

# GOODFOOD - Education to become responsible food consumers: the students' perception

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## Introducción

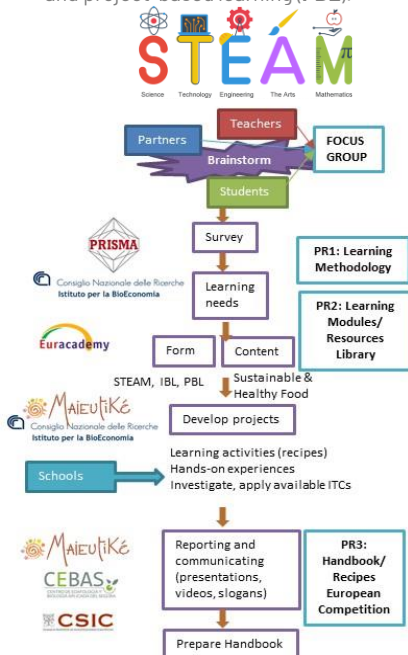
Responsible production and consumption constitutes one of the United Nations sustainable development goals<sup>1</sup>. One approach to address this challenge has been the promotion of information about sustainable and healthy food. Despite this, global obesity and related disorders continue rising<sup>2</sup>, and the adherence to the Mediterranean diet, a model of healthy and sustainable diet, remains low or is decreasing in many countries across Europe<sup>3</sup>.

Adolescence is a especially important period because diet and lifestyle during this time have a major impact on the future habits and health. Even though the adolescents seem to acknowledge the importance of the intake of healthy foods, they do not necessarily translate this into daily action, especially when they are with friends. The high presence, proximity and promotion of inexpensive nutrient-poor unhealthy foods also influences the adolescents' choices<sup>4</sup>. The school constitutes thus a crucial environment where the youngsters acquire many of their habits and where education becomes a powerful tool to improve their lifestyle and diet.

This ERASMUS+ project aims at raising awareness on sustainable and healthy food consumption among the students of secondary education using Learning Methods based on a STEAM approach. This project is being developed by several research and academic institutions, and teachers and students from three Mediterranean countries.

## Objetivos

- Develop learning methods and activities to support student's understanding of the impact of the food cycle and food habits on the environment and human health.
- Encourage teachers towards an interdisciplinary and collaborative teaching approach (STEAM) that will promote inquiry-based learning (IBL) and project-based learning (PBL).

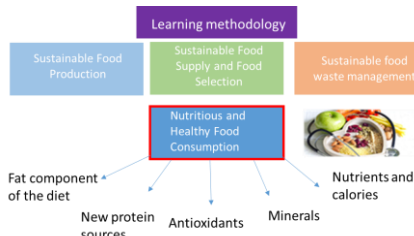


## Métodos

Participants: **Secondary schools** from Greece (General Lyceum Rafina), Italy (Elsa Morante - Conti Ginori, Scientific Lyceum N. Copernico), and Spain (IES Monte Miravete).

A **Survey** was designed<sup>5</sup> to explore the knowledge, skills, interest and attitudes of the students towards the objectives of the project. The questionnaire was distributed online (Google Survey tool).

Considering the results of the surveys, the project partners are developing the **Learning Methodology**, with several **Learning Units** related to the **main themes of the project**:



In addition, a **Resources Library** (Apps, websites, links, articles) will also be prepared and made available through the project website:

Apps,  
Websites



## Resultados

The results of the survey indicated that the students: 1) had a **positive attitude towards healthy food** and **some knowledge of the main dietary recommendations**, i.e. increased plant foods, reduced processed foods. The consumption of meat, salt, antioxidants as well as the development and applications of new foods were issues less known; 2) **recognized the link between food production and environmental impact** and general terms like 'climate change', 'biodiversity', 'organic farming', 'low waste'. They were less aware of more specific concepts like 'intensive farming', 'community-supported agriculture', 'carbon footprint', 'virtual water'; 3) were generally **interested in the project themes** and on **implementing IBL and PBL** protocols with emphasis on collaborative investigation (with friends, relatives) and fieldwork/hands-on activities. They indicated some experience in cooking but not in food selection and nutritional label analysis. The **core activity of the projects** will include:

- 1) the preparation and comparative investigation of habitual foods/**recipes** against more sustainable and healthier ones (e.g. their own choices against their parents/grandparents choices)
- 2) application of IBL-PBL-Hands-on activities



## Conclusiones

This project focuses on the development of learning methodologies that will help the students from secondary education to understand better and incorporate into their daily lives, healthier and more sustainable eating habits.

The main gaps of knowledge and important topics collected from the questionnaire are being applied in the development and implementation of specific learning activities, project steps and tools that will help the students to increase their knowledge and interest in these issues as well as to promote changes in their own environment. All the results, methodology, resources and information will be made available in the website under development: <https://goodfoodeplus.cebas.csic.es/> and through the ERASMUS+ projects website.

### REFERENCES

- <sup>1</sup> United Nations(UN) Goal 12: Ensure sustainable consumption and production patterns: <https://www.un.org/sustainabledevelopment/sustainable-consumption-production/>
- <sup>2</sup> World Obesity Day **2022** – Accelerating action to stop obesity: <https://www.who.int/news/item/04-03-2022-world-obesity-day-2022-accelerating-action-to-stop-obesity>
- <sup>3</sup> Dernini S, Berry EM. Mediterranean Diet: From a Healthy Diet to a Sustainable Dietary Pattern. *Front Nutr.* **2015**;2:15.
- <sup>4</sup> Neufeld LM, et al. Food choice in transition: adolescent autonomy, agency, and the food environment. *Lancet.* **2022**, 399(10320):185-197.
- <sup>5</sup> The Rose Questionnaire: <https://www.roseproject.no/key-documents/questionnaire.html>