



# Food Systems in European Cities

## Deliverable 3.10

### Programme of KidScience initiatives in MyLocalFoodE

<b>Project Acronym and Name</b>	FoodE – Food Systems in European Cities
<b>Type of action</b>	IA – Innovation Action
<b>Grant Agreement No.</b>	862663
<b>Work package</b>	WP3
<b>Dissemination level</b>	Public
<b>Document type</b>	Report
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<b>Planned delivery date</b>	March 31 <sup>st</sup> 2023
<b>Actual delivery date</b>	March 31 <sup>st</sup> , 2023
<b>Project website</b>	<a href="http://www.foode.eu">www.foode.eu</a>
<b>Project start date</b>	February 1 <sup>st</sup> 2020
<b>Duration</b>	48 months
<b>Version</b>	1.0





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## Document Control Sheet

Version	Date	Summary of changes	Author(s)
0.5	25/02/2023	First draft	ULL
0.6	03/03/2023	Revised draft by the internal reviewer and circulated to partners to consolidate data	ULL, RMN and UNIBO
0.7	19/03/2023	Revised draft by all partners circulated to final review	All
1.0	29/03/2023	Final version including feedback from partners	All



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## INTRODUCTION



Historically, food security refers to food supply at the regional, national and international levels, considering the potential deficiencies in the supply of these needs. With the progress in food security studies, the relevance of the analysis at the different levels of the city-region, community, family and individuals has been evidenced. Likewise, food security is a concept that has evolved, including elements such as access to resources and vulnerability (Weingärtner, 2009). According to FAO (2000, p. 26), 'Food Security' is achieved when *"all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life"*.

Food sovereignty, which plays a part in food security and nutrition, is a complementary idea pertinent to the analysis. Food sovereignty is a notion that considers the cultural, political, and environmental facets of food systems and is related to people's autonomy and sovereignty (McEachern et al., 2022), emphasizing the development of less dependent food systems on imports, securing autonomy in food production. In this context, *"a sustainable food system (SFS) is a food system that delivers food security and nutrition for all in such a way that the economic, social and environmental bases to generate food security and nutrition for future generations are not compromised"* (FAO, 2018, p. 1).

Given that food production autonomy is crucial for communities, recognizing the relationships and power imbalances inherent in many food systems, and attempting to link production with consumption, sustainable food systems, as defined above, can be related to food sovereignty in the context of city-region food systems (CRFS) (McEachern et al., 2022). The concept of CRFS constitutes a critical element of this project. A seminal definition of CRFS was given by the City Region Food Systems Alliance in 2015, along with a description of how it offers a *"manageable"* integrative approach to research and support for sustainable food systems (Blay-Palmer et al., 2018) (Jennings et al., 2015):

*"City region food systems (CRFS) encompass the complex network of actors, processes and relationships to do with food production, processing, marketing, and consumption that exist in a given geographical region that includes a more or less concentrated urban center and its surrounding peri-urban and rural hinterland; a regional landscape across which flows of people, goods and ecosystem services are managed."*

*The term 'City region' refers not only to megacities and the immediate, proximate rural and agricultural areas surrounding them, but also to small and medium-sized towns that can serve to link the more remote small-scale producers and their agricultural value chains to urban center and markets in developing countries."*



*A city region food system approach recognises that there is great diversity between contexts, the nature of urbanisation, sizes of urban centre (from small and intermediate towns to megacities), types of food systems, and nature of ties with the surrounding countryside and rural populations.<sup>1</sup>*

The CRFS approach aims to “(1) understand the vulnerabilities and strengths of urban-rural food systems; (2) enhance communication and cooperation through multi-stakeholder, multi-scale collaboration and system-focused planning to build coherence across the rural-urban continuum; (3) coordinate actions to help safeguard livelihoods and food and nutrition security” (Blay-Palmer et al., 2021, p. 2).

The cornerstone of the CRFS approach, illustrated in several case studies, assumes that the adaptive and flexible governance necessary to improve the food system is best formed at the city-region scale. This regionalized food system, which connects agricultural and urban areas, functions best when it is supported by policies and initiatives at many levels, from the global to the local. In light of this, it is essential to understand that national contexts vary in terms of political structure and the degree of corporate power, so what may be effective in one country or region may not be effective elsewhere (Blay-Palmer et al., 2021).

As a result, CRFS has developed into a new analytical lens, paving the path for a more resilient, equitable, sustainable, and healthy food system globally (Global Urban Forum, 2014), and it may now assist in the discovery of creative ways to deal with the COVID-19 crisis's aftermath (Vittuari et al., 2021). The new focus on CRFS requires a cultural change in the population that needs to think more carefully about where their food comes from and the costs, benefits or impacts of sourcing their food from local sources or distant producers. Awareness creation, as a consequence, is one of the main pending tasks if changes toward improving CRFS are regarded as societally desirable. Strategies for awareness creation vary widely, depending on the human groups devised as the main targets of the process. Perhaps one of the most exciting groups to target are students in general and school kids in particular

Gopnik (2009) affirms that childhood is the best stage of life for human beings to learn since they have remarkable learning abilities. During this stage, people can assimilate, adjust, or change knowledge as they interact with the environment. The observation of infants reveals differences in their level of precision or skill, evidencing that children have a sense of curiosity that makes them want to know more about the world through experimentation and observation. This sense of curiosity is a characteristic from birth. Gopnik (2010) claims that scientists have discovered that children know more than we ever thought possible and that babies' brains have many more connections between neurons.

Since the 1980s, various studies have shown that children have scientific competence. That has caused educators to revise the curricula, which had been previously developed, under the premise that scientific exploration cannot be carried out in childhood (Sumida, 2015). However, it is understood that the confluence of social and political factors and the variables in

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<sup>1</sup> Retrieved from <https://web.archive.org/web/20151104130224/http://cityregionfoodsystems.org/> on March 01, 2023, from an image of the website in the Wayback Machine of Internet Archive dated 04 November 2015. That definition from this source has been referenced in several reports and publications (for instance, see Blay-Palmer et al., (2018). The original source of the definition looks to be originated from a meeting convened by FAO in 2013: “City region food systems” was defined in a December 2013 consultation convened by FAO as “the complex relation of actors, relations and processes related to food production, processing, marketing, and consumption in a given geographical region that includes one main or smaller urban centres and surrounding periurban and rural areas that exchange people, goods and services across the urban rural continuum. (FAO, 2014, p. 5)



educational practice configure the teaching and learning processes of students and teachers, turning schools into spaces for mediation and knowledge transfer for infants (Bolívar, 1996).

In this way, the educational system has urged that boys and girls acquire STEM (Science, Technology, Engineering, and Mathematics) knowledge in the first years of life (McClure et al., 2017). That is due to the boom of new applications of scientific knowledge during the 21st century, specifically during the last 20 years. These advances greatly influence the lifestyles and well-being of the population, enabling changes in how we relate, communicate, and think, generating changes in our interaction with the environment. New advances have been developed in different areas ranging from health, biotechnology, new forms of non-polluting production, etc., evidencing new disciplines that were not thought of a quarter of a century ago. As a result, it is necessary to involve the new generations in learning, training and disseminating scientific knowledge, exploiting their curiosity, creativity, and enthusiasm while valuing their talent. These purposes can be achieved by organising and planning scientific-technological activities in which students can participate freely and actively to know, create and expand knowledge as complementary training in the educational scheme (Torres et al., 2008).

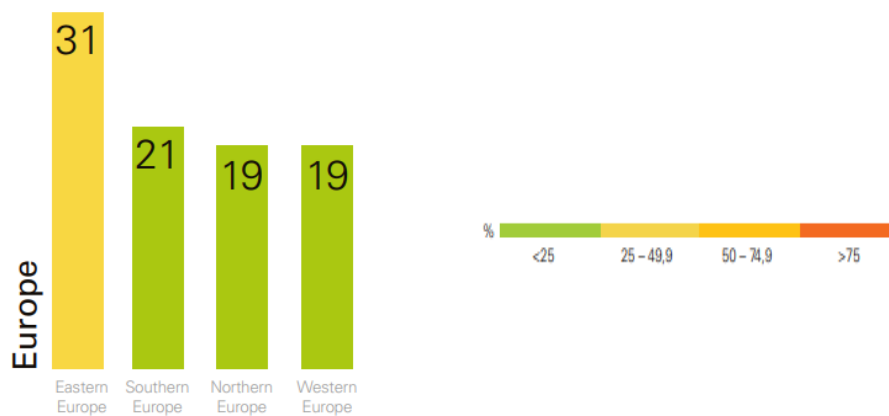
### KidScience: Nutrition and sustainable food systems

Children's nutrition is essential for social reproduction, which we characterize as *“the intersecting complex of political-economic, sociocultural, and environmental processes required to maintain everyday life and to sustain human cultures and communities on a daily basis and intergenerationally”* (Di Chiro, 2008, p. 281). Nevertheless, in social reproduction it is possible to define familial responsibilities but also collective and societal ones. A more significant crisis of social reproduction is manifested by food insecurity and a lack of physical, social, and economic access to nourishing food that satisfies dietary demands (Gaddis & Coplen, 2017). According to UNICEF (UNICEF, 2019) projections from 2019, 340 million children under the age of five suffer from hidden hunger worldwide, caused by nutrient inadequacies that are not often obvious such as vitamin and mineral shortages. In a larger sense, traditional and modern diets may result in disguised hunger since ultra-processed foods may be deficient in essential vitamins and minerals despite being very capable of satiating hunger. Likewise, according to FAO (2022), ultra-processed foods are more readily available due to their price<sup>2</sup>. The increase in obesity and other forms of malnutrition is partly a result of this phenomenon because they reflect a world where children have more and more options to satisfy their energy needs but not their nutritional ones. As can be seen in the following graph, Europe has low rates of hidden hunger (less than 25% of the child population) except for Eastern European countries, which present a medium risk (between 25% and 49% of the child population).

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<sup>2</sup> Retrieved from <https://www.fao.org/hunger/es/> on March 1, 2023, from the web presentation to the document that deals with the state of food and nutrition security in the world in the year 2022.





Source: UNICEF Estimates, 2019

In this way, UNICEF (2019) has worked through the "Marco Innocenti" program, intending to place the nutritional needs of girls and boys at the centre of sustainable food systems. Thus, nutrition education and information can be an answer so that children have long-term positive behaviour regarding the lessons and healthier eating habits.

Another example is school nutritional programs. According to Soares and Davó-Blanes (2019), school nutritional programs represent a good starting point for the creation of sustainable food systems since, on the one hand, they provide food to a large number of boys and girls and, on the other, they stimulate forms of production and commercialization of sustainable and local food. Furthermore, these programs may educate young generations on healthy and sustainable food habits.

*School feeding programs are a strategic framework to promote changes in the food consumption patterns of the school population. Present in various countries around the world, these programs provide daily food to approximately 368 million children. In addition, the continuous preparation of meals gives school feeding programs great potential to also impact food production. That is why the inclusion in the programs of purchasing criteria that stimulate more environmentally sustainable and socially fair forms of production and marketing of food can help to minimize the negative impact that the current food system has on health and the environmental, social and economic environment (Soares & Davó-Blanes, 2019, p. 213).*

However, the impact of COVID-19 meant a disruption to European food systems. Hence, throughout the lockdown, food consumption was severely restricted for vulnerable groups. In this sense, pre-COVID-19 policies in European school canteens enabled the provision of food with high-quality nutritional value. Consequently, the confinement made it difficult for the poorest boys and girls to cover their nutritional needs, affecting food security and habits for young generations and families (Vittuari et al., 2021). On the other hand, the increased time children spent at home due to confinement meant that they shared more time with the family, with a consequent increase in family meals. This fact might have raised parents' awareness of wholesome and environmentally friendly food, influencing how they raise their kids' eating preferences, attitudes, and routines. That way, some parents may have been more active in food education initiatives and more involved in the food quality and origins in school canteen menus once the school canteens reopened (Vittuari et al., 2021).



By encouraging students to pursue "small-scale" discoveries, the KidScience initiatives carried out by the FoodE project's partners aim to spread scientific knowledge about sustainable food production and consumption, waste management, renewable energy production, and sustainable methods and technologies in food processing and packaging (Wissmann et al., 2022). Improving children's understanding of sustainable food systems can influence their futures and, by extension, their families. Youth can influence family decisions regarding what to purchase, what to eat, and how to attain regional sustainability. The FoodE initiative implements specialized activities to encourage active participation among young people. For instance, KidScience activities involve three primary sub-tasks: spreading awareness in schools, taking part in MyLocalFoodE programs, and releasing the FoodE e-book to reach students and young people locally. High school, primary and secondary school, and nursery school kids are the target audience for FoodE's educational programs. Classroom exercises are used to carry out awareness events. In this way, the researchers can engage the students in conversation about a variety of social and environmental issues, such as climate change, social exclusion, unequal access to food, and the relationship between these issues and innovative local food systems. With increased participation in citizen scientific projects and participatory initiatives for food and nutritional security, KidScience programs hope to strengthen interactions between all food chain participants. Activities aimed at children (KidScience) acquire an essential pedagogical value because they encourage those responsible for educating children in a new way of thinking that merges the idea of the local community concerning the globality to which it belongs (Orsini et al., 2022).

The object of this deliverable, D.3.10, has been modified to present the results of all KidScience activities and not only during the MyLocalFoodE events. KidScience activities in general were carefully planned earlier in the project, and summarized in D3.9. It is relevant to note that the KPIs established in D.3.9 were all reached. In the following pages of this deliverable, we show the outcomes of the Kidscience activities developed in the FoodE Project until January 2023. Some activities with kids are also reported in Deliverable 3.6, "Report of MyLocalFoodE initiatives", as they have been carried out in the frame of MyLocalFoodE events. The figures for these activities have been reflected in deliverable D3.6 to avoid counting again, even that some descriptions of KidScience activities may be similar in both deliverables. A strategic reflection from each partner has been collected to summarize these experiences with kids and young generations. That reflection includes insights about improving and perpetuating these KidScience experiences beyond the FoodE project. For data collection, the support of all partners was essential. Partners responsible for each activity provided information regarding the activities developed, descriptions, figures, photos and videos. The partners collected all this information in the Template for KidScience activities implemented (Annex 1). All the information was double-checked by all partners.

## Conclusions

All activities involving kids implemented in the frame of the FoodE project have been described in this deliverable, including those developed as strategies to perform activities during the pandemic to grant kids participation. The strategic reflections of all partners have been collected for analysis purposes. A wide range of activities has been deployed in different countries, with varied methodologies and distinct techniques adapted to the target audience, showing an ample scope of activities than may be employed for awareness-raising intentions.

The main difficulties faced were related to COVID restrictions, which could not be expected during the project's design phase. However, strategies were developed to perform activities, mainly based on online resources and media dissemination. Changes in the staff of schools and the heavy workload of teachers were other difficulties found by several partners. Nevertheless, overall the purpose of raising awareness in kids about food in general or city/region sustainable food systems was achieved primarily due to hands-on activities. Anyhow, some partners highlighted the importance of combining practical with theoretical education.

Further development, and in most cases, the future expansion of the activities, were considered desirable by all partners, although some hindrances were highlighted about its feasibility. Funding was considered strictly necessary, while support from a skilled team and implicated personnel were fundamental for the success of further activities of these characteristics.

## Summary of activities

Localisation and partners	Number of schools		Number of pupils		Implementation	
	Minimum	Maximum	Minimum	Maximum	Schools	Pupils
Romania (Iasi) - MBI	3	5	325	500	11	340
Spain (Barcelona) – UAB and SBD	4	10	100	284	20	989
Spain (Canary Islands) – ULL and ISL	2	20	800	5.000	8	1.769
Netherlands (Amsterdam) - METAINST	2	4	80	TBD	4	176
Netherlands (Lansingerland) – LAN and WR	1	6	50	500		
Italy (Naples) – UNINA and NAP	1	2	360	720	5	234
Italy (Bologna) – UNIBO, FLY and BOL	6	14	150	350	6	726
Slovenia (Ljubljana) - BEE	1	2	300	600	3	96
Norway (Oslo) - NBL	1	2	80	250		
Norway (Longyearbyen and Tromsø) - POL	1	3	80	273		
Germany (Berlin and Cologne) – SWUAS, ILS and NOL	4	TBD	270	TBD	8	348
France (Romainville) – RMN and APT	16	19	4.000	10.000	22	11.561
<b>Total</b>	<b>42</b>	<b>87</b>	<b>6.595</b>	<b>18.477</b>	<b>87</b>	<b>16239</b>



## RESULTS – STRATEGIC REFLECTION

## Italy



### Comune Di Bologna and Alma Mater Studiorum – Università Di Bologna (BOL and UNIBO)

#### Strategic reflection.

#### Initial description of the activities.

Unibo engaged in FoodE activities with almost 900 pupils, of which 74% were from primary schools (pupils 8-10 years old) and 26% from high ones (pupils aged 15-18 years old).

Concerning primary schools, since 2020, UNIBO has involved pupils in the following activities:

- The contest “Draw your FoodE superhero or superheroine” – the winner was Terrix, a pot with a plant that helps humans to solve environmental problems. Terrix became an animation “The adventures of Terrix – The city’s food superhero” and a comic together with its superhero and superheroine friends;
- A journey through food history, starting from “The food of future – Making a microgreen!” – Unibo furnished a kit for each pupil and helped them to cultivate a microgreen. The journey was continued towards “The food of present” – pupils learnt to read a food label and played to guess the origin and seasonality of food. The journey was concluded by a leap into the food of the past starting from the food habits of ancient civilization and arriving to those of the middle of XIXth century. Pupils were invited to write a recipe of a dish that elderly people ate in their youth. These recipes were collected in a book “Le ricette del passato” (<http://amsacta.unibo.it/7102/>);

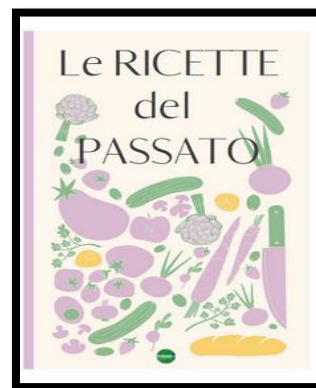


Figure 1.



Figure 2. A puppet that was made out of the drawing by the grandparents of the author of the drawing Terrix

- A new adventure of Terrix – pupils participated in the draft of the new animation and the new comic by drawing the imaginary city of Sustenabilia;
- A treasure hunt – pupils found the combination to open the chest and discover the treasure! “Hortilla: The garden in the bottle!” – The tutorial for microgreen cultivation was offered to pupils from the city.
- High schools raised awareness of themes such as food production, climate changes, food security and sovereignty, CRFS and agroecology through participatory training courses and seminars – pupils carried out group works as presentations, videos, interactive games, etc.

- Besides the activities with primary schools,

during MyLocalFoodE : a KidScience event, called “Progettisti in erba” (“Young Green Designers”) was organized by Giovanni Bazzocchi (UNIBO) at the Sonorous Greenhouse of the “Serre dei Giardini Margherita”. : a KidScience event, called “Progettisti in erba” (“Young Green Designers”) was organized by Giovanni Bazzocchi (UNIBO) at the Sonorous Greenhouse of the “Serre dei Giardini Margherita”.

- A second KidScience event, called “Officina delle piante” (“Plant Factory”) was organized by Sonia Blasioli (UNIBO) at the Sonorous Greenhouse of the “Serre dei Giardini Margherita”. The plant workshop for primary schools consisted of (i) a treasure hunt with the pupils of the Aldo Moro Primary School, (ii) a didactic activity at Serre aquaponic system - pilot project of FoodE (Aquaponic design), and a snack at the park.
- A third KidScience event, called “Hortilla: l’orto in bottiglia” (“Vegetable Garden in a bottle”) was organized by Sonia Blasioli (UNIBO) at the Sonorous Greenhouse of the “Serre dei Giardini Margherita”.



Figure 3. The drawing of Terrix that won the kid’s mascot design challenge

**Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

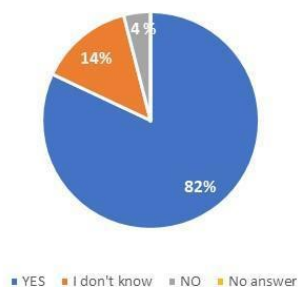
Due to the Covid crisis, all activities have been carried out online for the first two years of the project. The Italian guidelines for Covid containment addressed to the school imposed that no visitors were admitted.

That has implied a considerable effort in terms of activity planning. Video calls have been short and captivating for catching pupil attention, and hand activity or group work has been preferred to stimulate participation. In this last case, the help of teachers was essential. In addition, the classroom ICT equipment was sometimes unsuitable: For example, the webcam was framed by just 2 or 3 pupils, and the mic produced an echo.

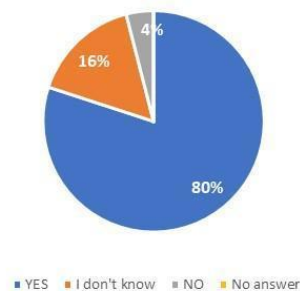
For primary schools, the contest, the animation and the comic have created a *fil rouge* between FoodE and schools, helping Unibo to stay connected to the schools. During the pandemic, KidScience activities were a break from the daily routine.

Using new dissemination tools (comics, animations) has been a fitting choice and, in our opinion, is the right way to increase the impact of KidScience activities. The pie graphs reported below show the level of appreciation that the Terrix animation and comic have achieved among pupils from primary schools. The last two graphs show that the expectation is very high for the new episodes of the Terrix saga.

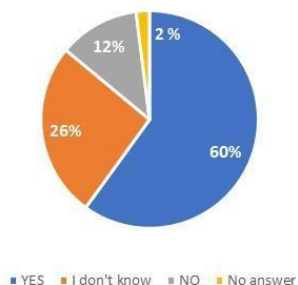
Did you like Terrix's comic?



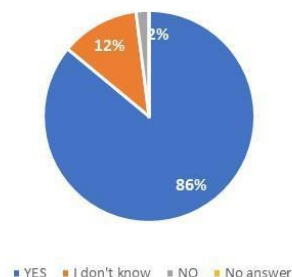
Are you curious to watch the new Terrix's cartoon?



Did you like Terrix's cartoon?



Are you curious to read the new Terrix's comic?

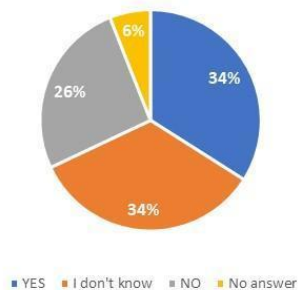


### How do these activities improve kids' awareness about food in general or city/region sustainable food systems?

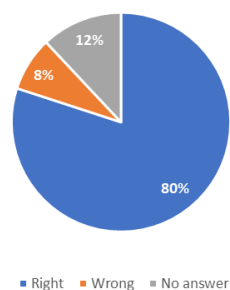
At the end of the activities, a survey was distributed to the pupils from primary schools involved in the FoodE project to test the awareness increase about the food they eat. The results are summarized in the pie graphs below. Although a third of pupils have stated that they did not check the origin of the fresh food consumed, maybe because the adults do the grocery shopping, excellent results have been obtained in recognising the origin and seasonality of food: More than 80% of pupils answered correctly three questions out of four, showing that the dissemination methods adopted (quiz, games, comic) have reached the goal.

As far as high school pupils are concerned, the high quality of the projects developed (review about hydroponic cultivation, history of urban gardens, analysis of strategies to make their school greener) is proof of the interest of the new generation in covered topics and of their awareness.

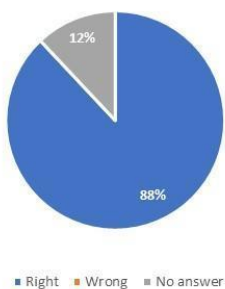
Do you check the origin of fruits and vegetables you eat?



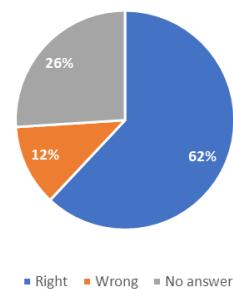
Where does the kiwi you eat come from?



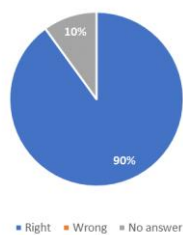
Is broccoli born in winter?



Does pineapple grow in Italy?



Is the orange a fruit that grows in winter?





**May these activities be further developed? What may be needed to continue with these activities after the project FoodE?**

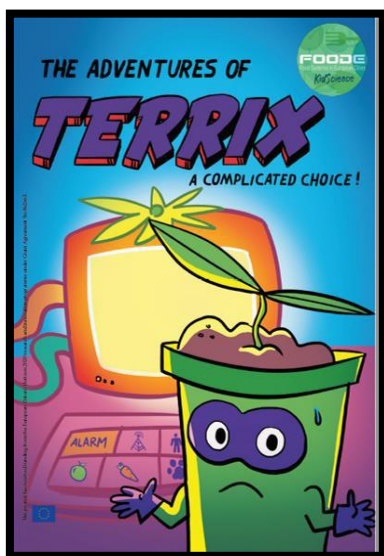


Figura 4. Cover of Terrix's comic strip

Teachers of primary schools have been enthusiastic about the proposed activities, and we have received invitations to replicate the activities in other schools. As far as the FoodE project is concerned, as mentioned, we will create a new animation and we are working on the second episode of the comic. We want to improve this aspect, so we have enrolled an illustrator in our team. We want to organize a cooking competition involving pupils and old people's centers.

In addition, KidScience activities have received appreciation from the School Councillor of Bologna municipality that has asked us to collaborate in the future.

Regarding the high schools involved, as a result of the activities carried out, Galvani High School won a PON project for the creation of an aquaponic growing system in the school courtyard, which will be completed during the

2022-2023 school year and will be the subject of specific teaching activities in collaboration with DISTAL in the current year and in the coming years. Righi High School will continue its efforts to improve the environmental and energy footprint of the school building, thanks to projects proposed by students involved in FoodE kid science activities. In collaboration with Prof. Stefano Draghetti, a teacher at Righi High School and a FoodE Scientific Advisory Committee member, we are currently seeking specific public or private funding. Other high schools in Bologna, such as Fermi High School (scientific), have contacted DISTAL researchers to initiate specific collaborations on FoodE topics.

In our opinion, we need a specific budget and a skilled team to continue with these activities.



Figure 5. [Screenshot of the first Terrix video](#)



## Comune Di Napoli and Università Degli Studi Di Napoli Federico II (NAP and UNINA)

### Strategic reflection.

#### Initial description of the activities.

Unina engaged in FoodE KidScience activities with almost 500 pupils. Most of them (74%) were from high schools (pupils 15-18 years old), whereas the remaining part was from primary schools (pupils aged 10-13 years old).

During the project, UNINA involved pupils from primary school in the following activities:

- 'Make yourself a garden in the bottle': tutors helped students to prepare their own small gardens by transplanting plants within plastic bottles and learning how to take care of them once at home. Students were also asked to send feedback on their plants to the tutors.
- 'Know what you eat': a table game with two series of cards to match one with the common names of fruit and vegetables and another with simple drawings of edible parts (leaves, fruits, roots, etc)

High schools raised awareness on urban agriculture, climate changes, sustainable development goals and agroecology by active participation in seminars and practical activities. Pupils prepared surveys on these themes and administered them to other students and families. Finally, they were asked to analyse and report them graphically in group works as presentations.

#### **Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

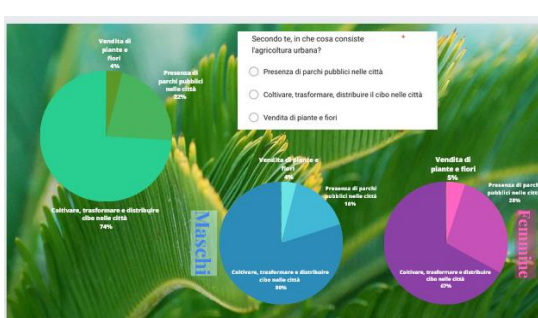
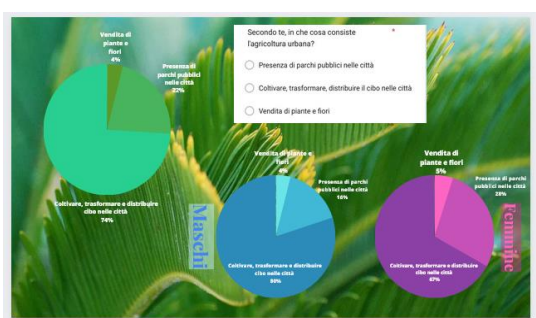
During the pandemic period, activities were strongly limited by the imposed restrictions. It was easier to involve high school pupils than primary school classes.

However, the online seminars and related feedback as materials produced by the students were sufficient to get them involved in the focused topics.

#### **How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**

The proposed activities involved pupils in basic knowledge of plant and food systems, overall it happened when practical activities were organized allowing the kids to relate with senses to soil, vegetables, fruits and plants in general.

Recently the activities involving high school students have improved in efficiency by the regained possibility to organize events of 'peer to peer' dissemination, in which trained students transfer their knowledge to other students. For instance, after collecting the survey results on citizen perception of urban agriculture, some classes analyzed the data (179 surveys) and presented the results to other classes of their school, stimulating a discussion on the topic and the obtained results.



**May these activities be further developed? What may be needed to continue with these activities after the project FoodE?**

For both primary and high school students, the impact of the planned activities can be increased by interacting more with the schools and their teachers. Indeed, the Italian Ministry of Education has recently financed several projects for the school to implement indoor and outdoor Green Labs that can be suitable for integrated activities on the topics connected to FoodE and to the SDGs. Currently, two of the schools Unina has already worked with have expressed interest in designing and planning new activities in their labs.

## Spain and Canary Islands



### Universitat Autònoma De Barcelona and Ajuntament de Sabadell (UAB AND SBD)

#### **Strategic reflection.**

#### **Initial description of the activities.**

KidScience activities were conducted in primary and secondary schools in Sabadell and the Metropolitan Area of Barcelona.

In 2020, activities aimed at high school students in the frame of the project “Bojos per la ciència” were held. Twenty students from several schools around Catalunya participated in two workshops focused on Urban Agriculture and a Healthy Diet. During the first session, one experiment was developed related to the cultivation of lettuce in the experimental field of ICTA. In the second, a focus group discussion took place on a sustainable healthy diet, gathering ideas to understand the main problems associated with the Catalan Diet.

The second group of activities was carried out throughout 2021 with secondary school students from IES Sabadell. Two workshops were held explaining CRFS and the importance of local food production. These workshops helped explain the pilots that would be developed in Sabadell and for the students to participate in the “challenge” to design one of the pilots focused on urban horticulture. To improve their knowledge, several Open Days were carried out within the MylocalFoodE festival to visit both the urban horticulture spaces and the peri-urban fields of Sabadell (two of the pilots of the FoodE project).



Figure 6.



Finally, throughout 2022, there were two workshop sessions in 2 courses of CEIP Miquel Martí Pol and 1 course at Ca n'Oriac high school. The first workshop was an introductory talk on the subject, related to the problems associated with climate change and the contribution of food systems. In between, the students carried out an experiment where they measured the amount of water consumed by different vegetables during the production process at home for children from primary school, and in the school garden for high school pupils. The objective was to make students aware of the contribution that food systems have in the climate emergency, as well as to give them tools on how to act to reduce the water footprint of food patterns.

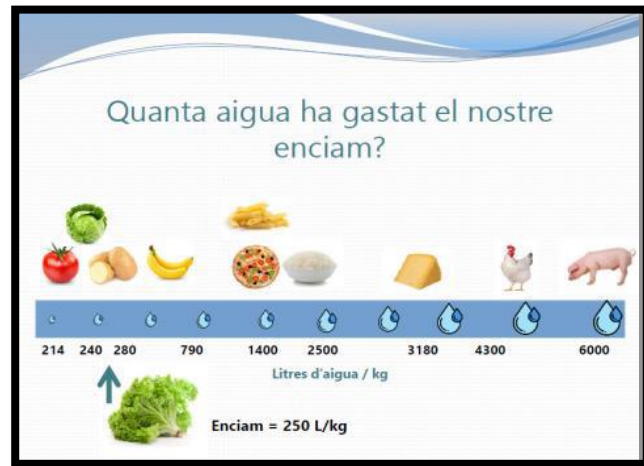


Figure 7.

**Which problems have these activities faced (design, implementation, covid restrictions, etc), and what can be improved to increase the impact?**

The first problem was to involve primary and high schools in the activities. The meetings held via the panel of actors helped contact and involve them in the activities of KidsScience.

The main drawback was due to Covid restrictions that limited face-to-face activities from being carried out at first. For this reason, the first meetings were telematically held with the educational teams. The first workshops with the students were also held telematically and in separate groups. The end of the isolation measures made possible some face-to-face tutoring at schools in small groups. With this situation, it was possible to carry out outdoor activities (Open days) that allowed students to know the reality of CRFS in Sabadell and to ask the last questions regarding local production and the pilots that had to be implemented in Sabadell.



Figure 8.

Linked to Covid restrictions, it should also be said that in some cases, the teaching teams that wanted to develop or participate in any of Kidscience's tasks had to adapt the curricula to COVID restrictions, division into smaller groups, etc., and they did not have time to devote to other activities. A second problem was the changes in the management teams in some schools, quitting their participation because they were not in favour of this kind of activity.

With the removal of restrictions in 2022, it was possible to carry out various face-to-face activities and workshops that have facilitated the understanding of the systems and objectives pursued with the tests of reducing water consumption, reducing the environmental impact and the advantage of local production that also contributes to reducing food waste.

### **How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**

The workshops held in both primary and secondary schools have allowed students to:

- Know what the environmental impact of local production versus distant production is.
- Know first-hand what food can be produced in Sabadell and the metropolitan area of Barcelona, avoiding unnecessary journeys and reducing the associated environmental impact. That should motivate them to value local products and local producers.
- Acquire knowledge and ideas about the implication of their diet on the planet: the impact of different products on the environment (for example, water consumption of plant products versus animal meat).
- Have tools to assess the importance of a healthy diet.



*Figure 9. Design of the urban garden carried out by the students of IES Sabadell.*

Field visits and experiments carried out provided knowledge on:

- Production within the city (Urban agriculture) and the use of urban spaces that are not currently used to increase local production and the supply of quality food.
- Maintaining a productive area with farmers in and around the city is essential.

### **May these activities be further developed? What may be needed to continue with these activities after the project FoodE?**

The activities carried out in the frame of the FoodE project can be replicated over the next few years. Some of the high schools have already included in their Synthesis Work the assessment



of the productive possibilities of the Sabadell Agricultural Park. They are considering continuing the visits to urban and peri-urban pilots, linking visits to CRFS and promoting a healthy diet.

Other high schools of training cycles have contacted the city council to try to promote local products and producers of the agricultural park.

An association will manage the Urban Pilot from Sabadell where primary and secondary schools would participate in the management and cultivation of the garden. The pilot of the river garden will be maintained, and the idea of the city council and the Autonomous University is to increase its surface area and/or perhaps expand to two locations.

Finally, in the periurban pilot area of the Agricultural Park, in 2023, Sabadell City Council is building a small agricultural warehouse and an interpretation centre that includes the future existence of a multipurpose classroom. That should allow that from 2024 on, the open days' activities could be added to school workshops, guided tours, tasting of local products, etc., in which the schools of Sabadell and the region can participate.

In any way, in all these cases, it will be necessary to have some extra source of funding to guarantee that school and training activities for kids are maintained.

## Universidad de La Laguna (ULL)

### Strategic reflection.

#### Initial description of the activities.

Two activities were carried out with preschool pupils (between 3 and 5) and primary school (between 6 and 12) during the 2022/2023 school year in eight educational centres in Tenerife.

The activities were created with the participation of school managers, teachers, parent representatives, etc. to raise children's awareness regarding 1) the ecological characteristics and the local marine ecosystem and 2) the nutritional characteristics of different local tuna species consumed in the school canteens.

The main objective was to show the pupils 1) the main characteristics of three tuna species in the Canary Islands, Skipjack tuna, Big-eye tuna and Wahoo, so they were able to identify them depending on the colours and shapes, and 2) to learn some familiar or traditional recipes cooked with these species.

All the materials (information for teachers and models for the pupils to colour) were prepared, explained and handed to schools by Universidad de La Laguna, and the teachers carried out the activity in classrooms. School pupils attending the activities described above are already involved in the ECOTUNIDOS pilot project, therefore they are familiar with and have eaten several local fish products. Kids attending the schools involved in ECOTUNIDOS are aware of the benefits and good taste of local products, being the potential future active audience of this kind of campaign.

MyLocalFoodE event in Tenerife aimed to educate University of La Laguna (ULL) students about tuna's sustainability and health benefits and introduce local fish in University canteens. The promotion material included a video recorded by the influencer and comedian Aaron Gómez, and was disseminated on various social networks to ensure a significant profile. The campaign's impact was notable, aiming to reach a vast audience, including youngsters.



Figura 10. Activity "Colour your tuna"



**Which problems have these activities faced (design, implementation, covid restrictions, etc), and what can be improved to increase the impact?**

Covid restrictions seriously affected the participatory design of the activities due to the meeting limitations, extending the timelines and complicating the established deadlines. Nonetheless, the activities were designed and implemented while the goals were fulfilled successfully.

During the design, contacting preschool and primary education teachers who had to spend their time altruistically was necessary. Even though it was not always easy, the personal relations of the FoodE staff in Tenerife with teachers made it feasible.

The implementation was carried out acceptably, but the General Annual Program (PGA) defined previously yearly by each school was, in some instances, a limitation. The subjects of the PGA were already detailed, and in some cases, fisheries and nutrition did not match the Plan. Moreover, during the planning season (June and mainly September), school managers and teachers are extremely busy, complicating the communication and, thus, the appropriate introduction of the activities in the PGA.

At the end of both activities, a survey was distributed among the teachers and school managers involved in the FoodE project to test the kids' interest and the satisfaction and participation of the families in the activities, with good results.

**How do these activities improve kids' awareness of city/region sustainable food systems?**



Figure 11. Activity "Colour your tuna"



Figure 12. Activity "Colour your tuna"

In the Canary Islands, the rates of obesity and diabetes in kids are among the highest in Spain. The fish consumption rates on the island are low compared to the national average, and kids' and teenagers' insufficient intake of these products is especially alarming. Furthermore, small-scale fisheries and their contribution to a nutritional and healthy diet are not evident for the population.

Kids must have specific previous knowledge to understand the importance of Small-scale fisheries in food security and sustainability. These activities aim to prepare the ground by teaching kids at school some necessary concepts and ideas to be able to identify the fish species and their origin from small-scale fisheries.

**May these activities be further developed? What may be needed to continue these activities after the project FoodE?**

The activities could be extended in several aspects:

- These activities should be carried out in additional schools on the island of Tenerife and the rest of the archipelago.
- This project could have continuity with the development of new activities focused on the characteristics of small-scale fishing in the Canary Islands, emphasizing its sustainability and highlighting its low environmental impact and reduced carbon footprint.
- New awareness-raising activities should be carried out with pupils of secondary education.

In order to continue with these activities after the FoodE project, strategic collaboration with the public educational institutions of the Canary Islands and the Island administrations (*Cabildos*) could be set. Including these activities in the regional educational plans in the General Annual Programs of schools would be desirable.



Figure 13. Activity “Colour your tuna”

## France



### Commune De Romainville (RMN)

#### Strategic reflection.

#### Initial description of the activities

Romainville is a city of 32.000 inhabitants located near Paris.

The city has eight nursery schools (3-6 years old), nine primary schools (6-11 years old), two middle schools (11-15 years old), and one professional high school (15-18 years old).

At the beginning of the FoodE project, the municipality launched activities called “Ideas for the earth and for the plate”, in a program about “Citizenship and sustainable development” during the extracurricular time (the meridian and afternoon snack times, supervised city staff, for kids between 6 and 11 years old). These activities aimed to make kids aware of environmental issues, food, cultivation, waste, etc. The teams proposed a variety of workshops such as gardening, discovering fruits and vegetables, food blind tests, drawing contests, etc.



Figure 14.

In March 2021, the Cité Maraîchère started to develop educational activities in schools and children's play centres, then inside its walls.



Figure 15.

The Cité Maraîchère is a pilot in the frame of the FoodE project and a CRFS initiative. It is a municipal facility for urban agriculture, a vertical farm that plays host to a whole series of facilities and activities under one roof: a market garden production area, and endives and mushrooms; educational spaces for schools and the general public; outdoor spaces; and a café-canteen.

The parts of the Cité Maraîchère dedicated to teaching are:

- "L'Atelier" a big open workshop covering an area of 110 m<sup>2</sup>, equipped with a kitchen space available for tasting and cooking workshops;
- A teaching greenhouse (90 m<sup>2</sup>);
- A third space (36 m<sup>2</sup>) on the floor above, "le Perchoir", a "roosting space" for workshops, meetings or courses;
- Themed gardens (medicinal plant garden, aromatic plant garden, vegetable garden, milpa, dye plant garden...);
- A neighbourhood composter located in the yard, also used as a focus of educational workshops.

Each year, at the beginning of the academic year, its team creates a booklet to propose free educational activities to all city schools. The Cité Maraîchère offers school workshops in the form of one-off "turnkey" workshops or courses running over five sessions (short courses or courses spread across the year, depending on the subject). These courses require teachers to commit to preparation in advance and run intermediate sessions between workshops and post-course sessions to help pupils prepare group reports and course projects.

The proposed courses are on different thematic, as detailed in the templates. The activities are mainly organised in the Cité Maraîchère, but some, for example, for schools located too far away, are implemented also in those schools or a family garden.

### **How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**

In 2022, a survey was sent to all teachers involved. Among the 36 answers, 88 % of teachers declared that they had appreciated the activities proposed by the Cité Maraîchère. The most positive points noted are doing hands-on activities ("hand in the soil", making a recipe) and funny activities (quizzes, games); the discovery of a new place, where children can come back with their families, and being outside of the school; the quality of the activities; and the initiation to practices less known by the teachers. Moreover, 67 % of the teachers said they also used this experience in class via curricular programs, new projects implemented with the school market garden, or small activities such as sowing.



Some points of improvement were also noted: having less theoretical content for nursery classes, having a written record at the end of the courses, or a certain heterogeneity in the quality of interventions.

**Do you think these activities may be further developed? And, what may be needed to continue with these activities after the project FoodE?**

In the future, the Cité Maraîchère will continue to propose awareness activities to schools and to improve them, and will do the same for family activities (see D3.6 on MyLocalFoodE events). One goal is also to offer activities to schools in other cities, but human and financial resources limit the number of workshop hours.



Figure 16.

## Germany



### Institut für Landes- und Stadtentwicklungsforschung (ILS)

#### Strategic reflection.

#### Initial description of the activities

In cooperation with the Libellen primary school in Dortmund, KidScience activities were planned and carried out with two groups of pupils (each 20 pupils) particularly interested in topics on gardening, healthy food and sustainability. The two school groups represented different age groups (1st-4th grade). In two school lessons (around 45 minutes), the FoodE project and the topic of sustainable urban agriculture were presented. In these lessons, a quiz about food was organised, and healthy and unhealthy food products were assigned by the whole group. In addition, the children learned about TERRIX by showing the TERRIX video on tablets. Two weeks after the school lessons,



Figure 17.

two excursions were organized with these pupils to the ecological city nursery Werkhof in Dortmund. During the excursion, pupils learned about the different stages of food production and organic and sustainable production's characteristics and working methods. They were allowed to taste fruit and vegetables, plant them, and take them home. In the end, the TERRIX comic, which we had translated into German, was distributed to the pupils.

**Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

Due to the COVID 19 pandemic, we postponed our KidScience activities until 2022, as the field trips were again allowed to occur without restrictions in the summer. The only problem with the KidScience activities was the loss of teaching time due to difficulties in finding a suitable classroom. At that time, the school's main building was being rebuilt, and classes were being held in containers. This meant that a suitable room for our lessons had



Figura 18.

to be found first. Because of the time lost, we had to shorten the quiz. The second group did not have time to play the TERRIX video. However, as all the students all have a tablet, they were given the link at the end of the lesson and were able to watch the video during the break.

**How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**



Figure 19.

With our KidScience activities, we showed the children in a playful way (TERRIX video) what challenges the agricultural systems face. The visit to an organic urban nursery, linked to the school lessons, impressively showed the children what food can be grown in the city. Hands-on activities allowed the children to learn about food, taste several vegetables and take them home. The children of the first excursion group told their friends about the excursion as they were so enthusiastic. This increased their interest in the topic and, so, even more children wanted to participate in the second excursion. The activities can be further expanded after the FoodE project by organizing regular field trips to urban farms or market gardens during the primary school years.

These activities increase children's awareness of food in general or of sustainable food systems in the city/region by introducing them, as they are introduced to the topic at an early age. Children learn what it is all about by getting to know the topic playfully and actively, and their interest can be raised quickly. In addition, the Libellen primary school has introduced other concepts of healthy and sustainable food into the school day. The school implements the concept of a "healthy breakfast". Children are only allowed to bring a



Figure 20.

healthy breakfast with fruit and vegetables, and no “Nutella” bread, biscuits or pizza from the day before. In addition to healthy breakfasts, the children are taught to reduce plastic waste by only bringing refillable water bottles. In this way, the children learn at an early age what healthy food means. The Libellen primary school in Dortmund also has its allotment garden plot in which the children regularly grow and harvest vegetables. In this way, they come into contact with urban, sustainable food production at an early age and learn from an early age which foods are healthy and can be grown locally.



## Fachhochschule Südwestfalen (SWUAS)

### Strategic reflection.

#### Initial description of the activities

*Offene Schule Köln, Cologne (secondary school)/ 24.06.2021 from 09:00 to 15:00 o'clock*

- Workshop on “supporting beneficial insects in the school garden” as part of their action week.
- In the initial planning meeting, the responsible teacher informed us about their action week right before the summer holidays, their plan to establish a school garden and their educational approach, which focuses on holism. Therefore, the school has no regular classes but learning groups composed of students of different ages and speeds to learn (children with special needs and highly capable students).
- In order to meet the requirements, we elaborated a tailored workshop in cooperation with the teachers. So we decided to put the thematic focus on the school garden and the vegetable that will grow there. The workshop should be interactive with some practical units and deals with beneficial insects. In this context, the students get to know earwigs as little helpers in the garden that exterminate aphids. In a practical unit, the students can build insect houses to host the earwig in their school garden (see figure 21). A quiz concerning common species of beneficial insects should help them identify helpful insects playfully.
- Number of pupils reached: 8 (10-13 years old)

*Hildegard von Bingen Gymnasium, Cologne (secondary school)/ 27.01.2021 from 11:45 to 13:10 o'clock*

- Online lecture on “future-oriented nutrition: How do I properly eat in a globalised world?”
- In the initial planning meeting, the teacher informed us about the curriculum. In order to meet the expectations, we elaborated a presentation for two school lessons dealing with the following topics:
  - Social megatrends (growing world population, climate change, urbanisation, digitalisation, globalisation)
  - Overview of agriculture in Germany (level of self-sufficiency, expenses for food, the economic importance of agriculture and agribusiness)
  - Presentation of Project FoodE and its goals



Figure 21. Hildegard von Bingen Gymnasium, Cologne (secondary school)



- Definition of the term “sustainability” and existing methods to measure the sustainability of farms.
- Joint elaboration with the students in order to set up criteria for sustainable consumption decisions (Life cycle assessment and regionality, Food and Lifestyle/ Superfoods and regional alternatives)
- Number of pupils reached: 18 students (17-18 years old)

**Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

*Design:*

- Teachers usually have little time for activities not explicitly mentioned in the curriculum. This problem can be solved by adapting the content of the KidScience activities to the curriculum.
- The requirements for knowledge transfer vary greatly depending on the age of the children, the type of school and the need for support. Therefore, individual concepts are needed, which can be time-consuming to implement.

*Implementation:*

- Online seminars are unproblematic and helpful but tend to be limited to older students. Hands-on activities are often preferred for younger school kids, but the feasibility of those activities highly depends on possible COVID restrictions.

**How do these activities improve kids’ awareness about food in general or city/region sustainable food systems?**

*Offene Schule Köln, Cologne*

- Imparting knowledge about the cultivation of fruit and vegetables
- Distinction between beneficial and harmful insects in the vegetable garden
- Elimination of prejudice and disgust toward insects
- Explain measures to protect beneficial insects such as bees, bumblebees, etc.

*Hildegard von Bingen Gymnasium, Cologne*

- Coming challenges of the future with negative effects on food availability (e.g., growing world population, climate change)
- Convey an overview of the agricultural sector in their home country
- Criteria for sustainable food production and consumption decisions (regionality, transport distances, seasonality,

**Do you think these activities may be further developed? And, what may be needed to continue with these activities after the project FoodE?**

The KidScience activities require personnel capacities that, together with the teachers, develop individual fact-based concepts for knowledge transfer according to the respective situation (type of school, pedagogical concept, age of the students, curriculum).

## Nolde Erwin. Nolde - innovative Wasserkonzepte GmbH (NOL)

### Strategic reflection.

#### Initial description of the activities.

In most events, the pupils were divided into two groups, attending two alternating workshops. One of the groups visited the water house, where the grey water treatment takes place and the second one the Roof WaterFarm greenhouse, where the treated grey water is used for irrigation purposes and the hydroponic production of a diverse range of seasonal plants from salads, vegetables to herbs and certain fruits is done.

Program in the water house:

A Presentation about:

- What are the SDGs, and which ones are important for you?
- How do we use water, and how to reclaim water, nutrients and energy from wastewater?
- Practical examples of implemented rain- and greywater recycling projects in Berlin.

Practical work:

- How does water recycling work, what is grey water, measuring water quality?

Programme in the greenhouse:

- How does urban water-farming work, and what is produced in the greenhouse?
- What are hydroponic systems?
- Activity: Mini-Hydroponic Workshop: Setting up your own hydroponic basil plant in a yogurt pot.



Figure 22.

Participating schools:

09.09.2021, 10:30 – 14:30: Evangelical school Berlin centrum, 22 pupils, age 12-14

13.09.2022, 10:00 – 14:00: 11th class of Max Planck Gymnasium, Advanced Geography Course, 25 pupils (around 17 years old)

27.09.2022, 10:00 – 13:00: Namibia AG “Our mother earth” of the Albert Einstein Oberschule Berlin, in cooperation with Hage Geingob Highschool, Windhoek, 20 pupils, age 14 – 16

Also, we had events with university students and trainees and participated in the “Langer Tag der StadtNatur 2022” (Long Day of the CityNature) with the water house, in which both kids and adults took part.

**Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

Due to COVID restrictions, there were not many requests for school classes coming in.



Figure 23.

In addition, we renewed the greywater recycling plant beginning in March 2022. During the construction process, there were no tours possible. Furthermore, we had many difficulties during the construction, so we could just put our water house back into operation in December 2022, although we still await critical electronic components. Another complicating factor was that we could not find a sanitation company willing or able to build the system to our specifications.

**How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**

Many students were surprised at how easy it is to grow their own herbs, vegetables and different fruit types using hydroponics. The mini hydroponics workshop taught them more about this space-saving and highly productive water- and nutrient-circulating growing method. The students asked many questions, such as: Where does fertilizer come from today? How is irrigation typically used in food growing? How much space does a family need to grow their own lettuce hydroponically? What is the approximate cost of a simple growing system, materials and



Figure 24.



time? In the end, everyone could take home their mini herb farm. To perpetuate the knowledge, it was suggested that the mini-farm be observed daily and documented in a harvest diary: Growth rates, farm successes and failures, and harvest quantities. This allowed everyone to explore urban food production and regional water and resource cycles thematically and practically, both individually and as a group. Overall, the feedback on the hydroponics workshop was very good.

**Do you think these activities may be further developed? And, what may be needed to continue with these activities after the project FoodE?**

The participants had a wider age span from 12– 17 years and due to this, the interests between 12- and 17-year-olds varied quite a lot. It would be good to develop age-relevant topics and presentations in the future. Furthermore, there can be different workshop formats offered. Depending on the interests and capabilities, some workshop types have a more practical and hands-on focus, whereas others are more knowledge transfer oriented. However, the performed mix of knowledge and hands-on orientation worked well for the different age spans of pupils. Visits to the water house and greenhouse will continue since the interest in these topics grows continuously. The visitors will probably shift more to an adult target group from universities, companies and city administrations since they can pay for the workshops, whereas schools often do not. We will host some voluntary activities for school classes, but not to the extent of the KidScience activities.



## Romania



### Asociatia Mai Bine (MBI)

#### Strategic reflection.

#### Initial description of the activities.

The activities in Iași, Romania, that implied the involvement of 340 kids as direct beneficiaries were implemented starting in September 2020, until the end of 2021.

We organised two interactive workshops with rather a theoretical approach on sustainable food consumption (in person, in September 2020, with the United Nations Youth local branch) and on food waste reduction (online, in January 2021, with The Environmental Agency of Iași and The County Public Library of Iași as main partners).

Our most consistent activities were hands-on workshops on urban gardening in 10 kindergartens and schools of Iași with direct participation of over 250 pupils, from ages 5 to 14.

They represented the most important activities developed so far in public educational spaces from Iași, pioneering endeavours in the nascent urban gardening movement from Iași and became a reference at the national level.



Figure 25.

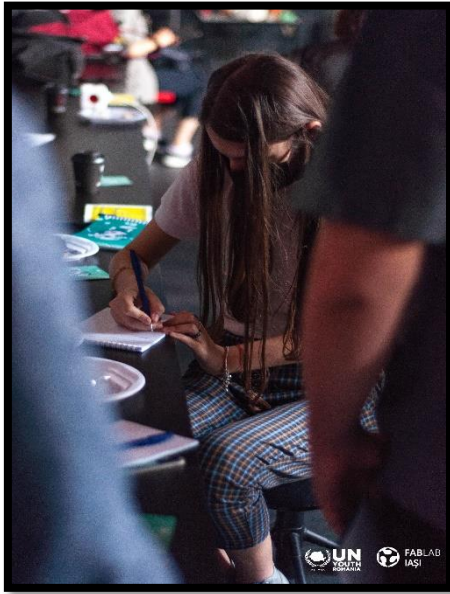


Figure 26.

In partnership with the Romanian Association for Permaculture that realised a design proposal for a permaculture garden in a courtyard of a kindergarten and its plantation scheme, in the spring of 2021, we organised several workshops for its implementation with the participation of our members, the pupils of the kindergarten, their parents and the educators.

In the autumn of 2021, we continued our practical workshops planting over 100 edible trees and shrubs in other 9 school units.

**Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

The main three challenges we had were linked with the burdensome bureaucracy specific to Romania, the lack of knowledge of public administration on the benefits of local consumption and urban gardening and, of course, the COVID restrictions. We managed to face them resiliently, we would say, but in order to increase the impact, our recommendations would be:

- Advocacy for changes in the law (currently, we cannot plant on public spaces that can be regenerated without formal approvals that take a long time);
- Increased dissemination and popularization of scientific research on urban food production that proves that tasty and healthy vegetables can be grown in the cities, despite the air pollution in big cities.
- Budget reallocation proposals allowing more flexibility in cases of emergency such as Covid and/or wars for instance, for psychological support for the team, for coaching in creativity to find and generate solutions for resilience during difficult times and for innovative, adaptive measures for implementing the activities.

**How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**

The kids are more aware of the impact of the food on their health and nature's health.

A significant result is that, depending on their age, they (start to) grasp the sense of interdependency of our world, respectively, that the harm that we do to nature is harm that we do to ourselves, in the same way, protecting it means protecting us.

Nevertheless, the most significant impact from our point of view is their understanding of the magic of the seed, the empowerment achieved by sowing and planting themselves edible flowers, herbs, vegetables, shrubs and trees and the understanding that they can grow their own food.

**Do you think these activities may be further developed? And, what may be needed to continue with these activities after the project FoodE?**

Yes, of course, we continue these activities already via other financed projects, as well as voluntarily. Other organizations invite us to participate in workshops, and we are in the process of developing a community of practice for sustainable schools in which schools gardening and sustainable food education will play central roles.

Moreover, recently, the mayor invited us personally to get involved in the city's greening via urban gardening with edible plants. In contrast, at the beginning of 2021, when we first proposed to him to support our initiatives, his negative response included the affirmation that we would poison the population with our actions.



Figure 27.



## The Netherlands



### Stichting Metabolic Institute (METAINST)

#### **Strategic reflection.**

#### **Initial description of the activities**

For the KidSciences activities, METAINST sought out local schools located around the aquaponics farm to increase the connections between the local community and our pilot. We contacted several schools (primary and high school) via emails and phone calls. We received early on a lot of positive interest in the tours - especially as they were free of charge. We secured 8 tours from one daycare center (after-school program), 2 primary/elementary schools, and one high school. Two of the tours were merged into one larger tour; therefore, we reached 7 scheduled tours (and 176 pupils).

#### **Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

The two main difficulties encountered were 1) scheduling: as a lot of schools had already planned out the entire year and most of them had to catch up on their curriculum due to school closure during COVID lockdowns, therefore limiting their availability; and 2) COVID regulations uncertainty: which made the schools less willing to commit to organizing a tour with their classes

#### **How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**

The tour was beneficial for the farm to be able to develop new educational materials that can be used in other settings (workshops, trainings) as well as strengthen the ties with the local community



**Do you think these activities may be further developed? And, what may be needed to continue with these activities after the project FoodE?**

We receive a lot of interest in continuing the tours into the next academic school year. We did not communicate directly on our social media channels, although we hope to share our experience with school tours on these channels in the near future.

## Municipality of Lansingerland (LAN) and Wageningen Research (WR)

### Strategic reflection.

### Initial description of the activities



Figure 28.

LAN and WR organize a kid science activity in the occasion of MyLocalFoodE Festival “Waar komt ons voedsel vandaan?” (“where does our food come from?”). The activity was meant for children and their parents, to tell and show first-hand how fruit and vegetables are produced in controlled environments and what innovative and environmentally sustainable systems are like, in order to cope with current and future challenges. In addition, a small

colouring drawing competition with a prize was opened before the event.

The drawing could be downloaded directly from the municipal website (<https://www.lansingerland.nl/wp-content/uploads/2023/01/FoodE-kleurplaat.pdf>). An award ceremony was held during the event. Digital communication was through the municipality's website. Printed communication materials (flyers) were distributed in schools, supermarkets, stores, sports centers, and included in the local newspaper.

The event had a total of 95 participants including children (aged 5 to 12), parents, WR researchers and organizers, local administration (LAN) and people in charge of communication materials. The event has been a great success among children and parents. Both showed great interest and enthusiasm for the topics discussed and tours inside the greenhouses, where they actively interacted and asked many questions

**Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

The main problems encountered in organizing kid science activities are similar to those already expressed by METAINST:

- 1) scheduling as a lot of schools had already planned out the entire year and most of them had to catch up on their curriculum due to school closure during COVID lockdowns, therefore limiting their availability;
- 2) COVID regulations uncertainty: which made the schools and families less willing to commit to organizing a tour with their classes.

**How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**

The event helped strengthen ties with the local community and local schools to raise awareness of how and where we derive the fruits and vegetables we eat and to bring the younger generation closer to this field and spark their interest.



Figure 29.

**Do you think these activities may be further developed? And, what may be needed to continue with these activities after the project FoodE?**

The event was a huge success and requests were received to hold new events. Therefore, this is expected to continue during and after FoodE. Currently LAN and WR are organizing a public event for October 2023 at Science Weekend that primarily targets schools and families.



Figura 30



Figura 31.

## Slovenia



### Drustvo Urbani Cebelar (BEE)

#### Strategic reflection.

#### Initial description of the activities



Figure 32

The focus of the Kid's science activities was related to the consortium partner's core business – urban beekeeping. Hence we had activities that presented the concept of urban beekeeping (or the ABC of it), showed urban beehives in different locations (on roofs, in gardens, on balconies), presented honey from these beehives and explained why honey (and other bee produce) from cities is as good as the one from the forest, the fields etc. (or even better, since there are no pesticides in the cities). Some activities focused on melliferous plants since children especially love to seed and plant. We obtained seeds of melliferous plants in small packages and besides planting the seeds in various green areas, the children could also take the seeds home. We also explained the upsides of the late mowing of grass in the city and other measures to prolong flowering and thereby enhance pollinators' well-being.

We had a special workshop concerning food waste for 5 and 6-grade pupils (aged 10-13). The workshop



also included a lecture for the school's teachers and nutritionists. The pupils were handed out diary-sheets to follow the amount of food waste at their homes and compare it after a week.

**Which problems have these activities faced (design, implementation, COVID restrictions, etc.), and what can be improved to increase the impact?**

Since all schools were closed for almost two years it was with great difficulty that we could conduct any activities. We have chosen the primary schools near the Urban Beekeeper's Association to bring pupils to our garden, where they could see beehives live (from outside and inside). But all the activities could only be carried out in the early summer of 2021 and later on. Unfortunately, online activities were not enabled in these schools for extra-curricular content.

To improve the impact of these events, in 2023 we plan to focus on 2 dates – April 21<sup>st</sup>, Open doors day of Slovenian Beekeepers, and the 3<sup>rd</sup> Friday in November – the day of the typical Slovenian breakfast in kindergartens and schools.

**How do these activities improve kids' awareness about food in general or city/region sustainable food systems?**



Figure 33

Since we had workshops regarding food waste (what the concept means, and how we can avoid it), we registered that this was very useful. Children do not think about food waste, and the awareness in their families regarding this is low. We handed out activity sheets that the children filled out, including a weekly diary, where they could draw or describe the food/drinks left after the meals and explain why, in their opinion, they had leftovers (too much grocery-bought, too big meals cooked...). The follow-up session

showed that the pupils who filled out the diary for one week were more aware of what food waste means and even suggested solutions the family could apply to avoid it.

Another type of activity was workshops on planting melliferous plants. That gave children the idea of why insects – pollinators – are essential, who are the primary pollinators in the cities are, how we can keep them safe and plenty, and which food would disappear if there were no pollinators left. It also raised awareness regarding the amount of food we can produce in a city and what it is we need to be able to do that (not only soil/property but also animals/pollinators).





Figure 34.

**Do you think these activities may be further developed? And, what may be needed to continue with these activities after the project FoodE?**

We think the activities were necessary and there was a lot of interest in them. For the activities to be carried out in schools, it is important that an interested staff brings these activities into the regular curriculum, which could be easily done. Since we provided the methodological tools, the teachers would not have much additional work.

The activities we started as Urban Beekeepers' Association, we plan to carry out also in the future (presenting urban beekeeping to children, carrying out workshops with melliferous plants) since we could see the results in awareness raising with our own eyes and this is a goal we also follow in the long-term.



## KIDSCIENCE ACTIVITIES IMPLEMENTED

## Italy

Comune Di Bologna and Alma Mater Studiorum – Università Di Bologna (BOL and UNIBO)

Activity 1- Presentation of FoodE Project			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Presentation of FoodE project: what is an EU HORIZON 2020 project, City Region Food System approach to food production, partners involved, objectives, or the role of school pupils in the project. The presentation has been conducted with a participatory approach: questions and opinions by the students, final open questions to think about	Liceo Galvani	10	April 29 <sup>th</sup> 2020. 2h
		9	May 4 <sup>th</sup> 2020. 2h
Activity 2- Presentation of FoodE Project and co-design of KidScience activities (training for teachers)			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Training activity for school teachers: presentation of FoodE project: City Region Food System approach to food production, partners involved, objectives. School awareness: the role of teachers. Kid science activities: role of school pupils and young citizens in the project. The presentations have been conducted with a participatory approach: school seminars, activities, and training courses have been co-designed with teachers.	Bologna School Committee	10 (School teachers and operators, stakeholders)	October 12 <sup>th</sup> , 2020. 2h
Activity 3- Seminar « Food production, climate change, food security and sovereignty »			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Presentation on food production concerning climate changes, food security and sovereignty. City Region Food System approach as a sustainable new relation between food production and consumption, role of city dwellers and young citizens. Seminar has been held with a participatory approach: 2 cycles of questions and opinions by the students and final open questions to think about. The activities will continue in groups by the students and in the classroom with the teacher involved.	Liceo Scientifico A. Righi	25	December 2 <sup>nd</sup> , 2020. 2h
		26	December 3 <sup>rd</sup> , 2020. 2h
Activity 4- Presentation of the contest Draw your FoodE superhero/superheroine			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Presentation of the contest “Draw your FoodE superhero/superheroine”. Children were asked suggestions about FoodE mascot	Scuola elementare Mazzini, Bologna	40	December 4 <sup>th</sup> , 2020. 45 m
	Scuola elementare Aldo Moro, Bologna	20	December 4 <sup>th</sup> , 2020. 45 m
	Scuola elementare Lipparini, Bologna	43	December 4 <sup>th</sup> , 2020. 45 m
Activity 5- Contest “Draw your FoodE superhero/superheroine			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration

Each student had to prepare a drawing of his/her superhero or superheroine and give him/her a name. A jury from all over Europe has chosen the drawing that best represents the spirit of FoodE. The selected drawing became the mascot of the project and the star of a cartoon	Primary schools in Europe	83	December 1 <sup>st</sup> -31 <sup>st</sup> , 2020. 2h-3h
Activity 6- Participatory training course: CRFS and agroecology			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The project was the subject of a school-work collaboration agreement (PCTO) between the University of Bologna and Liceo Galvani Bologna (Secondary High School): <a href="https://almaorienta.unibo.it/it/scuolesuperiori/catalogo-multicampus-iniziativa-pcto-pls-pot-2021-22/ciclo-seminari-partecipativi-sistemi-delcibo-citta-territorio-progetto-foode">https://almaorienta.unibo.it/it/scuolesuperiori/catalogo-multicampus-iniziativa-pcto-pls-pot-2021-22/ciclo-seminari-partecipativi-sistemi-delcibo-citta-territorio-progetto-foode</a></p> <p>Themes: what is an EU HORIZON 2020 project and how it works; FoodE project (partners involved, objectives, role of school pupils and young citizens in the project); City Region Food System approach to food production and consumption; Agroecology and proximity agriculture. 2 frontal workshop, 1 Virtual Visit UAB Barcelona, 1 visit in presence Aquaponic System “Serre Giardini Margherita”, work in group Groups of students elaborated open issues followed by the FoodE researcher and the school teacher and produced papers, videos, slideshows. Products of the project are attached.</p>	Liceo Righi Bologna (secondary high school)	21	From January 2021 to June 2022. 16h
	Liceo Galvani, Bologna (secondary high school)	22	
	Liceo Galvani, Bologna (secondary high school) scientific	15	From January 2022 to June 2022. 20h
	Liceo Galvani, Bologna (secondary high school) classic	16	
	Liceo Righi Bologna (secondary high school) scientific	22	
Activity 7- Laboratory “The Food of the past”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Before the meeting, the partner asked pupils (by voice message) to write a recipe of a dish that their grandparents used to eat when were as young as them.	Scuola elementare Mazzini	35	December 1 <sup>st</sup> 2021. 1h
During the meeting, each pupil read their own recipe. The partner commented on the ingredients used to prepare the dishes and compared those with the food we are used to eating nowadays.The talk was also focused on biodiversity.	Scuola Elemntare Lipparini	32	November 30 <sup>th</sup> 2021. 1h
Each pupil received a copy of the comic strips realized by a student of Art ACADEMY Of Unibo that include al superheroes and superheroines drawn by pupils participating in the contest organized in 2020 (a copy of the comic strips is enclosed)	Scuola elementare Aldo Moro,	19	December 1 <sup>st</sup> 2021. 1h

Activity 12- Laboratory “The Food of the future”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Unibo has furnished pupils with a kit for microgreen indoor cultivation.</p> <p>Tutorial for indoor gardening.</p> <p>Talk on the chlorophyll photosynthesis and light wavelengths on led light effect on plant growth, and the nutrient content of microgreens</p>	Scuola elementare Lipparini	37	June 3 <sup>rd</sup> 2021. 1h
	Scuola elementare Mazzini	41	June 4 <sup>th</sup> 2021. 1h
	Scuola elementare Aldo Moro,	23	June 1 <sup>st</sup> 2021. 1h
Activity 13 - Laboratory “The Food of the present”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Before the meeting, the partner asked pupils (by voice message) to collect information on a food label of their choosing.</p> <p>During the meeting, the partner taught reading a food label, furnishing an explanation of each detail on the label (cultivar, categories, size, origin, price). To test pupils' awareness about food origin, the partner proposed a quiz by showing them several pictures of fruits and vegetables. Pupils were divided into 2 teams, and they had to guess if the food came from Italy or the rest of the world. The same approach was used for testing what they knew about the seasonality of food. The talk was also focused on sustainable cultivation, 0 km organic food.</p> <p>Unibo furnished pupils with a kit for realizing a personalized label about themselves, writing their name, their birth place, and describing one of their qualities and the most precious thing to them.</p>	Scuola elementare Lipparini	42	November 23 <sup>rd</sup> 2021. 1h
	Scuola elementare Mazzini	45	November 23 <sup>rd</sup> and 26 <sup>th</sup> 2021. 1h
	Scuola elementare Aldo Moro	19	November 26 <sup>th</sup> 2021. 1h
Activity 14 - Laboratory “Making a hydroponic culture”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Pupils were involved in a hydroponic culture preparation using a recycled plastic bottle. The partner has furnished a kit containing a basil plant, a support for the plant (perlite), a solid fertilizer and several accessories for composing the hydroponic culture.</p> <p>The partner has realized a tutorial by explaining step by step how to create the culture</p>	Scuola elementare Aldo Moro	20	May 3 <sup>rd</sup> , 2022. 2h
Activity 15 -Towards a new adventure of Terrix			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Terrix, towards a new adventure	Scuola elementare Lipparini	21	December 15 <sup>th</sup> , 2022. 2h
	Scuola elementare Aldo Moro	18	December 16 <sup>th</sup> , 2022. 2h
	Scuola elementare Mazzini	22	December 22 <sup>nd</sup> , 2022. 2h

## Strategies to perform activities during the pandemic. Comune Di Bologna and Alma Mater Studiorum – Università Di Bologna (BOL and UNIBO)

Activity 1- Terrix video			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>UNIBO, in partnership with HCA, managed an additional activity by creating an animated video, "The adventures of Terrix, the city's food superhero", intended for presentation to children during KidScience activities.</p> <p>For this, UNIBO organized a competition among Italian pupils to draw the mascot of the video.</p> <p>UNIBO is also working with HCA to create a new video of "Terrix adventures" that is followed by the second episode of the comic strip.</p>			<p>The videos are available on YouTube (FoodE's channel) in English, Slovenian, Dutch, Catalan, French, Italian, Spanish, Romanian, Norwegian, and German</p>
Activity 2- Comic strips Terrix			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>UNIBO created a comic strip with students from the Academy of Arts of Bologna. The comic strip tells the story of Terrix seeking solutions to human and environmental problems related to food. The comic was used by UNIBO and German partners during KidScience workshops in schools and printed copies are distributed during dissemination events.</p>			<p>The comic is for now available in Italian, English and German language (<a href="https://foode.eu/for-schools/">https://foode.eu/for-schools/</a>).</p>
Activity 3- "Ancient recipes book "			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>UNIBO collected ancient recipes from pupils during KidScience workshops in schools and created a book regarding ancient recipes</p>			<p>This book was presented during the MyLocalFoodE festival in Bologna in January 2022</p>



## Comune Di Napoli and Università Degli Studi Di Napoli Federico II (NAP and UNINA)

Activity 1- Aquaponics: an example of sustainable urban agriculture			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>During these educational activities, the students have learned the principles of urban agriculture, the main feature regarding aquaponics cultivation and its importance for the city region food systems in urban areas.</p> <p>The main categories of systems, fish and vegetable species have been treated. Regarding management, a particular focus has been held on fish and plant health care.</p> <p>The students also visited the recirculating aquaponics plan at the department of agricultural sciences, and they had to prepare a personal project on an ideal aquaponic garden to make at home</p>	Liceo Scientifico F. Brunelleschi (High school) (Afragola, NA)	22	June 16 <sup>th</sup> 2022 to July 12 <sup>th</sup> 2022. 30h
Activity 2- Seminar on urban agriculture and FoodE project			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The seminar held by professor Cirillo pointed to the importance of urban agriculture and its multifunctional role at different scales. The seminar continued treating aspects related to the H2020 project FoodE, with a particular emphasis on the aim of the project and its vision for future and sustainable city region food systems. After the webinar, there was a discussion where the participant were able to ask questions and their impressions</p>	Istituto Tecnico Tecnologico e Liceo Scientifico opzione Scienze Applicate. I.T.I. "Antonio Pacinotti"	40	December 5 <sup>th</sup> 2022. 5h
	Liceo Scientifico Statale "C. Urbani (San Giorgio a Cremano (NA)	65	November 4 <sup>th</sup> 2022. 5h
Activity 3- Seminars and guided tours of the aquaponic plants at the Department of Agricultural Sciences			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>During the activity, two seminars were held, one by professor Cirillo (urban agriculture and FoodE project) and one from Dr. Modarelli (aquaponics cultivation in urban areas)</p>	Istituto comprensivo Sant'Agata (Portici, NA)	30	April 21 <sup>st</sup> 2022. 4h



After the seminars, there was an open discussion and then a tour of the department and a visit to the university centre for innovation in the agrifood industry, where are located the aquaponics, micro algae and marine species facilities		25	June 9 <sup>th</sup> 2022. 4h
<b>Activity 4- Percorso PTCTO" urban agriculture as a means for environmental and socio-economic sustainability</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
<p>The activities were planned with the school in the framework of the national educational programme 'PATHS FOR TRANSVERSAL SKILLS AND ORIENTATION'. The present path aims to increase students' knowledge and awareness of the multiple functions of urban agriculture in cities' social, economic and environmental development. The primary outcome is supposed to be the active participation of young people in spreading sustainability pillars to the civil society to which they belong. The duration of the programme is a two-year course. UNINA plays the leading role of a training partner, with one external tutor (Chiara Cirillo) managing in collaboration with the internal tutor (Nicolina Lombardi, English teacher of the school) all the path.</p> <p>The activities are listed below as reported in the PCTO register:</p> <p>7. Cities and sustainable green spaces, sustainable development goals, the role of plants in the urban environment, ecosystem services</p> <p>8. My local FoodE Educational and training paths through urban agriculture: Soilless crops, Aquaponics, Introduction to urban agriculture: origins and current models, the FoodE project, The pilot site of Naples: Parco Troisi, Urban Farm 2021 and the redevelopment proposals of the Troisi Park: the word to young people</p> <p>9. Urban agriculture: origin, diffusion and multifunctional role</p> <p>10. How to make a ppt presentation on the impact of urban agriculture: indications and materials</p> <p>11. Ppt presentations from student groups</p> <p>12. Ppt presentations from student groups.</p> <p>13. Collection and selection of information for the realization of surveys.</p> <p>14. Submission of surveys and corrections before the administration to citizens</p> <p>15. Last revision and discussion on the surveys</p>	Liceo Scientifico Statale 'F. Silvestri' High school, Portici (NA), IT	26	November 5 <sup>th</sup> 2020 to May 28 <sup>th</sup> 2021. 58h
		26	December 15 <sup>th</sup> 2021 to May 16 <sup>th</sup> 2022. 31h

## Spain and Canary Islands

Universitat Autònoma de Barcelona and Ajuntament De Sabadell (UAB and SBD)

Activity 1- Webinar CEIP Sabadell			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Webinar to present the FoodE project, explain objectives and activities in Sabadell.</p> <p>The Sabadell team's technicians explained to the pilots their location and the possible actions to take and present the challenges, learn about the fields where the pilots will be developed and resolve technical doubts.</p> <p>UAB researchers presented the environmental assessment techniques and the tasks and actions that can be taken to reduce the impact.</p> <p>The two teams encouraged them to participate and present a project</p>	IES Sabadell	135	Febrary 4 <sup>th</sup> 2021. 4h
Activity 2- Workshop CEIP Sabadell			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Workshop at IES Sabadell to review the pilots to be carried out in Sabadell: answer students' questions and clarify what the objectives of the pilots and the project are (local production, reduction of the environmental footprint, reduction of food waste, etc). Explain the challenges, learn about the fields where the pilots will be developed and resolve technical doubts.</p>	IES Sabadell	135	March 25 <sup>th</sup> 2021. 6h
Activity 3- Congrés del Petit/ta i Jove científics i científiques de Catalunya: Dieta Planetària			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Congress of the Little and Young Scientists of Catalonia: Planetary Diet	Institut Magrass, Col·legi Real Monasteri, Escola El Temple Tortosa, Escola Montmany, INS Francisco Ribalta, Col·legi Oms i de Prat, Institut la Garrotxa, Institut J.Bau, Institut Joan Oro	190	May 26 <sup>th</sup> 2021. 3h

Activity 4- Congres del Petit/ta i Jove científics i científiques de Catalunya: Dieta Planetària			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Congress of the Little and Young Scientists of Catalonia: Planetary Diet.	Institut Magrime, Col·legi Real Monasteri, Escola El Temple Tortosa, Escola Montmany, INS Francesco Ribalta, Col·legi Oms i de Prat, Institut la Garrotxa, Institut J.Bau, Institut Joan Oro	193	May 27 <sup>th</sup> 2021. 3h
Activity 5- Mad about science			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Course with the aim of enriching young people's knowledge of science and the latest study methods, and putting them in touch with top researchers in this field	High schools in Catalunya. ICTA building (UAB)	40	May 8 <sup>th</sup> 2020 and June 5 <sup>th</sup> 2020
Activity 6- Bojos por la ciencia, "How can we investigate what a population is eating? (Part 1)			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Pupils were invited to ICTA-UAB building where a workshop was organized for selected students from several high schools in Catalunya. The workshop aimed to explore the topic of food in the cities and how we can cope with the future challenges generated by the environmental crisis. The workshop was divided into theoretical and practical activities.	IES Barcelona Congres, IES Goar, Escola Pia de Sarria, Mare de Deu del Carmen, Col·legi Sant Miguel, International school Barcelona, IES Puig Castellar	14	April 9 <sup>th</sup> 2022. 3h
Activity 7- Fruit, Vegetable and ultraprocessed consumption: the case study of Catalunya			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Fruit, Vegetable and ultra-processed consumption: the case study of Catalunya	IES Sabadell	150	April 4 <sup>th</sup> 2022. 6h
Activity 8- Bojos por la ciencia, "How can we investigate what a population is eating? (Part 2)			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration

<p>Pupils were invited to ICTA-UAB building where a workshop was organized for selected students from several high schools in Catalunya. The workshop aimed to explore the topic of food in the cities and how we can cope with the future challenges generated by the environmental crisis. The workshop was divided in theoretical and practical activities.</p>	<p>IES Barcelona Congres, IES Goar Escola Pia de Sarria, Mare de Deu del Carmen, Col·legi Sant Miquel, International school Barcelona, IES Puig Castellar</p>	<p>14</p>	<p>May 28<sup>th</sup> 2022. 3h</p>
<b>Activity 9- Institut CA N'ORIC</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>WaFS! Water and Food Systems under climate change. Agriculture accounts for 70% of the world's water resources. These days have aimed to make students aware of the contribution that food systems have in the climate emergency, as well as to give them tools on how to act to reduce the water footprint of food patterns.</p> <p>There has been one workshop 1 course (1st ESO, 10 students) of Ca n'Oriac institute.</p> <p>Consisted of an introductory talk on the subject where the problems associated with climate change were exposed and what is the contribution of food systems.</p>	<p>Institut CA N'ORIC</p>	<p>10</p>	<p>December 2<sup>nd</sup> 2021. 3h</p>
<b>Activity 10- CEIP Miquel Martí I Pol</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Agriculture accounts for 70% of the world's water resources. These days have aimed to make students aware of the contribution that food systems have in the climate emergency, as well as to give tools on how to act to reduce the water footprint of food patterns.</p> <p>The first workshop consisted of an introductory talk on the subject where the problems associated with climate change were exposed and what is the contribution of food systems.</p>	<p>CEIP Miquel Martí I Pol</p>	<p>51</p>	<p>November 9<sup>th</sup> 2021 to February 15<sup>th</sup> 2022. 6h</p>
<b>Activity 11- CEIP Miquel Martí I Pol</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>This activity is the continuation of the same previous activity, carried out by the students of CEIP Miquel Martí I Pol.</p> <p>In between the execution of the two workshops, a coordination was put in place for the children to carry out an experiment where they measured the amount of water consumed by different vegetables (in this case, lettuce and Swiss chard) during the production process at home in the case of children from primary school, and in the school garden for the high school children's.</p>	<p>CEIP Miquel Martí I Pol</p>	<p>57</p>	<p>March 07<sup>th</sup> 2022 to May 19<sup>th</sup> 2022. 6h</p>



Activity 1- Open days for the pilot “Can Gambus”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The students participated in the co-creation processes and visited the fields of the Agricultural Park of Sabadell where the demonstration pilot is developed.</p> <p>In this visit, the city council technicians placed them in the productive context of the Agricultural Park (Periurban Agriculture), explained the characteristics of the fields and crops, and responded to their doubts regarding the municipal estates and the objectives of the FoodE project.</p> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6.</p>	<p>IES Sabadell</p> <p>IES Can'Oriach</p>	85	March 2021
Activity 2- Open days for the pilot “Can Gambús”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The open days for the pilot “Can Gambus” were also offered to students from 20 to 21 years old in the frame of “agricultural formative cycles” and “agriculture and gardening workshops”.</p> <p>In these activities, students discovered the pilot and, for some of them, participated in co-design process.</p> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6.</p>	<p>Agriculture school Institut de Jardineria i Agricultura Les Garberes</p>	12	March 2021
Activity 3- Open Days for the pilot “Carrer Borrell”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Students from the school IES Sabadell participated in the FoodE Challenge (WP4). They visited the plot of Borrell Street where they designed the test space. In this visit, they could identify the areas with different qualities of the soil (natural soil, soil with construction waste, remains of pavement of old constructions, etc.) and detect strengths and weaknesses of the cultivation area (availability of natural light, protection fence, water, well, etc.).</p> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6.</p>	<p>IES Sabadell</p>	120	March 2021
Activity 4- Open Days for the pilot “Can Gambús”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>During the MyLocalFoodE festival, the secondary school of IES Sabadell visited several of the Foode pilots. Once the festival dates were over, the interest of IES Sabadell meant that it remained linked to the project, and the visits continued, this time as FoodEvents.</p> <p>Visits by secondary school of IES Sabadell participated in the challenge of “urban agriculture” to learn about the periurban agriculture and “FoodE test space”. In this activity, students from secondary schools participated in the FoodE project, both in the co-creation processes and in MyLocalFoodE, and visited the fields of the Agricultural Park of Sabadell where the demonstration pilots will be developed. In this visit, the city council technicians placed them in the productive context of the Agricultural Park (Periurban Agriculture), explained the characteristics of the fields and crops and responded to their doubts regarding the municipal estates and the objectives of the FoodE project. UAB researchers collaborated in the visit and answered all the doubts related to environmental quantification and the aspects to be considered within sustainable proximity production.</p> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6.</p>	<p>IES Sabadell</p>	120	March 28 <sup>th</sup> 2022



Activity 5- Urban Horticulture “Rooftop Greenhouse production”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>As during the MyLocalFoodE festival, and in partnership with the University of Bologna, visits of the ICTA building and its green houses were organised for students:</p> <p>The Urban Agriculture Laboratory of the ICTA building, operational since 2015, consists of two greenhouses for horticultural production integrated into a research building of the university. On these visits, the students who participated in the FoodE project were able to visit and get to know first-hand a different urban horticultural production system that is developed in a Metropolitan area similar to Bologna and that is part of the production systems contemplated in the project (greenhouse rooftop production).</p> <p>The visits served to show a productive system within the city, taking advantage of usually non-productive areas that also use synergy with buildings (use of energy, water, CO<sub>2</sub>, etc.). This is one of the systems that within FoodE allows a reduction of the consumption of inputs and consequently food waste. Knowledge of these systems for kids is basic and should be a fundamental part of the future of CRFS. These activities, developed within the framework of MyLocalFoodE, helped to convey the importance of intra-urban production in CRFS.</p> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6.</p>	High school Righi	60	April to May 2022
	Scientific high school Galvani	20	
	Secondary school IES Sabadell	50	

## University of La Laguna (ULL)

Activity 1-Colour your Tuna			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>This activity is designed to be carried out with pupils between 3 and 5 years old during the 2022/2023 school year. The main objective is to show the pupils the main characteristics of several Canary Islands tuna species so that they can identify them depending on the colours and shapes. The activity is focused on three species: Skipjack tuna, Big-eye tuna and wahoo.</p> <p>All the materials (information for teachers and models for the pupils to colour) were prepared, explained and handed to schools by Universidad de La Laguna. The teachers carried out the activity in classrooms.</p> <p>The activity is divided into two stages:</p> <p>1. Explain and visually show each of these 3 species, their characteristics, habitat and specificities.</p> <p>2. Explanation of the activity: Each pupil chooses and colours one of the three tuna models.</p> <p>The activity was created with the participation of school managers, teachers, parents representatives, etc. to teach about the ecological characteristics and the local marine ecosystem of the main tuna species offered in the schools' canteens. The target defined as participants for this activity was first-cycle pupils.</p>	CEIP Acentejo	67	2022/ 2023 School year
	CEIP Guayonge	45	
	CEIP Maximiliano Gil	45	
	CEIP Prácticas Aneja	100	
	CEIP Princesa Tejina	130	
	CEIP La Luz	62	
	CEIP Aguamansa	47	
Activity 2 - Write your family recipe			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The activity will be conducted with pupils between 6 and 12 years old during the 2022/2023 school year. The main objective is to gather and learn some recipes cooked with tuna in the Canary Islands. The activity is focused on three species: Skipjack tuna, Big-eye tuna and wahoo, and apart from recognizing these species depending on their colours and shapes, the activity aims to recover traditional/ familiar recipes with these tuna species.</p> <p>All the materials (information for teachers and recipe template) were prepared, explained and handed to schools by Universidad de La Laguna. The teachers carried out the activity in classrooms.</p> <p>The activity is divided into 3 stages:</p> <p>1. Explain the characteristics, habitat, and nutritional properties of the different tuna species.</p> <p>2. Explanation of the activity: Recipe drafting and drawing.</p> <p>3. Distribute the recipe template and collect it completed afterward.</p> <p>The activity was created with the participation of school managers, teachers, parent representatives, etc. to make children aware of the nutritional characteristics of the different tuna species consumed in the school canteens and how to cook/consume them. The target defined for this activity were second-cycle pupils</p>	CEIP Acentejo	184	2022/ 2023 School year
	CEIP Guayonge	130	
	CEIP Maximiliano Gil	144	
	CEIP Prácticas Aneja	300	
	CEIP Princesa Tejina	285	
	CEIP La Luz	88	
	CEIP Aguamansa	92	
	CEIP La Corujera	50	



## France

### Commune de Romainville (RMN)

Activity 1 – Workshop cooking anti waste			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Goal: Awareness about food waste and taste education.</p> <p>Smoothies workshop: the association collects unsold organic fruits, they are cut by the children, then put in the blender. Children enjoy smoothies with a surprising taste: spinach, basil, banana.</p>	Primary School – Henri Barbusse Association “Le Sens de L’Humus	24	November 23 <sup>rd</sup> 2020. 45m
Activity 2- Food discovery			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Quiz to discover the different types of fruits and vegetables. Learns the food pyramid.</p> <p>Objective at the end of the year: create a book on fruits and vegetables.</p>	Nursey school Carlie Chaplin. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
Activity 3- End of year celebrations and recycling			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Creation of decorations for Halloween, Christmas and New Year with recycled materials.	Primary School – Fraternité. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
Activity 4 - Food project			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>1 activity of 45mn per week.</p> <p>Discover fruit and vegetables, from photos.</p>	Primary School – Gabriel Péri. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
Activity 5- Gardening and cooking			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration

Activity of 15-20 mn for gardening, twice per week 1 hour per month for cooking	Nursey school – Gallipe. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 6 - Food fresco</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Fresco, children's coloring of fruits and vegetables. Then cut and represented by two characters. To develop fruit and vegetable knowledge, and encourage to eat them. Learn to have an healthy and balanced food.	Nursey school – Hanna Arendt. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 7 - Food waste in school canteen</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Poster on waste produced in the canteen, at noon and at afternoon snack. Show the lifespan of the waste.  Raise awareness about sorting rubbish into different types for recycling. Poster displayed in the dining hall.	Nursey school – Hanna Arendt. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 8 - The fruits and vegetables of each season</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Cut out pictures of fruits and vegetables in catalogs. Look out for seasonal fruits and vegetables. Draw them.	Nursey school – Jean Charcot. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 9 – Taste bar</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Taste foods blind and try to guess which food it is. Recognize and identify the five flavours. Express the sensations felt while tasting. Identify what influences the likes and dislikes.	Nursey school – Marcel Cachin. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 10 – Food waste monsters</b>			



Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Awareness about food waste. Weighing of food scraps after meals. Sort the waste.	Nursey school – Marcel Cachin. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 11- Sweets – cooking book</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Discover dishes, their recipes, their ingredients. Create a link between parents and the schools.	Primary school- Marcel Cachin. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 12 - Food waste</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Make children aware of food waste reduction: for a week, weighing of uneaten food at the end of each meal. Cut out foods that children like and don't like in a flyer. Raise awareness of ecological issues around food.	Primary school Marcel Cachin. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 13 - Compost</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Creation of a compost to educate children about recycling food waste. And creating a memory game around fruits and vegetables, to learn how they grow	Primary school Paul Langevin. RMN	Around 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 14 - Fruits and vegetables discovery</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Find out where fruits and vegetable come from, how they grow, in what climate, etc. Learn about the different families of vegetables.	Primary school Paul Vaillant Couturier. RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per

			week, 11 weeks
<b>Activity 15 – Food Waste</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Make children aware of food waste reduction: for a week, weighing of uneaten food at the end of each meal. Cut out foods that children like and don't like in a flyer. Raise awareness of ecological issues around food	Nursery school Véronique et Florestan – RMN	About 100	October 5 <sup>th</sup> to December 18 <sup>th</sup> 2020. Once per week, 11 weeks
<b>Activity 16 - Drawings super heroes contest</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Drawing food and sustainability development superheroes. Contest between the schools. Winners were exhibited at the Cité Maraîchère (Romainville's pilot)	All City's schools – 17 schools – RMN	About 1.000	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. 15-20 m
<b>Activity 17- Ephemeral vegetable garden</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Ephemeral garden created from recovered objects. Tins, cups...decorated and hanging on the wall to create plant boxes with aromatics.	Primary school – Henri Barbusse – RMN	About 60	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 18 – Food card game</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Card game about food: find fruit and vegetables, the right colour, season and way of growth	Nursery school – Charlie Chaplin – RMN.	About 60	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 19 – World Food</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Discover menu and food from different countries: Chinese, crêpes, fruits and vegetables, etc.	Nursery school – Danielle Casanova – RMN	About 60	January 4 <sup>th</sup> to February

			12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 20 – Food project</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Discover fruit and vegetables, from photos.	Nursery school – Danielle Casanova – RMN	About 60	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 21 – Spring plants</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Planting seeds in pots prepared by the facilitator. The children took care of plantations, watched them and watered them.	Nursery school – Hannah Arendt – RMN	About 48	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 22 – Ephemeral vegetable garden</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Ephemeral garden created from recovered objects. Tins, cups...decorated and hanging on the wall to create plant boxes with aromatics.	Primary school – Jean Charcot – RMN	About 60	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 23 – When nature becomes art – Land art and gardening</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Land art, creation of characters and animals from branches, leaves, chestnuts, etc.  Objective: to help children discover nature and make them aware of its protection.  First picking and tasting of radishes	Nursery school – Jeanne Gallèpe – RMN	About 60	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 24– Gardening and sustainable development</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>

Gardening with children: "plowing"; planting seedlings and seeds (tomatoes strawberries, raspberries, etc.); watering	Primary school – Paul Langevin – RMN	About 60	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 25- Balanced diet</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Game on food balance: each kid has a board representing his meal, and he must compose a balanced meal.  Goal: discover food families and learn about a balanced diet.	Nursery school – Marcel Cachin – RMN	About 60	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 26 – Sustainable development and food</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Different games: create a menu, classify foods, crossword on foods, discussion about a balanced diet, etc.	Primary school – Maryse Bastié – RMN	About 90	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks
<b>Activity 27 – Apple and pear</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Highly zoomed photos of apples and pears from which children can recognize the fruit. And fruit tasting	Primary school – Paul Vaillant Couturier – RMN	About 120	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021, Twice per week, 6 weeks
<b>Activity 28 – Logbook part 1</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Poems and drawings on the theme of food. Showcase a fruit, vegetable, or recipe.	Primary school – Paul Vaillant Couturier – RMN	36	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Once per week, 6 weeks

Activity 29 – Dining hall decoration			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Creation of a playful fresco around food, exhibited in the canteen.</p> <p>Creation of placemats on children's favorite fruits and vegetables. Objective: to have fun in the canteen, to discuss everyone's tastes.</p> <p>Discovery of the food pyramid to understand the nutritional contributions of each food.</p>	Nursery school – Véronique et Florestan – RMN	About 180	January 4 <sup>th</sup> to February 12 <sup>th</sup> 2021. Three per week, 6 weeks
Activity 30 – Nature in town			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p><b>Workshop 1:</b> I discover flora and fauna: children discover the difference between flora and fauna and make a badge on which they draw their favorite plant and animal.</p> <p><b>Workshop 2:</b> I green the city: children discover different images of urban agriculture (green roofs, green walls, shared gardens, etc.). Then, they have to make a photo-montage to green the city (from an empty city setting, they can draw and add images).</p> <p><b>Workshop 3:</b> I discover the Cité Maraîchère: children visit the building. They learn about greenhouses, mushroom production and urban agriculture. In educational spaces, they discover seasonal plants.</p> <p><b>Workshop 4:</b> I learn to plant (tomatoes, salads, aromatics): children learn about the needs of a plant and how to transplant a plant. These plantations take place at Cité Maraîchère or directly in schools if they have a dedicated place.</p> <p><b>Workshop 5:</b> I learn to sow (radish): children learn about a seed's needs and a plant's life cycle. They learn the technique of sowing in pockets and will make radish seedlings in recovery containers (yoghurt pots, etc.) At the end of the cycle, the children are able to leave with their seedlings at home.</p> <p><b>Workshop 6:</b> I maintain my garden: children discover different agro-ecological techniques to maintain a vegetable garden, in particular with the technique of hoeing ("one hoeing is worth 2 waterings") and the technique of mulching (local mulching and reused thanks to the mushroom substrates of the Cité Maraîchère after the last harvest). By practicing these techniques, children learn to save water and discover the life of the soil.</p> <p><b>Workshop 7:</b> I green my neighbourhood - making seed bombs: children learn to make seed bombs, a technique for greening the city by sowing seeds protected from birds (the seeds are in balls made of a mixture of soil, clay and water). At the end of the session, the children drop the seed bombs in the wild garden of Cité Maraîchère or in their playground if at a suitable location.</p> <p><b>Workshop 8:</b> I eat fruits and vegetables in a different way: for the summer, children learn to make refreshing recipes that allow them to eat fruits and vegetables. Depending on the harvest, the recipes may vary: tomato gazpacho, "fraisilic" smoothie (basil and strawberry, etc.) When possible, the children will collect the food themselves in the educational greenhouse (tomatoes, herbs, strawberries).</p> <p><b>Workshop 9:</b> rainbow afternoon snack: children compose their snack plates by including foods of different colors, which encourages them to taste fruits and vegetables. Most of the food comes from Cité Maraîchère (oyster mushrooms, tomatoes, beans, etc.).</p>	Nursery schools (Marcel Cachin, Jean Charcot, Maryse Bastié) and primary school (Paul Vaillant Couturier) – Cité Maraîchère	60	March 1 <sup>st</sup> to April 2 <sup>nd</sup> 2021. 1h30m. 5 workshops
Activity 31 – Budding cooks			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p><b>Goal:</b> awareness about healthy, seasonal and sustainable food.</p> <p><b>Workshop 1:</b> I make my chef's hat: children learn anecdotes about the profession of chef and make their toque that they will use throughout the different sessions.</p>	Primary schools (Marcel Cachin, Jean Charcot, Gabriel Péri, Henri Barbusse,	120	March 1 <sup>st</sup> to April 2 <sup>nd</sup> 2021.



<p><b>Workshop 2:</b> I draw my favourite food: children are encouraged to think about what they like to eat and draw their favourite food with the different ingredients. The drawings are exhibited at the Cité Maraîchère.</p> <p><b>Workshop 3:</b> I prepare the most beautiful seasonal fruit salad: children are led to discover what are the fruits of each season and their interests (fruits full of water in summer to refresh themselves and fruits full of vitamins to boost our immune defenses in winter). Then, they make artistic fruit salads from seasonal fruits (in the shape of landscapes, animals, etc.).</p> <p><b>Workshop 4:</b> Taste blind test: children taste food blindly and have to guess what it is. This allows them to discover foods of the 5 major fundamental flavours (sweet, salty, sour, bitter, umami).</p> <p><b>Workshop 5:</b> I cook a dessert without baking: making a crumble without baking.</p> <p><b>Workshop 6:</b> I discover the Cité Maraîchère: kids visit the building, learn about greenhouses, mushroom production and urban agriculture. In educational spaces, they learn about seasonal plants.</p> <p><b>Workshop 7:</b> I sow what I eat (radish): children learn about a seed's needs and a plant's life cycle. Then, they learn the technique of sowing in pockets and making radish seedlings in recovery containers (yoghurt pots, etc.) At the end of the cycle of workshops, the children are able to leave with their seedlings at home.</p> <p><b>Workshop 8:</b> I eat fruits and vegetables differently: for the summer, children learn to make refreshing recipes that allow them to eat fruits and vegetables. Depending on the harvest, the recipes may vary: tomato gazpacho, "fraisilic" smoothie (basil and strawberry, etc.) When possible, the children collect the food themselves in the educational greenhouse (tomatoes, herbs, strawberries).</p> <p><b>Workshop 9:</b> I eat local: tasting of the first harvests of the Cité Maraîchère: the children make skewers made exclusively from foods produced at Cité Maraîchère (different varieties of heirloom tomatoes and cherry tomatoes, mushrooms and aromatics). They thus discover that the same food has different tastes depending on the variety (tomatoes, mushrooms) and that the aromatics make it possible to vary the flavors. The workshop ends with tastings.</p>	Maryse Bastié – Cité Maraîchère		1h30m. 5 workshops
	<b>Activity 32 - Taste blind test</b>		
	<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>
	Young people taste food blindly and must guess what it is. This allows them to discover foods of the 5 major fundamental flavours (sweet, salty, sour, bitter, umami)	Social center Jacques Brel – Cité Maraîchère	15
	<b>Activity 33 - Taste blind test</b>		
	<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>
	Young people taste food blindly and must guess what it is. This allows them to discover foods of the 5 major fundamental flavors (sweet, salty, sour, bitter, umami)	Recreation center of the nursery school Danielle Casanova – Cité Maraîchère	15
	<b>Activity 34 - Sowing</b>		
	<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>
	Children learn about a seed's needs and a plant's life cycle. They learn the technique of sowing in pockets and making radish seedlings in recovery containers (yoghurt pots, etc.) At the end of the session, the children are able to leave with their seedlings at home.	Recreation center of the nursery school Charlie Chaplin	15
<b>Activity 35 - Food and plastic arts</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>

Each group of children had to make a sculpture of a traditional dish from a country (with paper, cardboard, plasticine, etc). Then, the children discussed different food habits by countries.	8 nursery schools of RMN	100	April 2021. 2 workshops of 30 m
<b>Activity 36 - Food Olympic Games</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Teams of children who compete in games around food and eating well: quizzes, sports games, etc.)	5 primary schools of RMN	800	June 14 <sup>th</sup> and 18 <sup>th</sup> 2021. One activity of 1h30m in each school
<b>Activity 37 - Seasonal fruits and vegetables</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Cuto ut pictures of fruits and vegetables in catalogs. Look out for seasonal fruits and vegetables. Draw them.	Nursery school – Jean Charcot – RMN	20	April 2021. 20mn
<b>Activity 38 - Red foods</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Discovering red foods with several workshops: taste, red fruit salad, quiz, puzzle, associate a name and a food.	Nursery school – Véronique et Florestan – RMN	160	June 8 <sup>th</sup> 2021. 1h30m
<b>Activity 39 - Gardening</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Gardening with children: “plowing”; planting seedlings and seeds (tomatoes strawberries, raspberries, etc.); watering	Nursery school – Jean Charcot – RMN	18	April-June 2021. 45 m, every two weeks
<b>Activity 40 - Cereal passion</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Discovery and testing of cereals; posters creation. How do cereals grow? How do we eat them? What dishes can you make with them?	Primary school – Hannah Arendt – RMN	18	June 23 <sup>rd</sup> 2021. 1h30m
<b>Activity 41 - Nature in town</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
<b>Workshop 1:</b> Objective: to understand what a seed is, why and how it can be sown. Practical activity: sowing sunflowers in pots. <b>Workshop 2:</b> Objective: to discover the different sowing techniques and the needs of a plant. Practical activity: sowing radishes in tubs. <b>Workshop 3:</b> Objective: understand the life cycle of a plant and discover transplanting techniques. Practical activity: installation of sunflowers sown in the first workshop.	Nursery school Véronique et Florestan and primary school Langevin-Wallon – RMN	46	May 6 <sup>th</sup> to June 18 <sup>th</sup> 2021. 1h30m – 5 workshops

<b>Workshop 4:</b> Objective: understand what seasonality is and find out how to fight food waste. Practical activity: making a recipe and tasting; red fruit smoothie and homemade compote with ugly fruits. <b>Workshop 5:</b> Objective: discovery of animal biodiversity. Practical activity: census of butterflies and insects present at the Corniche des forts (in partnership with the Museum of Natural History of Paris).			
<b>Activity 42 - Food blind test</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Children taste food blindly and have to guess what it is. This allows them to discover foods of the 5 major fundamental flavours (sweet, salty, sour, bitter, umami).	Nursery school – Jeanne Gallèpe – RMN	15	May 5 <sup>th</sup> 2021. 1h30m
<b>Activity 43- Budding cooks</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
<b>Goal:</b> awareness about healthy, seasonal and sustainable food. <b>Workshop 1:</b> I make my chef's hat: children learn anecdotes about the profession of chef and make their toque that they will use throughout the different sessions. <b>Workshop 2:</b> I draw my favourite food: children are encouraged to think about what they like to eat and draw their favourite food with the different ingredients. The drawings are exhibited at the Cité Maraîchère. <b>Workshop 3:</b> I prepare the most beautiful seasonal fruit salad: children are led to discover what are the fruits of each season and their interests (fruits full of water in summer to refresh themselves and fruits full of vitamins to boost our immune defenses in winter). Then, they make artistic fruit salads from seasonal fruits (in the shape of landscapes, animals, etc.). <b>Workshop 4:</b> Taste blind test: children taste food blindly and have to guess what it is. This allows them to discover foods of the 5 major fundamental flavours (sweet, salty, sour, bitter, umami). <b>Workshop 5:</b> I cook a dessert without baking: making a crumble without baking. <b>Workshop 6:</b> I discover the Cité Maraîchère: kids visit the building, learn about greenhouses, mushroom production and urban agriculture. In educational spaces, they learn about seasonal plants. <b>Workshop 7:</b> I sow what I eat (radish): children learn about a seed's needs and a plant's life cycle. Then, they learn the technique of sowing in pockets and making radish seedlings in recovery containers (yoghurt pots, etc.) At the end of the cycle of workshops, the children are able to leave with their seedlings at home. <b>Workshop 8:</b> I eat fruits and vegetables differently: for the summer, children learn to make refreshing recipes that allow them to eat fruits and vegetables. Depending on the harvest, the recipes may vary: tomato gazpacho, "fraisilic" smoothie (basil and strawberry, etc.) When possible, the children collect the food themselves in the educational greenhouse (tomatoes, herbs, strawberries). <b>Workshop 9:</b> I eat local: tasting of the first harvests of the Cité Maraîchère: the children make skewers made exclusively from foods produced at Cité Maraîchère (different varieties of heirloom tomatoes and cherry tomatoes, mushrooms and aromatics). They thus discover that the same food has different tastes depending on the variety (tomatoes, mushrooms) and that the aromatics make it possible to vary the flavours. The workshop ends with tastings.	5 primary schools – RMN	100	May 3 <sup>rd</sup> to 4 <sup>th</sup> July 2021. 1h30m. 9 workshops per school
<b>Activity 44 - Artistic fruits salads</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>

Children discover what are the fruits of each season and the interest in their fruits (fruits full of water in summer to refresh themselves and fruits full of vitamins to boost our immune defenses in winter, etc.). Then, the children make artistic fruit salads from seasonal fruits (in the shape of landscapes, animals, etc.).	Social center Marcel Cachin	15	June 23 <sup>rd</sup> 2021. 1h30m
<b>Activity 45 - Sowing</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Children learn about a seed's needs and a plant's life cycle. They learn the technique of sowing in pockets and making radish seedlings in recovery containers (yoghurt pots, etc.) At the end of the session, the children are able to leave with their seedlings at home	Primary school – Hannah Arendt – RMN	15	May 19 <sup>th</sup> 2021. 1h30m
<b>ACTIVITY 46 - From the ground to the plate</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
<p>Program objectives (in connection with curriculums):</p> <ul style="list-style-type: none"> <li>Know and understand the development of living things: the needs of green plants, the life cycle of a plant</li> <li>Introducing sustainable gardening techniques: sowing, planting, harvesting and using garden tools.</li> <li>Educate about taste: discover new vegetables, learn about the benefits of plants (aromatics, vegetables, etc.)</li> </ul> <p>Typical session</p> <ul style="list-style-type: none"> <li>Introduction of the concept of the session (game, video extract, images...) - 10 min.</li> <li>Completion of a practical activity - 35 min.</li> <li>Tasting and conclusion - 15 min.</li> <li>Workshop 1: visit of the Cité Maraîchère, learn about urban agriculture.</li> </ul> <p>Workshop 2: sowing radish, understand the life cycle of plants. Mime game "in the skin of a seed".</p>	Primary school – Marcel Cachin – RMN	12	June 1 <sup>st</sup> to 29 <sup>th</sup> June 2021. 1h-1h30m. 5 workshops
<b>Activity 47- Food blind test</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Children taste food blindly and have to guess what it is. This allows them to discover foods of the 5 major fundamental flavours (sweet, salty, sour, bitter, umami).	Nursery school – Véronique et Florestan – RMN	15	May 19 <sup>th</sup> 2021. 1h30m
<b>Activity 48 - Sowing</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Children learn about a seed's needs and a plant's life cycle. They learn the technique of sowing in pockets and making radish seedlings in recovery containers (yoghurt pots, etc.) At the end of the session, the children are able to leave with their seedlings at home.	Primary school – Fraternité – RMN	15	May 5 <sup>th</sup> 2021. 1h30m
<b>Activity 49- Nature in town</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
<b>Workshop1:</b> I discover flora and fauna: children discover the difference between flora and fauna and make a badge on which they draw their favorite plant and animal.	3 nursery schools and 2 primary school – RMN	75	May 3 <sup>rd</sup> to 4 <sup>th</sup> July 2021. 1h30m.

<b>Workshop2:</b> I green the city: children discover different images of urban agriculture (green roofs, green walls, shared gardens, etc.) then, they are having to make a photomontage to green the city (from an empty city setting, they can draw and add images). <b>Workshop 3:</b> I learn to plant (strawberries): children discover the different parts of a plant (stem, roots, leaves, etc.). they discover some gardening tools (gloves, transplanters...) and learn how to plant a plant in recovery containers (plastic bottles...). <b>Workshop4:</b> I learn to sow(coriander): children learn about a seed's needs and a plant's life cycle. They learn the technique of sowing in pockets and will make coriander seedlings in recovery containers (yoghurts pots, etc.). <b>Workshop 5:</b> I learn to sow (basil): children discover a new sowing technique: broadcast sowing and will plant basil in recovery containers. <b>Workshop 6 and 7:</b> cancelled due to school closures.			9 workshops per school
Activity 50 - Cereals passion			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Goal: discover different varieties of cereals, where they come from, how they grow up, in which dish we can eat them, etc.  Animators used an educational kit given by the association and realized an exhibition in the canteen.	All primary and nursery schools of the City (16)	160	September - October 2021. 45 m. 1 workshop per school
Activity 51 - Forgotten fruits and vegetables			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Goal: discover forgotten fruits and vegetables, learn that we can eat a “damaged” fruit or vegetable.	9 primary schools	180	September - October 2021. 45 m. 1 workshop per school
Activity 52 - No food waste			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Different activities around the theme of waste reduction in schools: creation of songs, slams, posters; awareness activities; weight leftovers in the plates after the meal; etc	9 primary schools in the city	90	November 20 <sup>th</sup> to 28 <sup>th</sup> 2021. 45 m. Several workshops per school
Activity 53 - Orange food			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Discover orange colour food through different activities: sports games, relay to create your market basket with orange food, stop in a hoop when there is an orange food, quiz, photos, etc.	Primary and nursery school Marcel Cachin	500	2 days in December 2021. 1h30m. 1 day per school



### Activity 54 - Kid workshop for testing the French Ebook

Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>APT and INRAE created an interactive ebook "Terrix City: à la découverte de l'univers caché de votre assiette" (Terrix City: discover the hidden universe in your plate) for the 8-12 years old kids.</p> <p>This ebook explains the food system from the field or the city to the plate with examples, definitions, games and activities (building a greenhouse, cooking, searching for community gardens in the city etc...). The complete chain of value is presented: production, distribution, transformation and waste recycling. The narrative context leads children to be eco-heroes.</p> <p>With this activity during one afternoon (From 1 PM to 5 PM) we tested the ebook.</p>	Children's play center	12	September 29 <sup>th</sup> 2021. 1h30m

### Activity 55 - Cité Maraîchère - Market gardening club

Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The Market gardening club of the Cité Maraîchère is dedicated to children between 5 and 10 years old, whether or not accompanied by their parents.</p> <p>Each Saturday: workshop of 1h, with 12 children.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Homemade "galette des rois";</li> <li>• Playful discovery of compost</li> <li>• Storytelling cooking workshop (reading a story and making the recipe for the story)</li> <li>• Pancakes with spent grains flour (zero waste and vegetarian);</li> <li>• Multiplication of vegetables;</li> <li>• Making an insect house;</li> <li>• Invent your game on ecology (7 families of ecology);</li> <li>• Christmas shortbread;</li> <li>• Discovery of squash: chocolate/pumpkin cake</li> <li>• Discovery of mushrooms: pizza with oyster mushrooms;</li> <li>• Discovery of the ground;</li> <li>• Winter sowing;</li> <li>• Seed recovery</li> </ul>		About 270	September 6 <sup>th</sup> 2021 to March 6 <sup>th</sup> 2022. 1h. each Saturday

### Activity 56 - Cité Maraîchère - workshops for nurseries

Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>For nurseries: 1 session of 1h per week, with four children each time (about 20 in total).</p> <p>For childminders: 2 sessions per week, with ten children each time (about 60 in total).</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Tour of the Cité Maraîchère;</li> <li>• Exploring the 5 senses in the outdoor gardens;</li> <li>• Seed recovery;</li> <li>• Sensory journey (earth, straw, etc.);</li> <li>• Discovery of mushrooms (making a puree)</li> <li>• Discovery of endives (endive/apple salad/sweet vinaigrette).</li> </ul>	Nurseries and childminders of the City	About 80	September 6 <sup>th</sup> 2021 to March 6 <sup>th</sup> 2022. 1h. 1 or 2 sessions per week

### Activity 57 - Cité Maraîchère - extracurricular workshops (during holidays)

Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Groups of 8 children for “nursery” and 12 children for “primary”.</p> <p>Fall holidays: 6 workshops for “nursery” and 6 for “primary” (120 children). Activities: land art, artistic and seasonal fruit salads, soil maintenance (hoeing, mulching, watering), preparation for winter (green manure).</p> <p>Winter holidays: 4 workshops for “nursery” and 2 for “primary” (56 children). Activities: tour of the Cité Maraîchère, sowing aromatic plants, strawberry plant maintenance, compost.</p>	Children's play centers of the City	176	September 6 <sup>th</sup> 2021 to March 6 <sup>th</sup> 2022. 1h30m  18 workshops
<b>Activity 58 - Cité Maraîchère - extracurricular workshops</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>2 groups in the morning, 3 groups in the afternoon. 12 children per group.</p> <p>Examples of activities:</p> <ul style="list-style-type: none"> <li>• Tour of the Cité Maraîchère;</li> <li>• Sowing;</li> <li>• Discovering compost;</li> <li>• Discovering gardening tools;</li> <li>• What is the soil?;</li> <li>• Zero waste cooking;</li> <li>• Vegetarian cooking;</li> <li>• Seasonal fruits and vegetables</li> <li>• Exploring flavours - Blind taste test.</li> </ul>	Children's play centers of the City	60	September 6 <sup>th</sup> 2021 to March 6 <sup>th</sup> 2022. 2h each Wednesday
<b>Activity 59 - Cité Maraîchère - thematic sessions</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Course “Nature in the city”: 1 class, 5 sessions of 1h.</p> <p>Course “Sustainable food”: 1 class, 5 sessions of 1h.</p> <p>Course “From soil to plate”: 6 classes, 5 sessions of 1h for each class.</p> <p>Stand-alone “turnkey” workshops, one session of 1h for each class:</p> <ul style="list-style-type: none"> <li>• Nature in the City: 6 classes;</li> <li>• Sustainable food: 5 classes.</li> </ul> <p>See the school's teaching pack document for the description of courses and workshops.</p>	Nursery schools of the City	587	September 6 <sup>th</sup> 2021 to March 6 <sup>th</sup> 2022. 1h. 19 classes
<b>Activity 60 - Cité Maraîchère - thematic sessions</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>Course “Nature in the city”: 2 classes, 5 sessions of 1h30 for each class.</p> <p>Course “Sustainable food”: 4 classes, 5 sessions of 1h30 for each class.</p> <p>Course “From soil to plate”: 1 class, 5 sessions of 1h30.</p> <p>Stand-alone “turnkey” workshops, one session of 1h30 for each class:</p> <ul style="list-style-type: none"> <li>• Nature in the City: 6 classes ;</li> <li>• Sustainable food: 13 classes.</li> </ul> <p>See the school's teaching pack document for the description of courses and workshops.</p>	Primary schools of the City	489	September 6 <sup>th</sup> 2021 to March 6 <sup>th</sup> 2022. 1h30. 26 classes
<b>Activity 61 - Cité Maraîchère - Early childhood workshops</b>			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration

Content of the workshops: - Nature workshop: land art, sensory journey, visit of the 5 senses - Gardening workshop: sowing, planting - Cooking workshop: discovery of vegetables from the Cité Maraîchère	Nurseries and childminders – RMN	About 100	March-July 2022. 1h. 1 or 2 workshops per week
<b>Activity 62 - Cité Maraîchère – Nursery schools workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Courses Nature in the City Courses From soil to plate Stand-alone “turnkey” workshops Nature in the city Stand-alone “turnkey” workshops “Sustainable food”	Nursery schools of the City - RMN	623	March-July 2022. 1h
<b>Activity 63 - Cité Maraîchère – Children’s play centers workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
List of the workshops: - Aquaponics - Gardening in the educational greenhouse - Art and nature - Scientific experiments - Gardening (sowing, planting, maintenance) - Vegetables of the world - Seasonal cooking - Discovery of the Cité Maraîchère (playful visit)	Children’s play centers of the City - RMN	286	March-July 2022. 1h30
<b>Activity 64 - Cité Maraîchère – Middle school workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
- Literature and nature project with 1 class of 6th grade: sessions on the growth, transformation and decomposition of plants with practical activities on germination, sowing, cuttings, compost - 5 sessions of 1h30 - Visit to the Cité Maraîchère and workshop on urban agriculture for 8 classes of 6th grade (1h30 sessions)	Middle school “Gustave Courbet” - RMN	216	March-July 2022. 1h30
<b>Activity 65 - Cité Maraîchère – Market garden Club</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Thematics: - The jobs of the ecological and solidarity transition - Making a terrarium - Game space in the Cité Maraîchère - Early childhood workshop (2-5 years): sensory discovery of nature - Easter special - homemade chocolates - Playful discovery of the soil - Discovery of garden tools - Early childhood workshop (2-5 years): hands in the soil - Seed bombs - Artistic trilogy nature in the city (photo of wild urban plants and photo transfer) - Fruit and vegetable masks for participation in the Great Metropolis Parade - Early childhood workshop (2-5 years): discovery of flavours	Inhabitants - RMN	About 200	March-July 2022. 1h
<b>Activity 66 - Cité Maraîchère – Primary schools workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Courses Nature in the City Course Sustainable food Courses From soil to plate Stand-alone “turnkey” workshops Nature in the city	Primary schools of the City - RMN	795	March-July 2022. 1h30m



Stand-alone "turnkey" workshops Sustainable food			
Stand-alone "turnkey" workshops From soil to plate			
<b>Activity 67 - Cité Maraîchère – Early childhood workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Contents of the workshops:  - Gardening and nature workshop: planting flower bulbs, sowing micro-pods, collecting seeds, germinating seeds, land art, plant collages - Cooking workshop: discovering mushrooms, discovering endives, discovering winter fruits	Nurseries and childminders – RMN	About 100	September 2022 – January 2023. 1h
<b>Activity 68 - Cité Maraîchère – Nursery schools workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Courses « Nature in the City»: 5 sessions of 1 hour per class: 1 class Courses « From soil to plate »: 5 sessions of 1 hour per class: 1 class Art, culture and nature»: 5 sessions of 1 hour per class: 1 class Stand-alone "turnkey" workshops « Nature in the city »: one session of 1 hour per class: 16 classes Stand-alone "turnkey" workshops "Sustainable food": one session of 1 hour per class: 2 classes	Nursery schools of the City - RMN	542	September 2022 – January 2023. 1h
<b>Activity 69 - Cité Maraîchère – Primary schools workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Courses « Nature in the City»: 5 sessions of 1h30 per class: 2 classes Course "Sustainable food": 5 sessions of 1h30 per class: 1 class Courses « From soil to plate »: 5 sessions of 1h30 per class: 1 class Courses "Art, culture and nature": 5 sessions of 1h30 per class: 3 classes Stand-alone "turnkey" workshops « Nature in the city »: one session of 1h30 per class: 3 classes Stand-alone "turnkey" workshops "Sustainable food": one session of 1h30 per class: 2 classes Stand-alone "turnkey" workshops "From soil to plate": one session of 1h30 per class: 3 classes Stand-alone "turnkey" workshops "Art, culture and nature": one session of 1h30 per class: 3 classes	Primary schools of the City - RMN	455	September 2022 – January 2023. 1h30m
<b>Activity 70 - Cité Maraîchère – Middle school workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Workshop "Urban agriculture in Romainville and in the world": 2 classes of 6th grade  Training for eco-delegates: children's version of the climate fresco, and visit to the Cité Maraîchère and the CasseDalle garden: 1 half-day (pupils elected at the school to carry out actions around ecology with their fellow pupils)  Course "Ecological transition and solidarity careers": 5 sessions of 1h30 per class: 3 classes of 3rd grade.	Middle school "Gustave Courbet" - RMN	216	September 2022 – January 2023. 1h30m and half-day
<b>Activity 71 - Cité Maraîchère – High schools workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
Visit of the Cité Maraîchère: 1 class  Course "Ecological transition and solidarity careers": 5 sessions of 1h30 per class: 1 class  The aim of this course is to help pupils and students discover possible career paths related to the ecological transition. During each session, they will meet professionals who will be able to talk to them about their life and career paths, their day-to-day jobs, their advantages	Vocational High school "Liberté" – Romainville Vocational High school "Saint Jean" – Sannois (near of Paris)	83	September 2022 – January 2023. 1h30m

and disadvantages and possible training courses. These professionals are local actors, often from Romainville, involved in different themes (recycling, reuse, food, etc.), via various structures (public service, association, SSE company, structure of integration through economic activity, etc.).	Vocational High school – Bressuire (near of Nantes)		
Discovery tour of the Cité Maraîchère and its trades: 2 classes			
<b>Activity 72- Cité Maraîchère – Children's play centers workshops</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
<p>During the school period, every Wednesday from September to December (12 sessions), 5 groups of 12 children between 6 and 11 years old (60 kids)</p> <p>List of the workshops: herbarium, homemade candy (for Halloween), vegetable inks, visit to the Casse-Dalle garden henhouse, escape game, bulb and strawberry planting, aromatic cuttings, eco-feminism, land art, green manure sowing, autumn planting, garden tools, cuttings, science experiments.</p> <p>Autumn school holidays (72 kids):</p> <ul style="list-style-type: none"> <li>- 4 workshops of 1h30 "Discovering squash and cooking a chocolate/pumpkin cake": 32 children between 4 and 5 years old and 24 children between 8 and 10 years old.</li> <li>- 1 workshop of 1h30 "Land art": 16 children between 4 and 5 years old.</li> </ul>	Children's play centers of the City – RMN	132	September 2022 – January 2023. 1h30m
<b>Activity 73 - Cité Maraîchère – Market garden Club</b>			
<b>Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)</b>	<b>School/ Partner involved</b>	<b>Number of pupils</b>	<b>Duration</b>
<p>Every Saturday for 1 hour, for children aged 5 to 10, accompanied or not by their parents. Once a month, the workshop is reserved for 2-5 year olds. List of workshops below (mentioned when it is for 2-5 year olds, otherwise it is for 5-10 year olds) - 12 children per workshop</p> <p>Thematics:</p> <ul style="list-style-type: none"> <li>- Discovering animals in the city</li> <li>- Making a flute with carrots</li> <li>- Discovery of women who have marked the history of science, cooking, etc.</li> <li>- Early childhood (2-5 years) - Walk of the 5 senses</li> <li>- Preparing the garden for winter</li> <li>- Halloween special - homemade sweets and zero waste decoration</li> <li>- Mexico special - "día de los muertos" shortbread</li> <li>- Early childhood (2-5 years) - Mushroom discovery</li> <li>- Land art</li> <li>- Furoshiki</li> <li>- Homemade speculoos</li> <li>- Early childhood (2-5 years) - My first recipe</li> <li>- Scientific experiments to better understand nature and ecology</li> <li>- Galette des rois (and queens)</li> <li>- Early years (2-5 years) - Winter fruits are great!</li> </ul>	Inhabitants - RMN	About 200	September 2022 – January 2023. 1h



Activity 1. Activities for kids and families in social centres			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>First, food-related activities for families and kids were implemented in the three social centres of the city,with around 120 participants. The social centres are local municipal facilities located in three districts of the city. Their mission is to help and support the population and to strengthen social links, particularly through a rich cultural, educational and festive programme</p> <ul style="list-style-type: none"><li>- Social centre“Nelson Mandela”. Two cooking workshops “Me, ugly but succulent!” were organized: The aim was to cook simple dishes, in order to increase awareness on“eating well” and food waste,changing people’s representationon the appearance of damaged fruit and vegetables,offering healthy food solutions even with limited resources. In addition, a fruit and vegetable discovery activity was organised for children to get them to know passion fruit, pineapple, pomegranate, squash, aubergine, black radish, mandarin, orange and sweet potato. The fruits and vegetables were cut out and the children had to guess their names by looking and tasting.</li><li>- Social centre“Jacques Brel”. Six workshops were organized for kids, young people and families.The workshops were dedicated to the creation of jam and cakes from the recovery of unsold market goods.They was an opportunity to discuss culinary habits, memories and food preferences. The participants were able to leave with food and a recipe booklet.</li><li>- Social centre“Marcel Cachin” . Activities on the topic “Journey of the senses and flavours”: cooking, tasting, discovering country’s specialities, traditional clothes, etc.</li></ul> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6</p>	Social centre “Nelson Mandela”	120	March 24 <sup>th</sup> 2021 with kids and March 27 <sup>th</sup> 2021 with families.
	Social centre “Jacques Brel”		March 2021 (three last weeks)
		Social centre “Marcel Cachin”	
Activity 2- Activities for kids by the Cité Maraîchère			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>In March 2021, the Cité Maraîchère (Romainville’s pilot) wasn’t yet opened to public.</p> <p>So, the working team organized the first off- site activities with kids. In the program there were various recreational workshops: tasting blind test, cooking, planting strawberries, discovering fruits, etc.</p> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6</p>		50	March 2021
Activity 3 - Week-end of transitions – Mushrooms			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The Cité Maraîchère organised five themed weekends on the challenges of the ecological transition, bringing together cultural and associative partners, municipal facilities, committed residents and the CHEFFES! from the café - canteen. This one was on the topic of mushrooms.</p> <p>Saturday November 6<sup>th</sup>:</p> <ul style="list-style-type: none"><li>- Cooking workshop for children from 5 to 10 years old.-Cooking workshopfor adults,to learn how to cook in a simple and tasty way mushrooms from the Cité Maraîchère.</li><li>- Mushrooms, a model of cooperation? “Philosophy café” for children between 8 and 12 years old.</li></ul>		150 inhabitants, kids included	November 6 and 7 <sup>th</sup> 2021

<ul style="list-style-type: none"> <li>- Small talk with AgroParisTech: mushrooms and the amazing things about them, lecture and free speech with children and adults.</li> </ul> <p>Sunday November 7<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- Workshop of silk-screen printing around the mushroom, for adults and children.</li> <li>- Mushroom box making workshop in partnership with an art association, to "sculpt" cardboard mushroom boxes, inspired by the shapes of the mushrooms themselves.</li> <li>- Mycelium and mushrooms, support of creation and experimentation, workshop-conference.</li> </ul> <p>And throughout the weekend:</p> <ul style="list-style-type: none"> <li>- Exhibition around the bricks of mushrooms and artistic vision of the Cité Maraîchère.</li> <li>- Visits to the mushroom farm and the greenhouse.</li> <li>- Mushroom specialities by the CHEFFES! from the café - canteen.</li> <li>- Documentary fund on mushrooms at the Romain Rolland library – Mushrooms sales of the Cité Maraîchère</li> </ul> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6</p>			
Activity 4 - Week-end of transitions – Eating tomorrow			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>In 2022, the Cité Maraîchère organised themed weekends on the challenges of the ecological transition, bringing together cultural and associative partners, municipal facilities, committed residents and the CHEFFES! from the café-canteen</p> <p>The week-end "Eating tomorrow" was about: Organic is for bobos?! What if it was a little more complicated than that? How can we adopt more responsible behaviours towards the planet without falling into caricature or emptying the bank? How to make homemade yoghurt and still be a liberated person? Let's take a look at our good intentions, our little inconsistencies and the reality of everyday life, with a calculator and our hands in the (homemade) pie crust!</p> <p>Saturday January 29<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- "Garlic or onion?" Storytelling cooking workshop. Mixed session of making latkes, potato pancakes typical of Eastern cuisine and culinary recipes from the other side of the world. 12 places.</li> <li>- I eat therefore I am? "Philosophy café" for 8 - 12 years old.</li> <li>- Little talks: "What if our food reconciled the end of the world and the end of the month?"</li> <li>- Small round table and open discussion.</li> <li>- Récup' chef competition "cheap, chic &amp; local". Three teams, recycled products recovered from the greenhouse and the Friday market, and a jury left the best team win! Competition was followed by a tasting by the CHEFFES! who took part in the exercise.</li> </ul> <p>Sunday January 30<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>- Workshop about lacto - fermentation.</li> <li>- Workshop around the exhibition "I eat therefore I am" for kids. Visit of the exhibition and small scientific workshop. Sort out the different fruits and vegetables at your disposal. Find out which family they belong to and their seasonality. Travel through the different regions of the world and replace the culinary specialities according to the country. Based on the model of the Climate Fresco, a participatory and fun workshop, accessible to all, to understand the challenges of our agricultural and food model, to get together and exchange on the actions to be taken in response.</li> </ul> <p>And throughout the weekend:</p> <ul style="list-style-type: none"> <li>- Exhibition "I eat therefore I am".</li> <li>- Visits to the mushroom farm and the greenhouse.</li> <li>- Specialities "chic and cheap" by the CHEFFES! from the café-canteen.</li> <li>- Documentary fund on foods at the Romain Rolland library.</li> </ul> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6</p>		150 inhabitants, kids included	January 29 <sup>th</sup> and 30 <sup>th</sup> 2022



## Strategies to perform activities during the pandemic. Institut des Sciences et Industries du Vivant et de l'environnement - Agro Paris Tech (APT)

Activity 1- French Ebook			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	Duration		
APT and INRAE created an interactive pdf Ebook in French “Terrix City: à la découverte de l’univers caché de votre assiette” (Terrix City: discovering the hidden world on your plate) to present the different steps of a sustainable CRFS with activities for children 8-12 years old, which is available online. ( <a href="https://hal.science/hal-03586270/">https://hal.science/hal-03586270/</a> ) and was one of the top 10 reading for summer 2022 in one of the major French kids’ journals (Science et Vie Junior, 1 million readers each month).	It was first presented to kids during the National Agricultural Show in February 2022 and used for kid activities in the RMN pilot, the Cité Maraîchère.  This interactive Ebook was translated in English and will be available by May 2023.		
Activity 2- Online event Science Fair			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
APT and INRAE participated in the French Science Fair (Science week) Due to covid, everything happened online and was recorded and is now available online. Our talk was titled “L’union fait la science: l’agriculture urbaine” (Union makes science: urban agriculture) in the City metamorphosis (Métamorphose de la ville) session. The video is available on the Youtube Channel of the organisor, L’esprit Sorcier (357k subscribers)  Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6	APT and INRAE	11k viewings as of 22/03/2023	7 October 2020

## Germany

### Institut für Landes- und Stadtentwicklungsforschung (ILS)

Activity 1- School Lesson on Sustainable and healthy food			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
The activity was organized and implemented in the Libellen-Grundschule → Gave overview of FoodE project by showing the TERRIX video to the pupils → Work sheet on which pictures of food had to be ----- to their terms → Classification of FoodE into healthy and unhealthy food together in class	Libellen Grundschule Dortmund (primary school in Dortmund)	40	June 1 <sup>st</sup> 2022. 2x45m
Activity 2- Excursion with primary school class to Werkhof nursery in Dortmund			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Excursion with interested pupils of the Libellen- Grundschule to the Werkhof nursery in Dortmund → General information about the nursery and vegetable cultivation → Tour through the nursery with different stops in greenhouses (planting tomatoes, harvesting and eating cucumbers) → Stop: How is compost made? → Stop: How are the plants grown in the field? → Field tour with a tasting of grown vegetables (beet, lettuce, radish) → Tasting homegrown honey	Libellen-Grundschule Dortmund (primary school in Dortmund)	18	June 15 <sup>th</sup> 2022. 180m
		18	June 22 <sup>nd</sup> 2022. 180m
Activity 3- Quiz evening on regional food in summer camp			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Organisation and implementation of a quiz evening with 57 children between 8-15 years old on the topic of regional food in the camp by Ann-Kristin Steines (ILS). Four different games were played to reinforce the importance of regional food. For example, the children had to recognise and name the foods (fruits and vegetables) shown to them. The children showed great interest in the different types of vegetables and fruits and also wanted to taste them. The next day, individual varieties were distributed to the children for tasting. In addition, a quiz was played in which the children had to assign different varieties to the categories of fruit and vegetables.	Zeltlager Maria Königin Niedernhausen e.V. (Summer camp 8-15 years old)	57	July 24 <sup>th</sup> 2022. 90m
Activity 4- Translation of TERRIX comic and distribution to pupils			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
The ILS translated the Italian TERRIX comic into German to distribute it to school children after the excursion to the Werkhof nursery in Dortmund (22.06.22) and to children at the MyLocalFoodE event “Long Night of Science 2022” in Berlin (02.07.22).  The comic was translated by Ann-Kristin Steines (ILS) in May 2022. The translated comic is available for download under <a href="https://zenodo.org/record/6795248#.Ysy9pnZBw2w">https://zenodo.org/record/6795248#.Ysy9pnZBw2w</a>	Libellen-Grundschule Dortmund (primary school in Dortmund)	45	May 2022
Activity 5- TERRIX Comic distribution via Zenodo			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Distribution of the Terrix comic via Zenodo: 10.5281/zenodo.6795248. 91 views, 77 downloads	Zenodo: 10.5281/zenodo.6795248	77	

## Fachhochschule Südwestfalen (SWUAS)

Activity 1- Workshop on “supporting beneficial insects in the school garden”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The activity was the first common action in cooperation with this secondary school. It was meant to give an overview of the FoodE project and pave the way to a fruitful cooperation. Therefore, the responsible teacher informed us about their action week. The school focuses on holism. Therefore, they don't have regular classes but learning groups composed of students of different ages and speeds to learn (children with special needs and highly capable students). In order to meet the requirements, we elaborated a tailored workshop in cooperation with teachers. The school plans to move into a new building with a school garden, so we decided to put the thematic focus on the school garden and the vegetables that will grow there.</p> <p>The workshop is meant to be interactive with some practical units and deal with beneficial insects.</p> <ul style="list-style-type: none"> <li>→ The students get to know earwigs as little helpers in the garden that chase aphids.</li> <li>→ In a practical unit, the students can build insect houses to host the earwig in their school garden.</li> <li>→ A quiz concerning common species of beneficial insects should help them to identify helpful insects in a playful way</li> </ul>	Offene Schule Köln, Cologne (secondary school)	8	June 24 <sup>th</sup> 2021. 6h
Activity 2- Online lecture on “future-oriented nutrition: How do I properly eat in a globalised world?”			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The activity was the first common action in cooperation with this secondary school. It was meant to give an overview of the FoodE project and pave the way to a fruitful cooperation. Therefore, the responsible teacher informed us about the curriculum. In order to meet the expectations, we elaborated a presentation for two school lessons dealing with the topic future-oriented nutrition.</p> <p>How do I properly eat in a globalised world? The presentation contains the following topics:</p> <ul style="list-style-type: none"> <li>→ Social megatrends (growings world population, climate change, urbanisation, digitalisation, globalisation)</li> <li>→ Overview of agriculture in Germany (level of self-sufficiency, expenses for food, economic importance of agriculture and the agribusiness)</li> <li>→ Presentation of the project FoodE and its goals</li> <li>→ Definition of the term “sustainability” and existing methods to measure the sustainability of farms.               <ul style="list-style-type: none"> <li>◆ interactive unit with the students through the tool “mentimeter”</li> </ul> </li> <li>→ Common elaboration with the students in order to set up criteria for sustainable consumption decisions relying on the theoretical framework.               <ul style="list-style-type: none"> <li>◆ Life cycle assessment and regionality (described in an example)</li> <li>◆ Food and Lifestyle/Superfoods and regional alternatives.</li> </ul> </li> </ul>	Hildegard von Bingen Gymnasium, Cologne (Secondary school)	18	January 27 <sup>th</sup> 2021. 90m

## Nolde Erwin. Nolde - innovative Wasserkonzepte GmbH (NOL)

Activity 1 – Workshop about water recycling and deep water farming			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Two workshops were developed at the roof water farm with pupils aged 12- 14: → Water recycling → Deep water farming	Evangelical school Berlin centrum	22	September 9 <sup>th</sup> 2021. 240m
Activity 2 - Workshop about water (recycling) and making of a small hydroponic bed.			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
The pupils were divided into two groups, attending two alternating workshops. Waterhouse: → Presentation about → What are the SDGS and which ones are important for you? → How do we use water and how to reclaim water, nutrients and energy from wastewater? → Practical examples of implemented rain- and greywater recycling projects in Berlin. Greenhouse: → How does urban gardening work and what is done in the greenhouse? → What are hydroponic systems? → Activity: Making your own hydroponic basil beds in yoghurt pots	11th class of Max Planck Gymnasium, Advanced Geography Course	25	September 13 <sup>th</sup> 2022. 4h
Activity 3 - Workshop in the greenhouse incl.HandsOn-Practice			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Greenhouse: → How does urban gardening work and what can be grown in the greenhouse? → What are hydroponic systems? → Activity: checking root growth in hydroponic of different: plants, learning about and working with the new students' prototype N-T-system	Namibia AG, "Our Mother Earth" of the Albert Einstein oberschule Berlin Staatliche Europa- Schule Berlin (SESB) in cooperation with Hage Geingob High School, Windhoek (Parchimer Alle 109, 12359 Berlin)	20	September 27 <sup>th</sup> 2022



## Romania

### Asociatia Mai Bine (MBI)

Activity 1- Sustainable consumption (with a focus on food) Workshop			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
The activity consisted of: -a one-hour workshop within the Green Hours event organised by United Nations Youth – filiala Iași. Anca Chirilă Gheorghică was invited as a facilitator for one of the three workshops organised. Anca presented the ecological footprint calculator and invited the pupils to calculate it and afterward it was underlined the environmental impact of our food consumption and organised group discussions on how to decrease it through more sustainable food choices; - a visit of over 30 pupils to CUIB during the treasure hunt for which our pilot was a check point; we offered 6 prizes – books on sustainable living and 50 muffins for the participants and organisers.	High School Pupils from several Schools	30	From September 26 <sup>th</sup> 2022 to September 27 <sup>th</sup> 2022
Activity 2- Webinar/online Workshop on Food Waste Education			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
The activity was organised for a total time frame of 2 hours for an online presentation and workshop divided into two parts- the first one with an overview of the problems of food waste with a focus on Romania and its causes and the second one on potential solutions at the individual level and entrepreneurial level, with an emphasis of the practices done in the FoodE pilot CUIB. Dumitrita Picirous, Counselor at the Environmental Agency of Iași was in charge of the first part and Anca Elena Chirila Gheorghica, pilot manager from Asociatia Mai Bine was in charge of the second part.	Technological High School "Petru Poni" Iași, Technical College "Ghe Asachi" Iași, Computer Science High School "Grigore Moisil" Iași, Technical College "Ion Holban" Iași	40	January 26 <sup>th</sup> 2021
Activity 3- Gardening activities			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Activities with pupils related to both school gardening (planting of shrubs, trees, aromatic/ medicinal/edible plants) and growing your own food (sprouts, containers at home)	Kindergarten number 20 from Iași	200	March and April 2021
Activity 4-Gardening activities in 10 schools of Iași			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Activities with pupils related to both school gardening (planting of shrubs, trees, aromatic/ medicinal/edible plants) and growing your own food (sprouts, containers at home)	Public Kindergarten number 3, Public Kindergarten number 7, Private Kindergarten AngelKids, "Mihai Eminescu" High School, "Gheorghe Asachi" High School, Waldorf High school, "Elena Cuza" Secondary school, "Grigore Moisil" High school	70	Several days



## The Netherlands

### Stichting Metabolic Institute (METAINST)

Activity 1- De Ceuvel/ Green House Tour			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Education tour lecture on circular food systems	Hyperion Lyceum High School	24	June 3 <sup>rd</sup> 2022
		25	June 7 <sup>th</sup> 2022
		22	June 10 <sup>th</sup> 2022
Activity 2- Green House Tour			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
“Scavenger hunt” with questions incentivizing the children to think about sustainable urban spaces and urban food systems, presentation of the aquaponics system and town of the aquaponics farm.	Kindercentrum Aylagaya	17	May 3 <sup>rd</sup> 2022
		14	May 6 <sup>th</sup> 2022
	Klimop elementary school	30	July 10 <sup>th</sup> 2022
	De Weide Vogel primary school	44	May 19 <sup>th</sup> 2022

### Municipality of Lansingerland (LAN) and Wageningen Research (WR)

Activity 1- activity for Kids in MyLocalFoode Events			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
<p>The activity was meant for children and their parents, to tell and show first-hand how fruit and vegetables are produced in controlled environments and what innovative and environmentally sustainable systems are like, in order to cope with current and future challenges. In addition, a small colouring drawing competition with a prize was opened before the event.</p> <p>Note: the figures of these activities are not included in the summary table at the end of the Introduction as these data are already counted in MyLocalFoodE deliverable D3.6</p>	8 School	50	January 25 <sup>th</sup> 2023

## Slovenia

## Drustvo Urbani Cebelar (BEE)

Activity 1- Presentation of FoodE Project and co-design of KidScience activities on the theme Food Waste (training for teachers)			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Presentation of FoodE Project and co-design of KidScience activities on the theme Food Waste (training for teachers)	Primary School: OŠ Vita Kraigherja in the city of Ljubljana	4 teachers, headmaster, head of nutrition	May 5 <sup>th</sup> 2021
Activity 2- Food Waste - Workshop			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Workshop with pupils (5th grade): "Food Waste" – what does this concept mean, what can we do to avoid food waste, what is food waste ...	Primary School: OŠ Vita Kraigherja in the city of Ljubljana, 5th grade	20 pupils, aged 11-12	May 14 <sup>th</sup> 2021
	Primary School: OŠ Vita Kraigherja in the city of Ljubljana, 6th grade Jerneja Penca, external expert	20 pupils, aged 12-13	June 2 <sup>nd</sup> 2021
Activity 3- Urban Beekeeping – What is it ?			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
The concept of urban beekeeping: lecture, presentation, visit to urban beehives	Primary School: OŠ Vita Kraigherja in the city of Ljubljana, 6th grade	25 pupils, aged 12-13	September 2021
Activity 3- Blossom Paradise			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Workshop for children: "Blossom Paradise": getting to know and planting melliferous plants	Primary School: OŠ Vita Kraigherja in the city of Ljubljana, 6th grade Center Rog (Creative Hub, public Institution), Krater (NGO)	10 (aged 6-14)	June 4 <sup>th</sup> 2022
Activity 4- Blossom Paradise 2			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Workshop for children: "Blossom Paradise": getting to know and planting melliferous plants	Center Rog (Creative Hub, public Institution), Krater (NGO)	10 (aged 8-12)	June 10 <sup>th</sup> 2022
Activity 5- ABC of Beekeeping for Kindergarten			
Description of the activity (what, how, aims and outcomes, role of each partner, duration, etc.)	School/ Partner involved	Number of pupils	Duration
Getting to know urban bees: ABC of bees and beekeeping for kindergarten: presentation, talk	MINI VRTEC" kindergarten	11 (aged 3-5)	November 15 <sup>th</sup> 2022

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## ANNEX 1. TEMPLATE FOR KIDSCIENCE ACTIVITIES

### KidScience activities implemented



This table allow you to keep track of the KidScience activities effectively implemented.

After the activities we have announced within the deliverable 3.9, this table will be used within the deliverable 3.10 ("report of KidScience initiatives in MyLocalFoodE", due M38).

This table is also useful for all partners, in case of audit. For this purpose, please add the signature of the school (or other officials, such as cities) on the filled table.

Please, fill this table after each activity organized with kids and add it [here](#) on SharePoint.





<b>Title of the activity</b>	
<b>Dates or period</b>	
<b>Name and city of the partner school</b> (precise nursery/primary/secondary/high-school)	
<b>Other partners involved</b> (and who are they, FoodE partner, pilot, NGO, company, etc.; role and male/female distribution of persons involved in organising or running the event)	
<b>Where did the activity happened?</b> (in school, pilot, other, online...)	
<b>Description of the activity</b> (what, how, aims and outcomes, role of each partner, duration, etc.)	
<b>Kids involved</b> (age, number)	
<b>Communication</b> (add here links to social media and, if you have printed communication or photos, put in <a href="#">here</a> on SharePoint)	
<b>Signature and stamp of officials</b>	