Mainstreaming Integrated Assessment Models by embedding behavioural change and actor heterogeneity, and increasing their outreach to citizens, communities and industrial actor

CHOICE Food Explorers
“Made by class” instructions
Teacher instructions for the “Stop and do” activities

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Made by the class. Children and the teacher make all the activity materials themselves: cards, plates, mats, signs and charts. Nothing needs to be designed or printed in advance. Children learn more when they draw and write the materials, the cards are in their own language, and the activities can be run in any school with basic supplies.

Basic kit for the whole pack: A4 paper, a few sheets of thick paper, scissors, coloured pencils or markers, glue, sticky tack, string, envelopes, paper plates and split pins. The experiments need a few extra items, listed in each activity.

How to make cards quickly: fold an A4 sheet in half three times and cut along the folds. This gives 8 cards. The teacher writes the words for the cards on the board; children draw a simple picture and write the name.

Time: making the cards adds about 3–5 minutes to each Core activity. To keep the 45-minute lesson on time, cards can be made at the start of the lesson, in a previous lesson or as a short homework task. Keep finished cards in labelled envelopes and reuse them with other classes.

What stays with the teacher: the answer keys in this pack. Read them aloud or write them on the board after the children have tried.

Class size. Quantities are for a class of about 24 children, usually in 6 groups of 4. Core activities fit the 45-minute lesson; Extended activities are used in the 3 × 45-minute version.

Overview

No.	Activity	Type	Time	Slide
1A	Three-jar seed test	Extended	10 min to set up	After slide 4
1B	Journey of a Sandwich	Core	12 min	After slide 10
1C	The blanket game	Core	5–7 min	After slide 12
1C2	Two-jar warming test (teacher demo)	Extended	20 min	After slide 12
1D	Breakfast world map	Extended	20 min	After slide 17
2A	Build-a-plate	Core	12 min	After slide 8
2B	My seasons wheel	Extended	25 min	After slide 11
2C	Planet label sort	Core	12 min	After slide 16
2D	Market stall role-play	Extended	35 min	After slide 18
3A	Best before or use by?	Core	12 min	After slide 8

No.	Activity	Type	Time	Slide
3B	Rotting balloon (+ storage test)	Extended	10 min to set up	After slide 12
3C	Leftover chef	Core	10 min	After slide 15
3D	Class waste challenge	Extended	10 min a day for 2 weeks	After slide 17
X1	Explorer Passport	All courses	5 min + 1 min per course	Course 1 opening; recaps
X2	Food Explorer certificate	Course 3	10 min	Course 3, slide 20
X3	Mission card	All courses	3 min	Slide 20 of each course

Course 1 – Climate & Food

1A · Three-jar seed test

Type	In the deck	Time	Groups
Extended	**After slide 4**	**10 min to set up, then 2 min a day for 1 week**	**6 groups of 4**

Goal

Children see for themselves that plants need soil, water and light.

What you need

- 4 small plastic cups per group (24 in total); no glass
- Cress seeds (one packet for the class), potting soil, cotton wool
- A water jug, a dark cupboard or a cardboard box
- Masking tape and markers

Make it together (class-made materials)

- Each group writes its own cup labels on masking tape: A = everything, B = no water, C = no light, D = no soil.
- Each child draws an observation table in the notebook: 4 boxes (A, B, C, D) for day 1 and 4 boxes for day 7.

Teacher prepares

- Put soil, cotton wool and seeds on one tray per group.

Step by step

1. Cups A, B and C get soil; cup D gets wet cotton wool instead. Sow a pinch of seeds in each.
2. Water cups A, C and D. Cup B gets no water.
3. Put cups A, B and D on a sunny windowsill and cup C in the dark cupboard.
4. Children predict which cup will grow best and draw the cups in their table.
5. Every day: water A, C and D lightly and look. On day 7, draw all four cups again and compare.

Two levels

- Level 1 (8–9): draw the cups on day 1 and day 7.
- Level 2 (10–12): measure the tallest shoot in each cup in millimetres and draw a bar chart.

Wrap-up question

Which cup grew best? What happened without water, without light and without soil?

Answer key and teacher notes

- A (everything): strong and green.
- B (no water): almost nothing grows.
- C (no light): seeds sprout, but shoots are long, thin and pale yellow, and soon fall over.
- D (no soil): cress may still sprout on wet cotton wool, because each seed carries its own small food store for the first days. After a week the plants are weaker than in cup A and would not grow big without soil. Use this to explain that soil feeds plants in the long term.

Safety

- Plastic cups only. Wash hands after touching soil.

1B · Journey of a Sandwich

Type	In the deck	Time	Groups
Core	**After slide 10**	**12 min (5 min to make the cards, 7 min to play)**	**6 groups of 4**

Goal

Children understand that food goes through several steps before it reaches us, and that many of these steps use energy.

What you need

- Blank cards: fold an A4 sheet in 8 and cut (1 sheet per group)
- Coloured pencils or markers
- 1 envelope per group

Make it together (class-made materials)

- Write the steps of the three journeys on the board, in mixed order (see the answer key).
- Two groups make Bread (6 cards), two make Cheese (5 cards), two make Tomato & lettuce (5 cards). Each group also makes one "Your sandwich" card.
- Each child in the group draws one or two cards: a simple picture and the name of the step. Do not number the cards.
- Keep the finished cards in the group's envelope; they can be used again in other lessons.

Teacher prepares

- Copy the three journeys from the answer key onto the board, mixed up, before the lesson.

Step by step

1. Groups swap envelopes with a group that made a different food, so everyone puts a new journey in order.
2. They lay out the cards in a row, from the field to "Your sandwich".
3. The teacher reads the right order from the answer key; groups check and correct.
4. Groups compare: which journey is the longest?

Two levels

- Level 1 (8–9): put the cards in order and name each step.
- Level 2 (10–12): also draw a small lightning bolt on every step that uses fuel or electricity, then count them.

Wrap-up question

Which journey had the most steps? Where did the food need energy to travel or change?

Answer key and teacher notes

- Bread (6 steps): 1 Farmer sows wheat → 2 Tractor harvests wheat ↯ → 3 Mill grinds flour ↯ → 4 Bakery bakes bread ↯ → 5 Truck delivers bread ↯ → 6 Shop sells bread ↯ (lights) → Your sandwich.
- Cheese (5 steps): 1 Cow grazes on grass → 2 Cows are milked ↯ (milking machine) → 3 Milk truck to the dairy ↯ → 4 Dairy makes cheese ↯ → 5 Shop fridge ↯ → Your sandwich.

- Tomato & lettuce (5 steps): 1 Gardener plants seedlings → 2 Plants grow in a greenhouse or field (⚡ only if heated) → 3 Vegetables are picked and packed → 4 Truck to the market ⚡ → 5 Market stall → Your sandwich.
- Longest journey: bread (6 steps). All three need energy, mostly for machines, transport and cooling.

1C · The blanket game

Type	In the deck	Time	Groups
Core	**After slide 12**	**5–7 min**	**Whole class**

Goal

Children feel how a thicker "blanket" of gases traps more heat around the Earth.

What you need

- A rope, chalk or tape to mark a large circle on the floor
- Paper and markers for name tags

Make it together (class-made materials)

- Children write their role on a paper tag: Earth, Heat, Gas or Sun (1 min).

Teacher prepares

- Make space by moving desks, or use the corridor or schoolyard.

Step by step

1. Roles: 3 children are the Earth (in the middle), 5 are Heat (next to the Earth), 1 is the Sun. Everyone else is Gas.
2. Round 1: 4 Gas children stand on the circle holding hands, with big gaps. Heat walks out through the gaps. Most heat escapes.
3. Round 2: add more Gas children until the circle is almost closed. Heat tries again; now most of it is trapped.
4. Ask the Earth: how does it feel now?

Two levels

- Level 1: play the two rounds and describe what happened.
- Level 2: count how many Heat children escaped in each round and compare.

Wrap-up question

What happened to the Earth when the blanket got thicker? Which things add more gas to the blanket?

Answer key and teacher notes

- Round 1: most heat escapes and the Earth stays comfortable. Round 2: heat is trapped and the Earth gets too warm. This is a model, not an exact copy of the atmosphere.

Safety

- Walk, don't run. Children who cannot move freely can be the Sun, the timekeeper or the counter.

1C2 · Two-jar warming test (teacher demo)

Type	In the deck	Time	Groups
Extended	**After slide 12**	**20 min**	**Whole class, 2–3 helpers**

Goal

Children see that a covered jar warms up more than an open one.

What you need

- 2 identical clear plastic jars or bottles cut in half
- 2 thermometers (digital or alcohol, never mercury)
- Cling film, a rubber band, a sunny window or a desk lamp

Make it together (class-made materials)

- Children draw a record table in their notebook: rows for 0, 5, 10, 15 and 20 minutes; columns "open" and "covered".

Teacher prepares

- Check that both thermometers show the same temperature at the start.

Step by step

1. Put a thermometer in each jar. Cover one jar with cling film; leave the other open.
2. Place both jars in the sun or 30 cm under a lamp.
3. Every 5 minutes, two helpers read both thermometers aloud; everyone writes the numbers in the table.
4. After 20 minutes, compare.

Two levels

- Level 1: say which jar is warmer.
- Level 2: draw a line chart with two lines (open and covered).

Wrap-up question

Why did the covered jar get warmer? How is the cling film like the gas blanket?

Answer key and teacher notes

- The covered jar usually ends a few degrees warmer. Explain that the jar traps warm air; it is a simple model of trapped heat, not exactly how the atmosphere works.

Safety

- Plastic jars only. Keep lamps away from paper and water.

1D · Breakfast world map

Type	In the deck	Time	Groups
Extended	**After slide 17**	**20 min (5 min to make the cards)**	**Pairs**

Goal

Children discover that everyday foods come from many places, some near and some far away.

What you need

- The school's world map, an atlas, or a world map projected on the board
- Blank cards (A4 folded in 8), coloured pencils
- Wool or string, sticky tack
- Optional: food labels the children bring from home (Course 1 mission)

Make it together (class-made materials)

- Each pair chooses one food from the list on the board and makes a card: a drawing of the food and its name.
- With the teacher's hint, they write on the back: "Often grown in: …".

Teacher prepares

- Write the 12 foods and their growing places (answer key) on the board or on a sheet for yourself. Mark your town on the map with a star.

Step by step

1. Each pair finds its food's growing place on the map and pins the card there.
2. They stretch a piece of string from the card to the star (your town).
3. Together, look at the map: which foods travelled furthest? Which grow in our own country?

Two levels

- Level 1: pin the card and connect it with string.
- Level 2: measure the string with the map scale and write the distance on the card. Then write a postcard (on plain paper) to Lucía's uncle or Valentina's grandmother with one question about their farm.

Wrap-up question

Which food travelled furthest? Which could we buy from nearby?

Answer key and teacher notes

- Typical growing places: coffee – Colombia, Brazil; cocoa – Côte d'Ivoire, Ghana; bananas – Ecuador, Colombia; olive oil – Spain, Greece; oranges – Spain, Greece, South Africa; rice – India, Thailand, Italy; tea – India, Kenya; wheat (bread) – Austria and other EU countries; apples – most European countries; sugar – sugar beet in Europe or sugar cane in Brazil; tomatoes – local in summer, Spain in winter; potatoes – almost everywhere in Europe.
- Labels at home may show other countries; that is fine and good to discuss.

Course 2 – Sustainable Food Choices

2A · Build-a-plate

Type	In the deck	Time	Groups
Core	**After slide 8**	**12 min (5 min to make, 7 min to play)**	**Pairs**

Goal

Children build a balanced, colourful meal and see that variety matters.

What you need

- 1 paper plate per pair, or an A4 sheet with a big circle drawn around a plate
- Blank cards (A4 folded in 8), coloured pencils
- Level 2: green, yellow and orange pencils

Make it together (class-made materials)

- Each pair divides its plate with a pencil: half for fruit and vegetables, a quarter for grains, a quarter for protein foods; they draw a glass next to it for a drink or dairy.
- Each pair draws 8 food cards from the list on the board (one picture and the name per card). Pairs swap some cards so everyone has a mix.

Teacher prepares

- Write the food list from the answer key on the board, grouped by food group.

Step by step

1. Pairs choose cards and place them on the plate to make a lunch they would like to eat.
2. They check: Is every part of the plate filled? How many colours are there?

Two levels

- Level 1: build a balanced plate with at least 4 colours.
- Level 2: the teacher reads the planet colour of each food (see Activity 2C); children mark each card with a green, yellow or orange dot, then try to build a plate that is balanced and mostly green.

Wrap-up question

Which colours were on your plate? Was it easy to make a plate that is good for you and for the planet?

Answer key and teacher notes

- Food list – Fruit and vegetables: apple, orange, banana, strawberries, carrot, tomato, cucumber, spinach, pepper. Grains: bread, rice, pasta, oats. Protein foods: beans, lentils, chickpeas, egg, chicken, fish, beef burger. Dairy: milk, yoghurt, cheese. Drink: water.
- Any balanced plate is correct; there is no single right answer.

Safety

- Talk about "everyday foods" and "sometimes foods". Avoid calling any food good or bad.

2B · My seasons wheel

Type	In the deck	Time	Groups
Extended	**After slide 11**	**25 min**	**Individual**

Goal

Children make a tool that shows which fruit and vegetables are in season in their country.

What you need

- 2 paper plates per child (or 2 circles of thick paper drawn around a plate)
- Ruler, scissors, coloured pencils, 1 split pin per child

Make it together (class-made materials)

- Plate 1 (bottom): draw two lines across the middle to make 4 equal parts. Write a season in each part: spring, summer, autumn, winter.
- In each part, draw and name 3–4 foods for that season, using the list on the board.
- Plate 2 (top): cut out one quarter as a window and write "In season now" on it.
- Put plate 2 on top of plate 1 and push a split pin through both centres (adult helps).

Teacher prepares

- Write the seasonal list for your country on the board (answer key).

Step by step

1. Children make the wheel as above.
2. They turn the window to today's season and read which foods are in season now.
3. They take the wheel home to use when shopping with their family.

Two levels

- Level 1: copy the foods from the board.
- Level 2: add one more food per season found in a seasonal calendar or by asking at home.

Wrap-up question

What is in season right now? Where could we buy it?

Answer key and teacher notes

- Austria – spring: asparagus, radishes, spinach, rhubarb; summer: strawberries, cherries, apricots, tomatoes, cucumbers; autumn: apples, pears, plums, pumpkins; winter: cabbage, carrots, beetroot, potatoes, stored apples.
- Greece – spring: artichokes, broad beans, peas, strawberries; summer: tomatoes, peppers, aubergines, watermelon, peaches, figs; autumn: grapes, pomegranates, quinces, pumpkins; winter: oranges, mandarins, lemons, cauliflower, cabbage, leeks.
- Spain – spring: asparagus, artichokes, broad beans, strawberries; summer: tomatoes, peppers, melons, peaches; autumn: grapes, pomegranates, persimmons, pumpkins; winter: oranges, mandarins, cabbage, cauliflower.
- South Africa: seasons are the other way round (summer is December–February); use a local calendar. Colombia has dry and rainy seasons rather than four seasons; children can divide the plate into the local harvest times instead.
- These lists are a simple guide; check them against a local seasonal calendar.

Safety

- Safe scissors; an adult pushes in the split pin.

2C · Planet label sort

Type	In the deck	Time	Groups
Core	**After slide 16**	**12 min (5 min to make, 7 min to play)**	**6 groups of 4**

Goal

Children learn that some foods have a bigger climate footprint than others, and that most plant foods have a small one.

What you need

- Blank cards (A4 folded in 8, 2 sheets per group), pencils
- 3 sheets of paper per group, coloured or marked green, yellow and orange (the sorting mats)

Make it together (class-made materials)

- Each group writes and draws the 12 foods from the board on 12 cards (3 cards per child).
- They colour or label 3 sheets as mats: green "small footprint", yellow "medium", orange "bigger", and draw a small, medium and big footprint on them.

Teacher prepares

- Write the 12 foods on the board in mixed order (not grouped by colour).

Step by step

1. Groups guess for each food: small, medium or bigger footprint?
2. They place each card on the green, yellow or orange mat.
3. The teacher reads the answer key; groups move cards that are in the wrong place and talk about surprises.

Two levels

- Level 1: sort the cards and check.
- Level 2: design your own planet label for one food on a blank card.

Wrap-up question

Which food surprised you? What could you choose more often?

Answer key and teacher notes

- Green (small footprint, under about 2 kg CO_2e per kg of food): lentils, beans, potatoes, apples, carrots, bread.
- Yellow (medium, about 2–15 kg): milk, eggs, rice, chicken.
- Orange (bigger, over about 15 kg): cheese, beef.
- Approximate values per kg of food, from Our World in Data (CC BY 4.0), based on Poore and Nemecek (2018). We eat cheese in small amounts, so a slice is not like a whole kilo. Never tell children what their family should not eat.

2D · Market stall role-play

Type	In the deck	Time	Groups
Extended	**After slide 18**	**35 min (15 min to make, 20 min to play)**	**4 stall teams (sellers) and shoppers in pairs**

Goal

Children practise choosing food using season, origin and planet labels.

What you need

- Blank cards (A4 folded in 8), coloured pencils
- Paper for stall signs and play money
- Bags or baskets

Make it together (class-made materials)

- Each stall team makes its stall sign (Fruit, Vegetables, Bakery & grains, Protein & dairy) and 6–8 product cards: drawing, name, season, where it comes from, a planet colour dot and a price (1–5 coins).
- Shopper pairs make their play money: 20 paper coins each.
- The teacher writes the 6 missions on paper slips (answer key).

Teacher prepares

- Set up 4 desks as market stalls. Have the seasonal list (2B) and the planet colours (2C) on the board so stall teams can fill in their cards.

Step by step

1. Each shopper pair draws a mission slip.
2. Shoppers visit the stalls, read the product cards and buy what they need for their mission.
3. Sellers say one sentence about each product (for example, "These apples are from a farm near here").
4. After 10 minutes, sellers and shoppers swap roles.
5. At the end, each shopper pair explains their choices in one sentence.

Two levels

- Level 1: complete the mission with the money you have.
- Level 2: also choose as many green labels and seasonal foods as possible, and explain why.

Wrap-up question

What helped you choose? Was it hard to stay within your money?

Answer key and teacher notes

- Missions: 1. Make a summer salad for 4 people. 2. Plan a winter lunch with a small footprint. 3. Buy a healthy breakfast for your family. 4. Make a lunchbox with 4 colours. 5. Cook a soup with beans or lentils. 6. Buy fruit for a class party in the season you choose.
- There is no single right basket. Good answers mention season, distance or the planet label.

Course 3 – Food Waste

3A · Best before or use by?

Type	In the deck	Time	Groups
Core	**After slide 8**	**12 min (5 min to make, 7 min to play)**	**6 groups of 4**

Goal

Children understand the difference between the two date labels: "best before" is about quality, "use by" is about safety.

What you need

- Blank cards (A4 folded in 8, 2 sheets per group), pencils
- 3 sheets per group for signs: green, yellow, red pencils or paper

Make it together (class-made materials)

- Each group copies the 10 date cards from the board: the food, the label (best before or use by) and the date. One child makes 2–3 cards.
- They make 3 signs: green "Eat it", yellow "Check it" (look, smell, taste a little), red "Stop".

Teacher prepares

- Write the 10 cards from the answer key on the board (without the answers). Write today's date for the game: 15 March.

Step by step

1. Groups compare each card's date with today (15 March) and put it under Eat it, Check it or Stop.
2. The teacher reads the answer key; groups check and talk about the tricky cards.

Two levels

- Level 1: use cards 1–6.
- Level 2: use all 10 cards, including those with extra clues.

Wrap-up question

What is the difference between "best before" and "use by"? What will you do at home before throwing food away?

Answer key and teacher notes

- Rule: before the date → Eat it. "Best before" date has passed → Check it. "Use by" date has passed → Stop.
- 1. Biscuits – best before 10 March → Check it.
- 2. Dry pasta – best before next year → Eat it.
- 3. Fresh chicken – use by 13 March → Stop.
- 4. Yoghurt – use by 18 March → Eat it (keep it in the fridge).
- 5. Breakfast cereal – best before 1 March → Check it.
- 6. Fresh milk – use by 12 March → Stop.
- 7. Fresh fish – use by 15 March → Eat it today (today is the last day).
- 8. Chocolate – best before 20 February → Check it.
- 9. Minced meat – use by 20 March, but left out of the fridge all day → Stop (storage matters too).

- 10. Crisps – best before 1 April, packet opened a week ago → Check it (may be soft, but safe).
- Never ask children to smell or taste meat, fish or dairy to check them.

Safety

- Cards only; no real food in this activity.

3B · Rotting balloon (+ storage test)

Type	In the deck	Time	Groups
Extended	**After slide 12**	**10 min to set up, then 3 days**	**Teacher demo, or 3 groups**

Goal

Children see that rotting food produces gas, and that storage affects how quickly food goes off.

What you need

- 1–3 small plastic bottles (0.5 l)
- 1 overripe pear or apple, 1 teaspoon of sugar and 1 teaspoon of dry yeast per bottle
- Warm water, a funnel, a fork
- Latex-free balloons
- For the storage test: 2 pears and 2–3 ripe apples

Make it together (class-made materials)

- Children draw the bottle and balloon in their notebook on day 1 and day 3 (Level 2: a small table for measurements).

Teacher prepares

- Check for latex allergies; use latex-free balloons anyway.

Step by step

1. Mash the fruit with a fork and push it into the bottle through the funnel.
2. Add the sugar, the yeast and a little warm water. Stretch the balloon over the bottle neck.
3. Put the bottle in a warm place and check it every day for 3 days. The balloon slowly fills with gas.
4. Storage test: put one pear next to the apples and one pear alone. Compare after 3 days.

Two levels

- Level 1: observe and draw the balloon on day 1 and day 3.
- Level 2: measure around the balloon with a string each day and record it.

Wrap-up question

Where did the gas come from? Which pear went soft faster, and why does storage matter?

Answer key and teacher notes

- The balloon fills with gas made by the yeast as it breaks down the fruit sugar. This gas is mostly carbon dioxide. In landfills, where there is no air, rotting food makes methane instead, which warms the planet more strongly.
- The pear next to the apples goes soft faster, because apples give off a natural gas (ethylene) that makes fruit ripen.

Safety

- Never open the bottle; throw it away closed at the end. Wash hands after handling the fruit. Latex-free balloons only.

3C · Leftover chef

Type	In the deck	Time	Groups
Core	**After slide 15**	**10 min (3 min to make, 7 min to play)**	**6 groups of 4**

Goal

Children see that leftovers can become new meals.

What you need

- Blank cards (A4 folded in 8, 2 sheets per group), pencils
- 1 A4 sheet per group for the recipe

Make it together (class-made materials)

- Each group writes the 12 leftovers from the board on 12 cards (3 per child), turns them face down and mixes them.
- On the recipe sheet they draw a box for the dish, a line for its name and 3 lines for the steps.

Teacher prepares

- Write the 12 leftovers (answer key) on the board.

Step by step

1. Each group draws 3 leftover cards.
2. Together they invent one new dish that uses all 3 leftovers.
3. They give it a fun name and draw it on the recipe sheet.
4. Collect the sheets into a class "Leftover Recipe Book".

Two levels

- Level 1: invent a dish with 2 cards.
- Level 2: use 3 cards and write 3 simple steps for the recipe.

Wrap-up question

Which leftover dish would you like to try at home?

Answer key and teacher notes

- Leftovers: stale bread, cooked rice, cooked pasta, boiled potatoes, a soft apple, an overripe banana, cooked vegetables, a little cheese, half a tomato, cooked beans, yoghurt, a carrot.
- Any idea is fine. Examples: bread + cheese + tomato → toast; rice + vegetables + beans → fried rice; banana + yoghurt + apple → smoothie or fruit salad.
- No real cooking in class.

3D · Class waste challenge

Type	In the deck	Time	Groups
Extended	**After slide 17**	**10 min a day for 2 weeks**	**Whole class; a team of 3 children each day**

Goal

The class measures its own food waste and tries to reduce it.

What you need

- Kitchen scales
- A bowl or bag for leftovers, gloves
- An A3 sheet or the board for the class chart

Make it together (class-made materials)

- The class draws its own chart on an A3 sheet: 10 columns (Monday–Friday, week 1 and week 2) and a weight scale on the side. Children decorate it.

Teacher prepares

- Agree with the canteen or the class when leftovers will be collected (for example after lunch). Decide whether you weigh canteen plates or lunchbox leftovers.

Step by step

1. Week 1: each day, the team collects the class's leftovers, weighs them with an adult and draws the bar on the chart. Do not change anything yet.
2. End of week 1: the class chooses 2 or 3 ideas from the pledge wall (for example: take small portions first, eat the "eat me first" snack, share).
3. Week 2: weigh the leftovers again every day.
4. At the end, compare the two weeks and celebrate.

Two levels

- Level 1: draw the bars.
- Level 2: add up the weekly totals and work out the difference in grams and as a percentage.

Wrap-up question

Did our leftovers go down? Which idea helped most?

Answer key and teacher notes

- Record weights only, never names. Nobody is told to finish their plate; the aim is to take less, not to eat more than you want.
- Optional: "wonky veg portraits" for the classroom wall, where children draw an oddly shaped vegetable as a hero with a name and a superpower.

Safety

- Gloves for handling leftovers, hand washing afterwards. An adult handles the scales and throws the leftovers away.

Across all three courses: passport, certificate and mission card

These three materials link the courses into one journey. Like everything else in this pack, the children make them themselves.

X1 · Explorer Passport

Type	In the deck	Time	Groups
Across all courses	**Course 1 opening; recap slide of each course**	**5 min to make, then 1 min per course**	**Each child**

Goal

Children keep a record of what they learned in each course and see the three courses as one journey: discover, choose, act.

What you need

- 1 A4 sheet per child (plain or coloured paper)
- Scissors (or the teacher pre-cuts the slit)
- Coloured pencils or markers
- Optional: stickers or a stamp for the teacher

Make it together (class-made materials)

- Each child folds and cuts one A4 sheet into an 8-page mini booklet (see the steps).
- Page titles to copy from the board: cover “Food Explorer Passport” with name and self-portrait · 1 My guides · 2 Course 1: Discover · 3 Course 2: Choose · 4 Course 3: Act · 5 My missions (three tick boxes) · 6 What I will do now · back cover “CHOICE Food Explorers”.

Teacher prepares

- Make one passport beforehand to show the class.
- Write the page titles on the board.
- Decide where the passports are kept between courses (for example a class box), so they do not get lost.

Step by step

1. Fold the A4 sheet in half three times to make 8 boxes, then open it.
2. Fold it in half along the short side and cut along the fold from the folded edge to the centre, through the middle two boxes only.
3. Open the sheet, fold it lengthwise and push the ends together so the cut opens; flatten it into an 8-page booklet.
4. Write the page titles and draw a self-portrait on the cover.
5. At the end of each course (recap slide), draw the three recap icons on that course’s page and write one thing you learned. The teacher signs the page or adds a sticker as the “stamp”.
6. When a mission is done, tick it on the missions page.

Two levels

- Level 1 (8–9): draw the three recap icons and copy one key message.
- Level 2 (10–12): write the three key messages in your own words and add one question you still have.

Wrap-up question

Which page of your passport are you proudest of? Why?

Answer key and teacher notes

- The passport is not graded; any drawing is fine.

- Children who miss a course fill in that page from the recap slide.
- To keep the 45-minute core lesson on time, make the passports in the extended version, in another lesson or as homework. Filling in a page at the recap takes about 1 minute.

Safety

- Use child-safe scissors; for younger children the teacher cuts the slit beforehand.

X2 · Food Explorer certificate

Type	In the deck	Time	Groups
Course 3 finale	**Course 3, slide 20 (“You are Food Explorers!”)**	**10 min**	**Each child makes one for a classmate**

Goal

Children celebrate the end of the three courses and say what a classmate did well.

What you need

- 1 sheet of A4 or A5 paper per child (thick paper if available)
- Coloured pencils or markers
- Small paper slips with the children’s names (for the draw)

Make it together (class-made materials)

- Copy the certificate text from the board: “Food Explorer Certificate · This certifies that [name] has completed the three CHOICE Food Explorers courses: Discover · Choose · Act · Special talent: … · Signed: [classmate] and [teacher] · Date”.
- Decorate the border with icons from the three courses (for example a plant, a rainbow plate and a fridge).

Teacher prepares

- Write the certificate text on the board.
- Prepare the name slips so that every child makes one certificate and receives one; check that nobody is left out.

Step by step

1. Each child draws a name slip: this is their “secret explorer”.
2. Copy the certificate text and write the classmate’s name.
3. Under “Special talent”, write one thing the classmate did well during the courses.
4. Decorate the border with icons from the three courses.
5. The teacher signs all certificates; then the children hand them over in a short ceremony.

Two levels

- Level 1: name, a one-word talent and a drawing.
- Level 2: a full sentence about the talent, and the three course messages written around the border.

Wrap-up question

What will you keep doing as a Food Explorer?

Answer key and teacher notes

- Examples of special talents: “great ideas in the market game”, “careful scientist in the seed test”, “always saved the leftovers”.
- Read the talent lines before the ceremony to make sure they are kind.
- Children who missed courses also receive a certificate.
- The certificate can be glued into the back of the Explorer Passport. If time is short, the teacher writes the certificates using the same text.

X3 · Mission card

Type	In the deck	Time	Groups
All courses	**Slide 20 of each course**	**3 min**	**Each child**

Goal

Every child takes the mission home on a card they made themselves.

What you need

- A quarter of an A4 sheet per child
- Pencils or markers

Make it together (class-made materials)

- Each child folds the paper in half to make a small card. Front: mission title and a flag. Inside: the task and space to write or draw. Back: a “Mission done!” box.

Teacher prepares

- Write the mission text for the course on the board (see below).

Step by step

1. Fold the card.
2. Copy the mission title and task from the board.
3. Draw the flag and the course guide(s).
4. Take the card home, do the mission and bring the card to the next course.

Two levels

- Level 1: copy the title and draw the task.
- Level 2: add one question to ask your family about the mission.

Wrap-up question

Who can explain the mission in their own words?

Mission texts to copy

- **Mission 1 – Label detective:** Find 3 foods at home. Where do they come from? Which food travelled the furthest?
- **Mission 2 – Planet-smart choice:** Choose one planet-smart food with your family (in season, grown nearby or a plant food). Be a fridge detective: what is hiding at the back?
- **Mission 3 – Class waste challenge:** For two weeks, help our class waste less food! My food-saving promise: I will …
- Children can finish drawing and filling in the card at home.

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Impact creation, outreach and exploitation of CHOICE, WP lead:

Dr Vladimir Mrkajić mrkajic@inosens.rs

Dr Jovana Simić simic@inosens.rs

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