation](#)

EPILOGUE



In summary, this 3 step process, based on the interactive workshops for pupils/learners aged 15-18, and inspired by the teenagers' needs and lifestyle, is meant to inform, prompt the pupils to behaviour-change - in this instance change towards more sustainable diets- and mobilize to take action as active citizens. Whether this

active citizenship takes the form of setting up and implementing an awareness raising campaign or undertaking a planet friendlier diet action such as new menus in the school cafeteria or alternative snacks in the canteen it is up to the learners themselves to decide. However monitoring the change they achieved is paramount to their effort.

Questionnaires and surveys serve as means of evaluating behavior change. If the team does the baseline survey in the beginning of the action/campaign and then repeats their peer survey (at school or in other fora) and find a reduction in meat consumption and/or increase of the degree of understanding of the impact of food on the environment, the campaign/action programme of the team can be considered successful. If non-meat food products are now offered where they weren't before at school, or meat product consumption can be shown to have been reduced in a pre and post M&E the team's efforts have been rewarded. There is also a number of other "side gains", though, even if impact cannot be documented. Pupils gain active citizenship, leadership and teamwork skills and are motivated to continue their journey in active citizenship.

In the celebration event that was held at the end of the first year of the E4C project, pupils who took action to raise awareness on sustainable diets at school, reported that they want to continue with other environmental issues as well.

Celebration events, side events such as visiting organic farming enterprises, innovative start-ups in the sustainable food sector etc can enrich the experience of learners and further motivate them to take action.



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