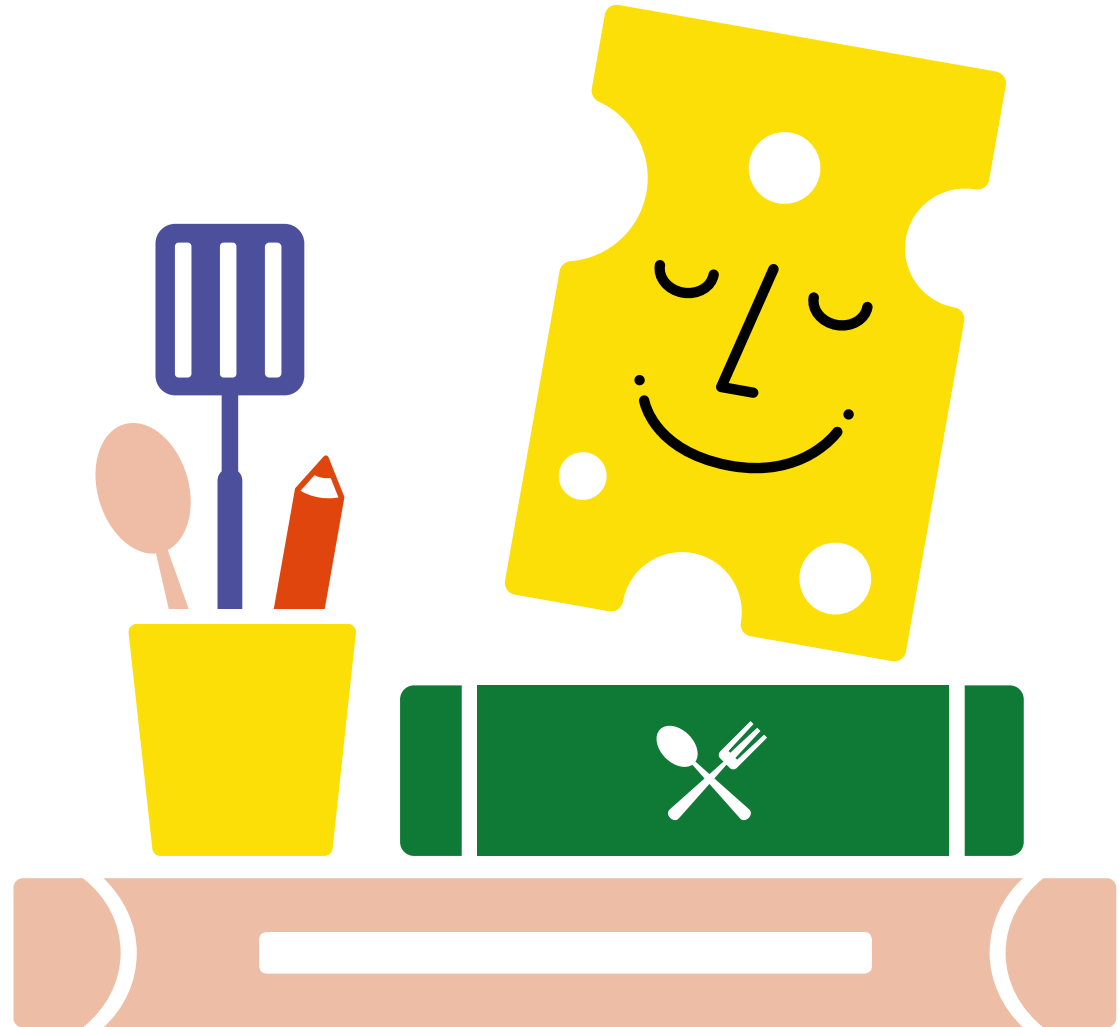




FEAST

FOOD EDUCATION AND
SUSTAINABILITY TRAINING

**OPTIONAL
LEARNING
EXPERIENCES**



ACTIVITY 1 IN-CLASS FOOD WASTE AUDIT



Curriculum links



Difficulty
level



Approx. cost
per classroom



Total prep
& running time

=



Prep time

+



Running time

INTRO

A waste audit is a great way to see and understand the different types of waste created in your class. It's a fun, scientific process and the information gathered will help you focus your campaign to reduce waste!

EQUIPMENT



Scales



Newspaper
or large bowl



Gloves, for teacher



Tongs

METHOD

1. Create a location in the classroom for students to place uneaten or partially eaten food from their lunch bags. This exercise is best done after lunch or at the end of recess / fruit break.
2. Group the food into piles.
For example apples, half eaten sandwiches etc.
3. Weigh the amount of food wasted.
4. Looking at the different piles, as a class discuss what could be done with this fruit or food instead of wasting it?

Some suggestions include:

- Make delicious new meal such as muffins, banana bread or pancakes.
- Children to talk to parents or carers about what they waste so they can pack lunch differently.
- Could it be eaten after school or another time?

**START
KICKING
GOALS!**

- Conduct the waste audit throughout the year to ensure students remain engaged.
- Set a target for your class – for example 'Our class will reduce food waste by 25% by next month'.
- Make a plan to engage other classes and the broader school.

**SET A TARGET
FOR YOUR CLASS**



ACTIVITY 2 HEALTHY EATING AND NUTRITION



— **Question:** What role do the 5 food groups' play in building and maintaining a healthy diet?

— **Scenario:** Research the role fruits and vegetables play in maintaining a healthy diet and build a nutrition program from the ground up.

— A personal trainer is a great way to ensure good nutrition habits are in place to maintain a healthy diet. Take on the role of a personal trainer and develop a nutrition program for athletes participating in the 'School Sports Day' to ensure they are eating well.

RESOURCE LINKS

- [5 Food Groups](#)

HEALTHY EATING GUIDE



ACTIVITY 3 LET'S COOK UP A HEALTHY SNACK



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

— **Question:** How can we make a quick snack that uses fruits and vegetables?

— **Scenario:** Prepare and cook a snack using healthy food that may otherwise go to waste for a Food Fair! OzHarvest invites your group to follow instructions and make a healthy snack using fruits, vegetables and dairy foods. Research various foods, source the ingredients and have fun making healthy snacks for the class to enjoy.

— In your classroom set up tables and invite teachers, other students or family and friends, to discover what can be prepared and cooked using fruit, vegetables and dairy foods to promote healthy eating and prevent food waste.

RESOURCE LINKS

- [The Feeding Kids Tips](#)
- [OzHarvest FEAST at Home recipes](#)



ACTIVITY 4 CREATE THE SCHOOL FAMILY COOKBOOK



— The challenge is to design and produce the 'School Family Cookbook' that explains how to reduce food waste, cook nutritious food and help create a sustainable future.

THE COOKBOOK NEEDS TO INCLUDE:

- An index
- An introduction
- Information about food waste
- Ideas about how to reduce food waste
- Information about cooking safely and hygienically
- Recipe ideas for using fruits
- Recipe ideas for using vegetables
- Recipe ideas for using food that may otherwise go to waste

RESOURCE LINKS

- [Book Design Made Simple](#)
- [Pinterest Cook Book Design](#)
- [How to Make your Own Cook Book](#)



ACTIVITY 5 PROMOTE SUSTAINABLE WAYS TO REDUCE YOUR FOODPRINT



- **Question:** What is the best way to get people thinking about reducing their foodprint?
- **Scenario:** Investigate different ways about reducing food waste at home and how to shop, eat and use food in a sustainable manner.
- Research the benefits of shopping with a list, buying local and seasonal ingredients, buying food in smaller quantities and cooking and eating nutritious food.
- To raise awareness and educate others to look at different ways to promote your findings. What about making a video, posters, writing an article for the school newsletter or creating a fact sheet?

RESOURCE LINKS

- [Climate change food calculator](#)
- [What's your footprint?](#)
- [Fight Food Waste](#)

FINDINGS...

I'M IN SEASON

LOCAL GROCER

SHOPPING LIST

- ✓
- ✓
- ✓

ACTIVITY 6 TRAFFIC LIGHT QUIZ

— The aim of the Traffic Light Quiz is to introduce students to the Australian Guide to Healthy Eating (AGHE) and to facilitate the development of personal nutritional goals. This activity can take anywhere from 10-20 minutes depending on how much nutrition education is delivered throughout the Quiz.

WHAT DO I NEED?

— For the Traffic Light Quiz the following items are needed:

- Quiz Question Sheet (one for the classroom teacher)
- Answer Code (classroom teacher to write on the white board)
- Quiz Answer Sheet (one for each student)
- Sticker dots or pencils in three colours red, yellow and green

INSTRUCTIONS

1. On the white board, write the Answer Code:

RED = Never

YELLOW = Sometimes

GREEN = Always

2. Hand out Quiz Answer Sheets to each student;

3. Ensure all students have a strip of the three coloured dots or red, yellow and green coloured pencils;

4. Share the following rules of the Quiz with students: "I will ask a question and hold up an Answer Code", "You are then required to place the corresponding colour sticker or place a cross in the corresponding colour onto your Quiz Answer Sheet";

5. Ask each question and ensure students understand the colour codes;

6. Discuss each question in relation to the AGHE;

7. This activity is an excellent forum for students to ask questions so try to elaborate on answers to generate further discussion;

8. After the final question encourage each student to evaluate their own Quiz using the "How did you go?" section on their Quiz Answer Sheet;

9. Use this opportunity to ask students to set three personal health goals and record these on their Quiz Answer Sheets; and

10. Most importantly, the Traffic Light Quiz is about engaging the students so make it fun!



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

QUIZ QUESTIONS

— These questions are about the foods you eat. Answer the questions using stickers or coloured pencils:

RED = Never

YELLOW = Sometimes

GREEN = Always

1. Do you eat wholegrain, whole-meal or multi-grain bread (instead of white bread)?
2. Do you eat dairy foods like cheese, milk, and yoghurt every day?
3. Do you eat three or more vegetables every day?
4. Do you eat two pieces of fruit every day?
5. Do you use foods like baked beans, lentils, split peas, dried or canned beans?
6. Do you eat something healthy for breakfast?
7. Do you rarely eat takeaway like fried chicken or fish, burgers, pizzas or hot pies?
8. Do you rarely eat snack foods like chips, biscuits, chocolate or ice creams or salty crackers?

ACTIVITY 6 TRAFFIC LIGHT QUIZ



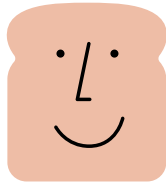
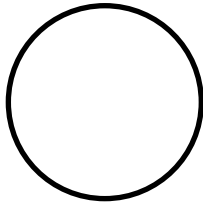

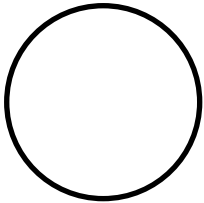

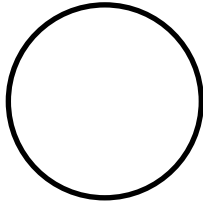

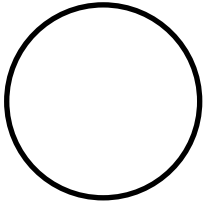

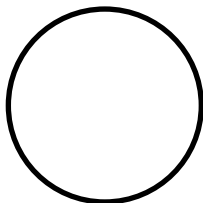
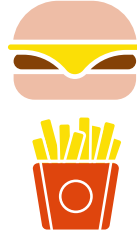
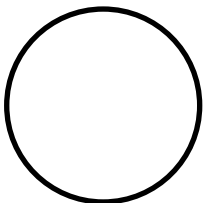
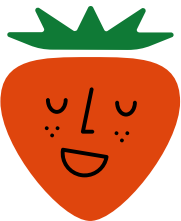
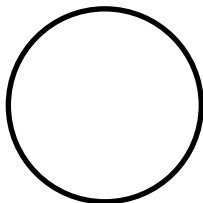

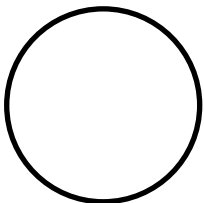
STEP 1

— These questions are about the foods you eat. Answer the questions using stickers or coloured pencils:

RED = Never

YELLOW = Sometimes

GREEN = Always

QUESTIONS	ANSWERS	QUESTIONS	ANSWERS
 <p>1. Do you eat wholegrain, whole-meal or multi-grain bread (instead of white bread)?</p>		 <p>5. Do you use foods like baked beans, lentils, split peas, dried or canned beans?</p>	
 <p>2. Do you eat dairy foods like cheese, milk, and yoghurt every day?</p>		 <p>6. Do you eat something healthy for breakfast?</p>	
 <p>3. Do you eat three or more vegetables every day?</p>		 <p>7. Do you rarely eat takeaway like fried chicken or fish, burgers, pizzas or hot pies?</p>	
 <p>4. Do you eat two pieces of fruit every day?</p>		 <p>8. Do you rarely eat snack foods like chips, biscuits, chocolate or ice creams or salty crackers?</p>	

ACTIVITY 6 TRAFFIC LIGHT QUIZ



STEP 2: HOW DID YOU GO?

— Check what the majority of your answers are:

GREEN

You're doing well. Keep up the good work.

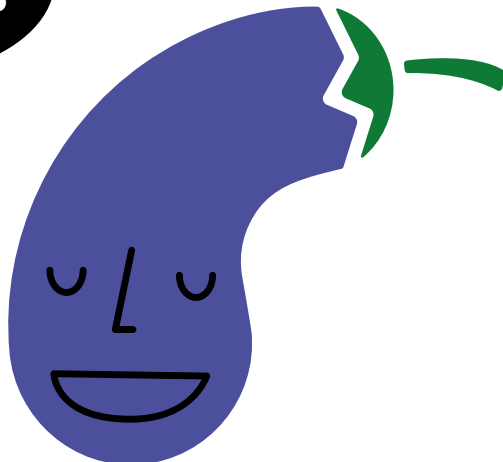
YELLOW

You're on the right track. There are still some changes to work on.

RED

Rethink? There are several ways to make healthier choices.

**I'M VERY
NUTRITIOUS**



STEP 3: PERSONAL HEALTH GOALS

— Discuss and record two personal health goals in the space provided.

GOAL 1

GOAL 2



ACTIVITY 7 STEM CHALLENGE



STEM CHALLENGE 2: USING UP FRUIT IN A RECIPE

— Think of all the different reasons fruit may get wasted.



LIST YOUR IDEAS HERE

HOW MANY RECIPES COULD USE FRUIT THAT MIGHT OTHERWISE GO TO WASTE?

**CHOOSE YOUR FAVOURITE RECIPE WITH FRUIT THAT NEEDS TO BE USED,
WRITE OR DRAW THE STEPS INVOLVED HERE**

ACTIVITY 7 STEM CHALLENGE



STEM CHALLENGE 3: CREATE YOUR OWN 'USE IT UP' RECIPE

- Make a recipe with food that might otherwise be wasted, like wilted lettuce, bendy carrots or beans, floppy celery, soft tomatoes, bread that's a few days old or the end bits of cheese.
- How could you make food that may often be wasted into something tasty and healthy?

LIST YOUR IDEAS HERE

LIST THE REASONS WHY FOOD LIKE BREAD, CHEESE AND VEGETABLES OFTEN GO TO WASTE

CHOOSE YOUR FAVOURITE RECIPE THAT 'USES UP' FOOD THAT MIGHT OTHERWISE GO TO WASTE, WRITE OR DRAW THE STEPS INVOLVED IN MAKING YOUR RECIPE WITH THESE INGREDIENTS



ACTIVITY 7 STEM CHALLENGE



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STEM CHALLENGE 4: CREATE A RECIPE WITH VEG FROM THE BOTTOM OF THE FRIDGE

- Make a recipe with produce you can find in the vegetable drawer of a fridge.
- What can you make with these ingredients that is tasty and healthy?



LIST YOUR IDEAS HERE

THINK ABOUT THE REASONS VEGETABLES OFTEN GET WASTED AT HOME

CHOOSE YOUR FAVOURITE RECIPE WITH THESE INGREDIENTS, WRITE OR DRAW THE STEPS INVOLVED IN MAKING YOUR RECIPE

ACTIVITY 7 STEM CHALLENGE



STEM CHALLENGE 5: WHAT GOES INTO THE PRODUCTION OF FRUIT AND VEGETABLES?

- Choose a type of fruit or vegetable and find the resources that are required to produce that food for us to eat. Write the name of the chosen food on a blank flashcard and then arrange the words or images of the resources needed to produce that food around the flashcard.
- Hypothesise the resources required to produce food like fruit and vegetables.



I HYPOTHESISE THAT...

EXPLAIN YOUR IDEAS AND WRITE ABOUT THE WAYS IN WHICH AUSTRALIAN FARMERS PRODUCE FRUIT AND VEGETABLES

WRITE OR DRAW THE STEPS AND RESOURCES INVOLVED IN PRODUCING FRUIT AND VEGETABLES

ACTIVITY 8

GROUP WORK: WHAT CAN YOU CREATE WITH THESE INGREDIENTS?



1



THE INVESTIGATOR

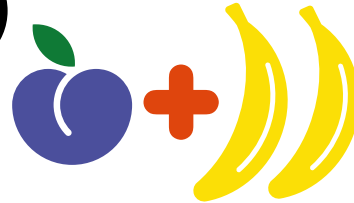
Must ask questions and find out ways of using these ingredients:

- Plums
- Peaches
- Apricots
- Pears
- Bruised bananas
- Skewers

WHAT RECIPE COULD BE CREATED?

THINK ABOUT WHAT OTHER EQUIPMENT YOU WILL NEED

2



THE MATHEMATICIAN

Must use mathematical skills to work out the quantities needed to create the recipe. Fill in the list below:

- ____ Plums
- ____ Peaches
- ____ Apricots
- ____ Pears
- ____ Bruised bananas

WORK OUT HOW MANY SKEWERS YOU WILL NEED FIRST, THEN HOW MUCH FRUIT, REMEMBER YOU CAN CHOP IT UP!

3



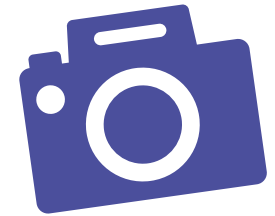
THE RECIPE WRITER

Needs to write up the recipe using the following ingredients:

- Plums
- Peaches
- Apricots
- Pears
- Bruised bananas
- Skewers

YOU MUST WORK WITH THE INVESTIGATOR AND THE MATHEMATICIAN TO WRITE THE STEPS FOR MAKING THE RECIPE, MAKE SURE YOU INCLUDE THE TIME NEEDED FOR EACH STEP

4



THE FOOD PHOTOGRAPHER OR ILLUSTRATOR

Takes the photos or draws the pictures to explain the processes involved using the ingredients:

- Plums
- Peaches
- Apricots
- Pears
- Bruised bananas
- Skewers

PICTURES WILL BRING THE RECIPE TO LIFE IN THE SCHOOL COOKBOOK

ACTIVITY 8

GROUP WORK: WHAT CAN YOU CREATE WITH THESE INGREDIENTS?



1



THE INVESTIGATOR

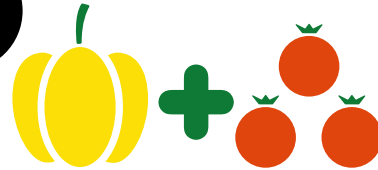
Must ask questions and find out ways of using these ingredients:

- Lettuce
- Cooked pumpkin
- Tomatoes
- Capsicum
- Crumbled feta cheese
- Large bowl

WHAT RECIPE COULD BE CREATED?

THINK ABOUT WHAT OTHER EQUIPMENT YOU WILL NEED

2



THE MATHEMATICIAN

Must use mathematical skills to work out the quantities needed to create the recipe. Fill in the list below:

- ____ Lettuce
- ____ Cooked pumpkin
- ____ Tomatoes
- ____ Capsicum
- ____ Crumbled feta cheese
- ____ Large bowl

WORK OUT HOW MUCH VEGETABLES AND FETA CHEESE YOU NEED, REMEMBER YOU CAN CHOP IT UP!

3



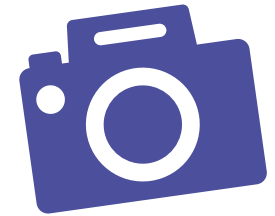
THE RECIPE WRITER

Needs to write up the recipe using the following ingredients:

- Lettuce
- Cooked pumpkin
- Tomatoes
- Capsicum
- Crumbled feta cheese
- Large bowl

YOU MUST WORK WITH THE INVESTIGATOR AND THE MATHEMATICIAN TO WRITE THE STEPS FOR MAKING THE RECIPE, MAKE SURE YOU INCLUDE THE TIME NEEDED FOR EACH STEP

4



THE FOOD PHOTOGRAPHER OR ILLUSTRATOR

Takes the photos or draws the pictures to explain the processes involved using the ingredients:

- Lettuce
- Cooked pumpkin
- Tomatoes
- Capsicum
- Crumbled feta cheese
- Large bowl

PICTURES WILL BRING THE RECIPE TO LIFE IN THE SCHOOL COOKBOOK

ACTIVITY 8

GROUP WORK: WHAT CAN YOU CREATE WITH THESE INGREDIENTS?



THE INVESTIGATOR

Must ask questions and find out ways of using these ingredients:

- Fork
- Mixing bowl
- Chick peas tins
- Olive oil
- Tahini paste
- Lemon

WHAT RECIPE COULD BE CREATED?

THINK ABOUT WHAT OTHER EQUIPMENT YOU WILL NEED



THE MATHEMATICIAN

Must use mathematical skills to work out the quantities needed to create the recipe. Fill in the list below:

- ____ Fork
- ____ Mixing bowl
- ____ Chick peas tins
- ____ Olive oil
- ____ Tahini paste
- ____ Lemon

WORK OUT HOW MUCH OF EACH INGREDIENT YOU NEED, REMEMBER YOU CAN USE ADDITIONAL EQUIPMENT SUCH AS A FOOD PROCESSOR TO CHOP IT UP!

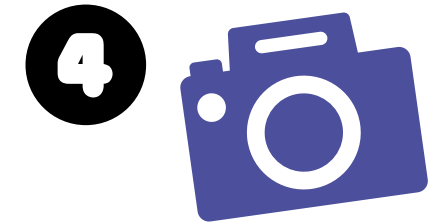


THE RECIPE WRITER

Needs to write up the recipe using the following ingredients:

- Fork
- Mixing bowl
- Chick peas tins
- Olive oil
- Tahini paste
- Lemon

YOU MUST WORK WITH THE INVESTIGATOR AND THE MATHEMATICIAN TO WRITE THE STEPS FOR MAKING THE RECIPE, MAKE SURE YOU INCLUDE THE TIME NEEDED FOR EACH STEP



THE FOOD PHOTOGRAPHER OR ILLUSTRATOR

Takes the photos or draws the pictures to explain the processes involved using the ingredients:

- Fork
- Mixing bowl
- Chick peas tins
- Olive oil
- Tahini paste
- Lemon

PICTURES WILL BRING THE RECIPE TO LIFE IN THE SCHOOL COOKBOOK

ACTIVITY 8

GROUP WORK: WHAT CAN YOU CREATE WITH THESE INGREDIENTS?



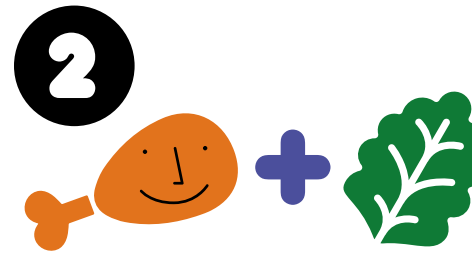
THE INVESTIGATOR

Must ask questions and find out ways of using these ingredients:

- Bread wraps
- Roast chicken
- Lettuce
- Tomato
- Cucumber

WHAT RECIPE COULD BE CREATED?

THINK ABOUT WHAT OTHER EQUIPMENT YOU WILL NEED



THE MATHEMATICIAN

Must use mathematical skills to work out how much it would cost to create the recipe.

Fill in the list below:

- \$_____ Bread wraps
- \$_____ Roast chicken
- \$_____ Lettuce
- \$_____ Tomato
- \$_____ Cucumber

TO HELP YOU FIND OUT THE INGREDIENT COSTS VISIT A SUPERMARKETS ONLINE SHOPPING WEBSITE

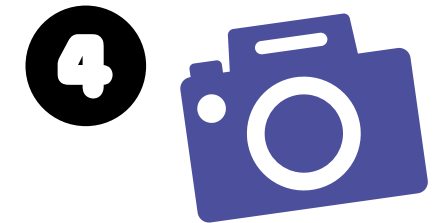


THE RECIPE WRITER

Needs to write up the recipe using the following ingredients:

- Bread wraps
- Roast chicken
- Lettuce
- Tomato
- Cucumber

YOU MUST WORK WITH THE INVESTIGATOR AND THE MATHEMATICIAN TO WRITE THE STEPS FOR MAKING THE RECIPE, MAKE SURE YOU INCLUDE THE TIME NEEDED FOR EACH STEP



THE FOOD PHOTOGRAPHER OR ILLUSTRATOR

Takes the photos or draws the pictures to explain the processes involved using the ingredients:

- Bread wraps
- Roast chicken
- Lettuce
- Tomato
- Cucumber

PICTURES WILL BRING THE RECIPE TO LIFE IN THE SCHOOL COOKBOOK

ACTIVITY 8

GROUP WORK: WHAT CAN YOU CREATE WITH THESE INGREDIENTS?



THE INVESTIGATOR

Must ask questions and find out ways of using these ingredients:

- Eggs
- Cooked vegetables
- Turkey
- Tomato
- Milk

WHAT RECIPE COULD BE CREATED?

THINK ABOUT WHAT OTHER EQUIPMENT YOU WILL NEED



THE MATHEMATICIAN

Must use mathematical skills to work out how much it would cost to create the recipe.

Fill in the list below:

- \$_____ Eggs
- \$_____ Cooked vegetables
- \$_____ Turkey
- \$_____ Tomato
- \$_____ Milk

TO HELP YOU FIND OUT THE INGREDIENT COSTS VISIT A SUPERMARKETS ONLINE SHOPPING WEBSITE

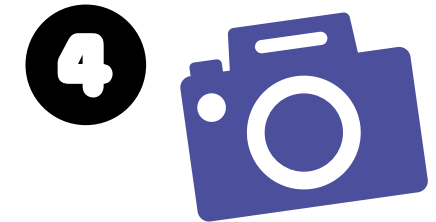


THE RECIPE WRITER

Needs to write up the recipe using the following ingredients:

- Eggs
- Cooked vegetables
- Turkey
- Tomato
- Milk

YOU MUST WORK WITH THE INVESTIGATOR AND THE MATHEMATICIAN TO WRITE THE STEPS FOR MAKING THE RECIPE, MAKE SURE YOU INCLUDE THE TIME NEEDED FOR EACH STEP



THE FOOD PHOTOGRAPHER OR ILLUSTRATOR

Takes the photos or draws the pictures to explain the processes involved using the ingredients:

- Eggs
- Cooked vegetables
- Turkey
- Tomato
- Milk

PICTURES WILL BRING THE RECIPE TO LIFE IN THE SCHOOL COOKBOOK

ACTIVITY 8

GROUP WORK: WHAT CAN YOU CREATE WITH THESE INGREDIENTS?

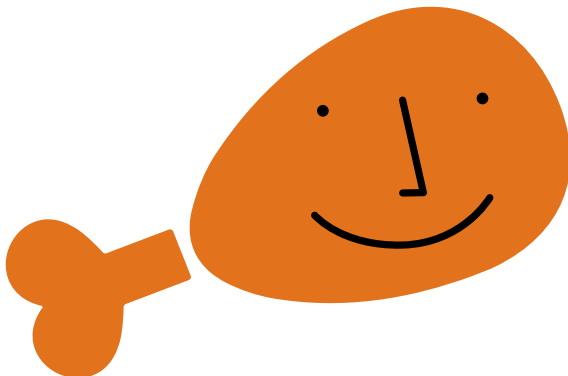


3

THE RECIPE WRITER

— You must work with the investigator and the mathematician to write the steps for making the recipe, make sure you include the time needed for each step.

HAVE FUN WITH YOUR RECIPE!



STEPS FOR MAKING THE RECIPE

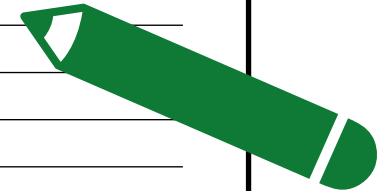
1. _____

2. _____

3. _____

4. _____

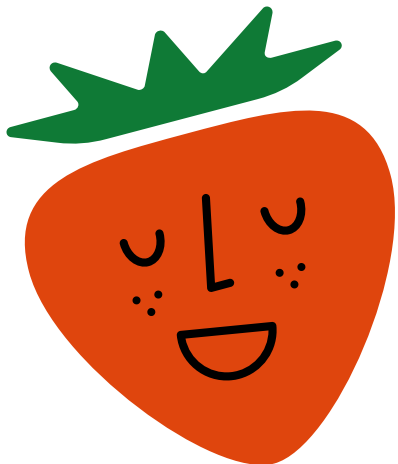
5. _____



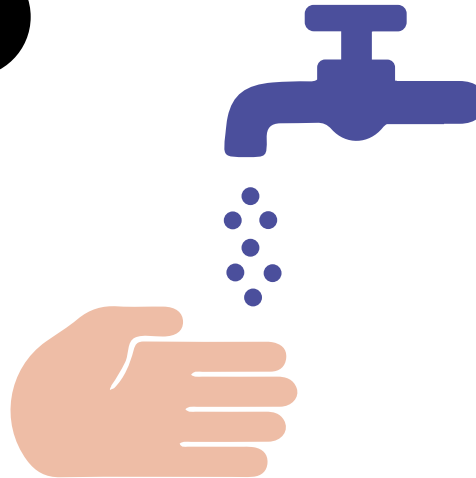
ACTIVITY 9 FOOD SAFETY AND HYGIENE

— Safety and hygiene are very important when preparing or eating food. To avoid the spread of germs or any food related sicknesses, read the following list of safety and hygiene procedures before working with food.

**WASH ME
JUST BEFORE
YOU EAT ME**



1



WASH YOUR HANDS

— Washing your hands is one of the simplest ways to prevent the spread of the germs that can cause food poisoning. Wash hands before preparing food and after going to the toilet, coughing, sneezing, eating, drinking, touching hair, head or body or touching the phone.

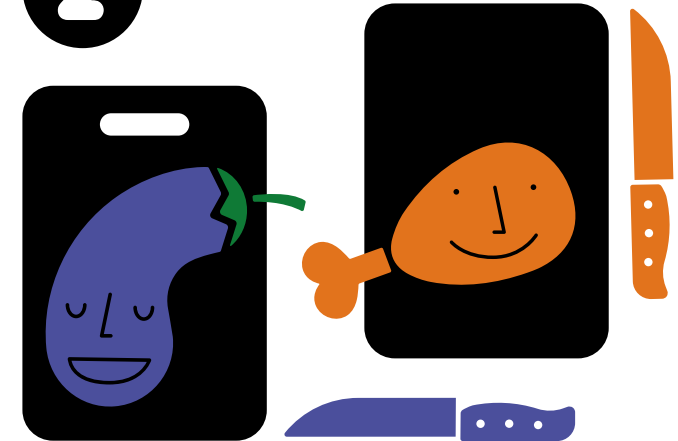
Guide to hand washing:

- Wet hands with warm running water
 - Add soap and rub over all areas of the hands, including fingers, thumbs and back of the hands
 - Wash for at least 10 seconds
 - Dry thoroughly using a single-use paper towel
- Alcohol-based hand rubs may be used, but they don't work as well if you have particularly dirty hands.



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2



HARMFUL BACTERIA

— It's very easy for harmful bacteria to spread from one food to another from surfaces, hands or equipment. It happens if equipment is used for raw food preparation and then used for cooked or ready to eat food.

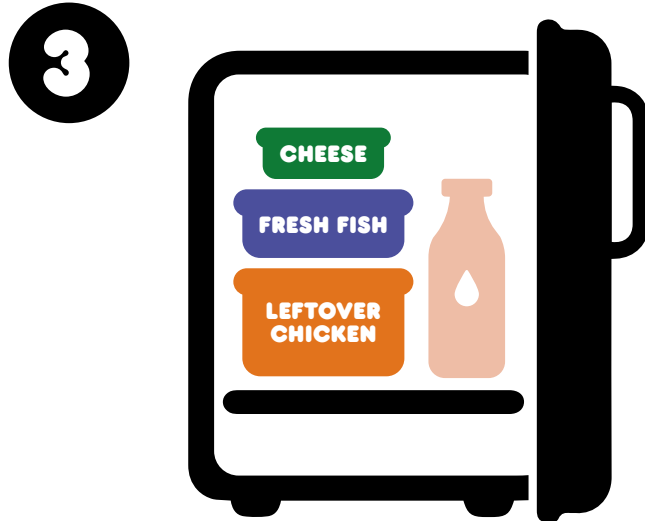
To avoid getting sick, always:

- Use clean and dry utensils for different food products for example; one chopping board for raw chicken, meat and another for vegetables
- Keep work surfaces clean and dry
- Thoroughly wash and dry hands and all utensils used after handling raw foods
- Handle food only as necessary
- When using gloves, throw out the used pair and wear new ones each time you would usually wash your hands

ACTIVITY 9 FOOD SAFETY AND HYGIENE



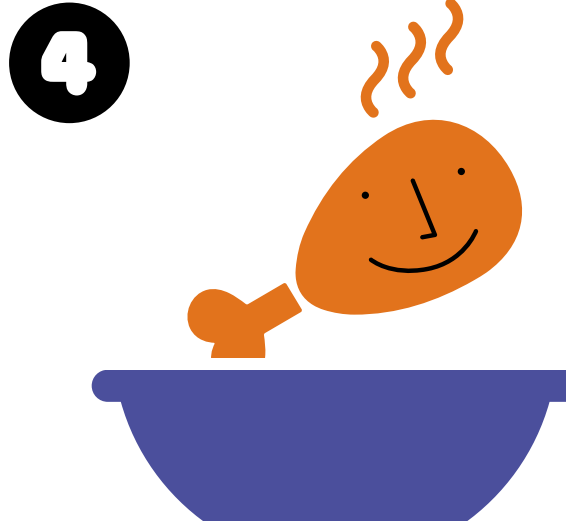
FEAST
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SUSTAINABILITY TRAINING



STORE YOUR FOOD SAFELY

Food can grow harmful bacteria if left at room temperature, especially cooked and raw meats, chicken, seafood, dairy products and leftover cooked foods. Make sure you put food in the fridge to avoid bacteria and harmful germs.

Try and store food properly to make it last longer, the best way is in an air-tight container. If you label it and put a date on it you will know exactly what it is and when you made it!



REHEATING

Make sure leftovers are always reheated until steaming hot all the way through, with no cold patches. Get an adult to help you when reheating food.



DEFROSTING

The best way to defrost food is to take it out the freezer ahead of time and leave in the fridge overnight. Never leave food to defrost at room temperature!

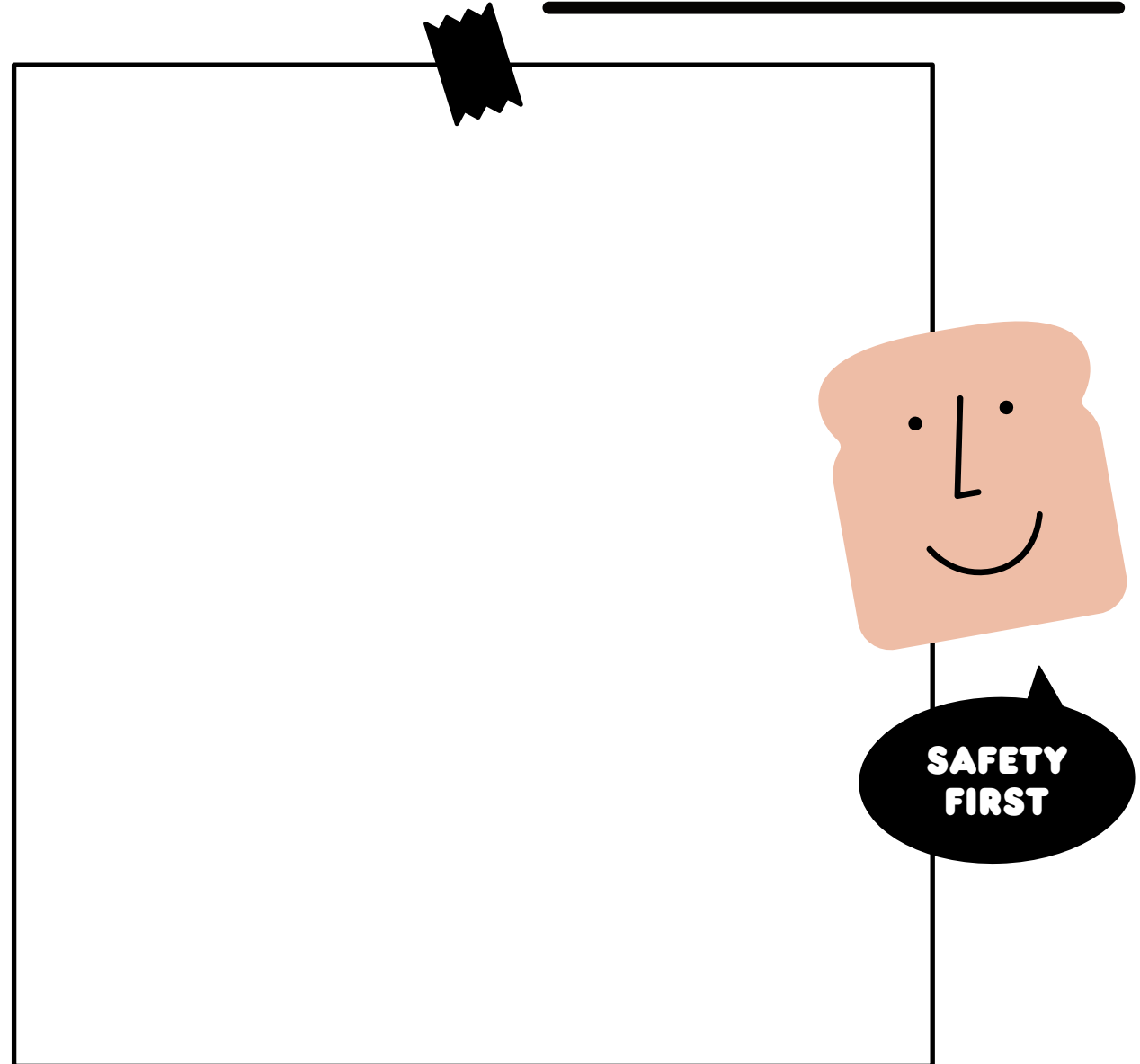
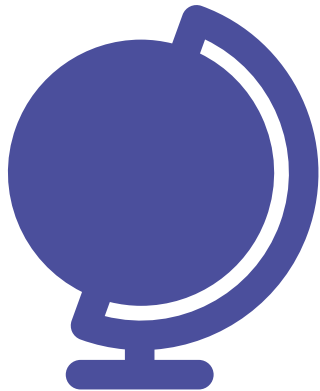
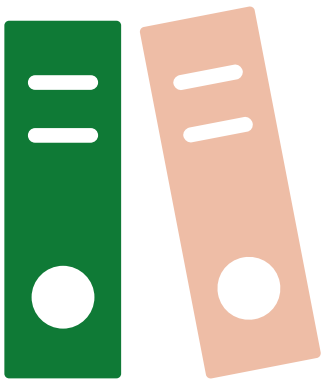
ACTIVITY 9 FOOD SAFETY AND HYGIENE



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

DESIGN A POSTER

— Design a health and safety poster that would be suitable for the classroom. Include a creative caption that promotes health and safety.



ACTIVITY 10 LUNCHBOX LOVE LETTERS



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SUSTAINABILITY TRAINING

Curriculum links



Difficulty level



Approx. cost per classroom



Total prep & running time

=



Prep time

+



Running time

INTRO

The lunchbox is the home of food waste, as children often change their mind about what food they like without telling anyone! Lunchbox Love Letters are a fun way to start the conversation and help reduce lunchbox food waste. After lunch, students write a short note about the food they like (or don't like) and place it back in their lunchbox.

EQUIPMENT



A4 paper or card to print Lunchbox Love Letters template



Scissors to cut each individual template

INSIGHT

“One child was given an apple each day by his parents but would throw it into a bush behind a building. A huge mound of over 40 apples was found before he changed his habits!”

Tim Bellamy, Petersham Public School

METHOD

1. Print and cut the lunchbox love letter template for each student in your class (four per A4 sheet).
2. When students return from lunch, ask them to fill in their lunchbox love letter and place it into their lunchbox once complete.

Reuse

To reuse your love letter template or design – laminate the card before students fill it in, then use pens that can be wiped off.

DIY design

If you have more time, get students to design their own lunchbox love letter instead of using the template provided.

Sophie's

LUNCHBOX LOVE LETTER

WHAT SNACKS DO YOU LOVE?


Dear dad

Thank you for my delicious lunch!

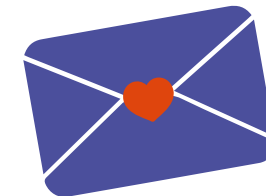
My favourite food today was the ham sandwich

I didn't eat the banana because:

I was full I ran out of time to eat it
 I don't like it I didn't feel like eating it
 I couldn't open it

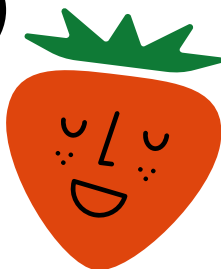


▶ See Appendix 1 for Lunchbox Love Letters template.



**LUNCHBOX
LOVE LETTER**

WHAT
SNACKS DO
YOU LOVE?



Dear _____

Thank you for my delicious lunch!

My favourite food today was the _____

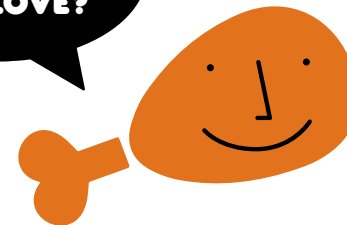
I didn't eat the _____ because:

- I was full
- I ran out of time to eat it
- I don't like it
- I didn't feel like eating it
- I couldn't open it



**LUNCHBOX
LOVE LETTER**

WHAT
SNACKS DO
YOU LOVE?



Dear _____

Thank you for my delicious lunch!

My favourite food today was the _____

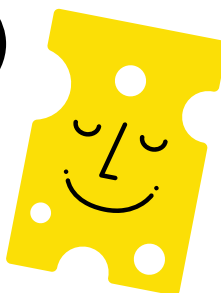
I didn't eat the _____ because:

- I was full
- I ran out of time to eat it
- I don't like it
- I didn't feel like eating it
- I couldn't open it



**LUNCHBOX
LOVE LETTER**

WHAT
SNACKS DO
YOU LOVE?



Dear _____

Thank you for my delicious lunch!

My favourite food today was the _____

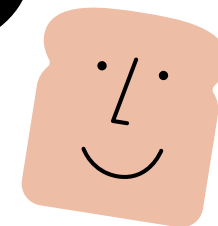
I didn't eat the _____ because:

- I was full
- I ran out of time to eat it
- I don't like it
- I didn't feel like eating it
- I couldn't open it



**LUNCHBOX
LOVE LETTER**

WHAT
SNACKS DO
YOU LOVE?



Dear _____

Thank you for my delicious lunch!

My favourite food today was the _____

I didn't eat the _____ because:

- I was full
- I ran out of time to eat it
- I don't like it
- I didn't feel like eating it
- I couldn't open it





FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

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