

GUIDELINES FOR EDUCATORS

WORKSHOPS



SUSTAINABLE
**SHOP
&
COOK**

Food Bank
in Olsztyn



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EIT FOOD (European Institute of Innovation & Technology Food) is a European knowledge and innovation community operating in the field of food. Its aim is to make Europe a global leader in innovation for the safety and sustainable production of food. It was established by 50 partners from 13 EU countries, including universities, research centres, and leading enterprises.

ABOUT THE AUTHORS

Aneta Janikowska-Kiśluk - the Head of the Development and International Cooperation Department at the Food Bank in Olsztyn, where she creates and develops international and educational projects primarily related to food and nutrition, and innovations in the food industry. An educator, animator, business trainer, and at the same time an advocate of zero waste (or at least less waste) and sustainable choices. She uses her sincere belief that „what and how we eat” matters not only for our organism by pursuing initiatives encouraging others to combine healthy nutrition with responsible and sustainable lifestyle. She inspires others to take daily - even small - actions reducing food waste. In her free time, she scuba dives and explores Europe in a camper.

Joanna Michalak - an expert in the field of healthy nutrition and the impact of emotions on daily food choices, as well as an educator at the Food Bank in Olsztyn. She has experience in designing and conducting educational workshops on the topic of food waste prevention. She likes to spend her free time at the seaside.

Michalina Jakubowska - an education specialist at the Food Bank in Olsztyn, where she conducts workshops on the topic of food waste prevention and making sustainable food choices. Culinary art enthusiast, in love with Italy.

SUSTAINABLE
SHOP & COOK
SUCCESS
PROJECT

SHORT DESCRIPTION OF THE **SUCCESS** PROJECT

Still not many of us, while making shopping decisions, wonder what impact it will have on the environment. Was a bought product made without any harm to nature? How to decrease food waste while shopping or while cooking? – this is just a part of questions which we should ask ourselves during daily shopping. SUCCESS Project (an abbreviation from SUpemarkets and Consumers Collaborate towards Easy Sustainable Strategies), in which the Food Bank in Olsztyn takes part, is going to devise new, innovative methods of looking at this problem. In the project, all the parties of the shopping process are engaged – consumers, representatives of retailers, but also non-governmental organizations and scientists.

SUCCESS is a project supported by EIT Food, which is a leading in Europe initiative regarding innovation in the food industry. Its aim is to make a food system more sustainable, healthy, and reliable. The initiative consists of the consortium of key industry players, startups, research centers, and universities from the whole Europe. This is one of the eight communities of innovation established by EIT, an organ called by the EU to stimulate innovations and enterprise in Europe.

The consortium which realizes SUCCESS Project includes: the international non-governmental organization Rikolto (Vredeseilanden, Belgium), EUFIC – European Food Information Council (Belgium), Ghent University (Belgium), and VTT Technical Research Centre of Finland (Finland) and the Food Bank in Olsztyn. The SUCCESS Project is being realized between 2022 and 2024.

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SUSTAINABLE CONSUMER CHOICES

WORKSHOPS
ON RESPONSIBLE
SHOPPING AND COOKING

LET'S TALK ABOUT RESPONSIBLE CHOICES

In order to ensure food safety for all people and to stop adverse climate change, it is necessary to switch to a more sustainable diet. Shocking is the fact that most of us have misconceptions on the topic of the impact of our diet on the environment and we lack the knowledge on how to prepare sustainable meals.¹

One of the negative phenomena of the modern world is also food waste. The scale of this phenomenon is appalling. According to the FAO report, 1.3 billion tons of food is wasted every year around the world. Food loss and waste is a growing concern also in Poland.²

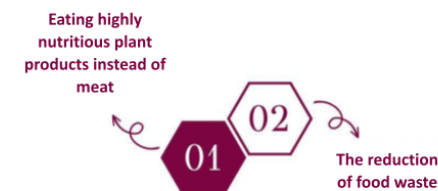
WHAT CAN BE DONE TO CHANGE THIS?

The first step is buying sustainable products, i.e. those that have as little impact on the environment as possible. Production of meat is particularly burdensome for nature therefore it is worth learning to choose highly nutritious plant products and prepare tasty dishes from them.³

The second step is not wasting food, i.e. meal planning, making a shopping list or using whole products when cooking.⁴

THERE IS MORE AND MORE TALK ABOUT „SUSTAINABLE CONSUMPTION”, BUT WHAT IS IT IN PRACTICE?

Sustainable consumption is a way of eating that is beneficial for the good state of the natural environment and human health, which can be mainly defined as increased consumption of fruits, vegetables and legumes, while reducing the consumption of animal protein (e.g. meat) and not wasting food.⁵

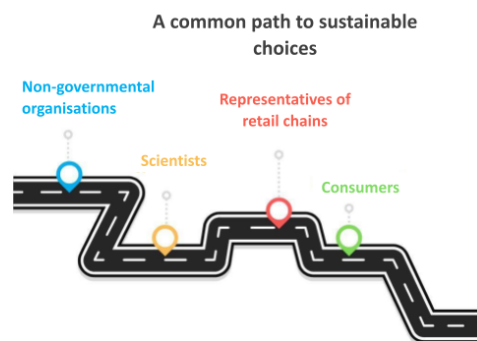


1 Morren i in.: Changing diets - Testing the impact of knowledge and information nudges on sustainable dietary choices, 2021, p. 1
2 IOŚ-PIB, Straty i marnotrawstwo żywności w Polsce Skala i przyczyny problemu, 2020, p. 11
3 Morren i in.: Changing diets - Testing the impact of knowledge and information nudges on sustainable dietary choices, 2021, p. 1
4 <https://olsztyn.bankizywnosci.pl/n/zjadam-nie-marnuje/>
5 Morren i in.: Changing diets - Testing the impact of knowledge and information nudges on sustainable dietary choices, 2021, p. 1

SHOP& COOK WORKSHOPS AS PART OF THE SUCCESS PROJECT

According to scientists, „food is the strongest lever that can improve human health and facilitate sustainable development of the natural environment“⁶. However, our choices while grocery shopping depend not only on our awareness, but also on marketing activities of supermarkets. What's standing in the way of using the expertise of sellers also to make it easier for consumers to make more sustainable choices on a daily basis?⁷

Project SUCCESS (Supermarkets and Consumers Collaborate towards Easy Sustainable Strategies) aims to provide knowledge that will help consumers make sustainable choices that are good for their health and the natural environment.



SUCCESS PROJECT

Project SUCCESS, i.e. Supermarkets and Consumers Collaborate towards Easy Sustainable Strategies involves the collaboration of consumers, scientists and non-governmental organisations with representatives of retail chains, which aims to facilitate making more environmentally friendly everyday grocery shopping

One of the areas of action is creating a positive attitude and increasing the knowledge on the topic of conscious buying and sustainable nutrition. This role is fulfilled by practical workshops in the supermarket and workshop kitchen transferring knowledge and developing the skills of conscious selection of products and „wise cooking“, which will allow to reduce meat consumption and reduce the scale of food waste.



⁶ EAT-Lancet Commission on Food, Planet and Health, Summary Report, 2019, p. https://eatforum.org/content/uploads/2019/07/EAT-Lancet_Commission_Summary_Report.pdf

⁷ SUCCESS for making sustainable consumption mainstream, EIT Food, 2022

EDUCATION THROUGH SIMPLE TASKS AND THE INVOLVEMENT OF PARTICIPANTS

The proposed behavioural changes must be simple and targeted so that people want to consider them, e.g. **showing step by step** how easy it is to prepare dishes with a large amount of plant products. As it is known, the simpler the task, the greater the motivation to complete it. Our workshops include such activities to help participants build a sense of agency, as well as motivate them to increase their consumption of plant products and to reduce food waste on a daily basis⁸.

Scientific studies show that transferring knowledge on the topic of e.g.: food planning and storing, the correct interpretation of best-before dates and ways of making use of excessive purchased products leads to a significant decrease in food waste in households⁹. For this reason, our workshops include a large dose

of education, which combined with practical activities can contribute to a change in participants' behaviour towards more sustainable practices.

It is easier to acquire knowledge and new skills if they can be immediately applied in practice. In the teaching process, maximum participant engagement is necessary to bring the expected results. Taking these elements into account, during the workshops of sustainable shopping and cooking, several tools have been prepared that will engage participants in grocery shopping and cooking.

Researchers recommend providing consumers with **concrete ideas** on how to prepare meals with increased health properties and care for the environment, as this might induce behavioural change towards a more sustainable diet¹⁰. This is why, during the implementation of the workshops, participants receive specific recipes and tips regarding preparing healthy and eco-friendly dishes. In the Workshop Kitchen, we enable them to gain the skills in preparing meals from highly nutritious products. Throughout the workshops, we also discuss with participants the creation of a sustainable shopping list for dishes, which they would like to prepare for themselves and their loved ones. It is worth remembering that thinking about shopping and cooking begins in the kitchen while planning meals!

IN ORDER FOR THE PARTICIPANTS TO INTRODUCE NEW HABITS...

The proposed behavioural changes need to be simple and targeted so that consumers are willing to consider them. An example from the workshops is demonstrating step by step how easy it is to prepare dishes using a large quantity of plant-based products. As it is known - the simpler the task, the greater the motivation to complete it.



⁸ Fishbach et al.: How Positive and Negative Feedback Motivate Goal Pursuit, 2010

⁹ Wharton et al.: Waste watchers: A food waste reduction intervention among households in Arizona, 2021

¹⁰ Morren: Changing diets - Testing the impact of knowledge and information nudges on sustainable dietary choices, 2021, p. 10

DO WE BUY CONSCIOUSLY?

- (IM)PERFECT CONSUMERS

It has been shown that **people find it difficult to assess the impact of food production on the natural environment**. Therefore, indicators such as Nutri-Score, informing about the nutritional value of products, can be useful. During the workshops, we will also discuss other labels found on food products and ways to interpret them correctly.

WHAT MOTIVATES CONSUMERS NOT TO WASTE FOOD?

Consumers tend to focus more on reducing food waste due to saving money rather than environmental concerns. However, it's essential to highlight that information regarding the impact of meat consumption on health resonates more with them than its environmental effects¹¹. These factors have been taken into account while designing the workshops.

When preparing the workshop offer, we selected various educational tools as consumers are not always ready to change behaviour. At each stage of change, a **different approach** should be employed – sometimes more education is needed, while at other times, specific guidance regarding building new habits is necessary.

The workshops are aimed at individuals responsible for grocery shopping, i.e. conscious consumers, willing to make changes, but who are not yet progressing effectively. Within the project, they have been categorised as “(im)perfect consumers”. This term refers to individuals who are willing to increase the consumption of plant-based products in their diet, but have not yet implemented this change in practice.



OBSTACLES TO OVERCOME

WHAT PREVENTS POLES FROM CHOOSING PLANT-BASED MEAT SUBSTITUTES?

The most important factor is tradition. Polish cuisine is largely based on animal products¹². For this reason, popular recipes include meat and dairy. Another obstacle is the habits developed over the years. The current pace of life also prompts us to choose what can be prepared quickly and effortlessly, preferably something that can be eaten without preparation¹³. At the same time, there is nothing preventing us from learning to choose plant-based products that do not require complex pre-processing and cooking.

¹¹ Morren: Changing diets - Testing the impact of knowledge and information nudges on sustainable dietary choices, 2021, p. 10

¹² ZWYCZAJE ŻYWIENIOWE W POLSCE, Co się zmieniło przez ostatnie 25 lat? Raport przygotowany dla Biedronka, 2021, p. 156

¹³ ZWYCZAJE ŻYWIENIOWE W POLSCE, Co się zmieniło przez ostatnie 25 lat? Raport przygotowany dla Biedronka, 2021, p. 145-148



THE AIM, TARGET GROUP AND EXPECTED RESULTS

- WHY DO WE ORGANIZE
THESE WORKSHOPS?

WHAT DO WE WANT TO ACHIEVE?

The aim of responsible shopping and cooking workshops is to increase knowledge and acquire practical skills regarding making more sustainable consumer choices concerning health and the natural environment.

The participants will learn:

- the principles of sustainable shopping, responsible cooking, and managing food supplies in their homes;
- how to select sustainable food products among a wide range available in stores and prepare tasty and healthy dishes from them (e.g., traditional meat-based dishes in modified versions);
- practical methods to reduce food waste by choosing „imperfect“ fruits and vegetables in supermarkets and utilizing all edible parts of plants while cooking specific dishes;
- efficient food storage at home, meal planning, and creating a shopping list to streamline daily cooking activities.

Participants will gain knowledge and practical skills related to sustainable consumption. Additionally, they will develop or reinforce the belief that their individual behavior impacts the global situation—each person plays a role in shaping the world, and individual decisions matter for the overall outcome. Therefore, sustainable shopping is essential for the planet, people, and their health.

The gathered knowledge about potential improvements or the potential obstacles encountered by participants during shopping in supermarkets will be shared with representatives of retail chains selling food products. These representatives are responsible for making changes within the store environment.



WHO ARE THESE WORKSHOPS FOR?

The workshops have been designed for adults, who:

- **are responsible (to any extent) for grocery shopping in their households**
- **want to take care of their own health and/or make a contribution to the improvement of the state of natural environment, but they may not always follow sustainable shopping and cooking practices**
- **follow a traditional diet (consume meat) but they would like to increase the intake of plant-based protein sources (e.g. legumes)**
- **are already reducing the consumption of meat and its processed products in a daily diet**

A key characteristic of workshop participants is that grocery shopping is part of their responsibilities. Consumers responsible for choosing food products are a group that, when intervened with, have a significant chance to implement new knowledge into action.

The participants are individuals interested in sustainable consumption, displaying „imperfect“ traits. This means they are interested in sustainable development issues, including shopping and cooking, but may not consistently apply them in practice. They vary in the extent to which they reduce meat consumption and are interested in plant-based cuisine.



WHAT WILL THE PARTICIPANTS LEARN DURING THE WORKSHOPS?

The consumers will acquire skills, which will help them to increase the consumption of plant-based products and to decrease the scale of food waste thanks to applying new knowledge while doing daily grocery shopping and preparing meals. It will have a positive impact on their health and the whole natural environment.

THE EXPECTED RESULTS OF EDUCATIONAL ACTIONS:

SHOPPING	COOKING
choosing plant-based products and decreasing the portion of meat that was usually purchased	including plant-based products and reducing the amount of meat while preparing meals, but also cooking traditional dishes in a modified version (with plant-based products rich in protein)
recognizing and choosing highly nutritious plant-based products (including on the basis of Nutri-Score)	gradually increasing the number of meals based on plant-based products
including bigger amount of plant-based products in planned meals – buying different products than so far and offering family members to try them (diversifying the diet of the whole family)	planning traditional meals including plant-based products and making a shopping list, on which they are included
choosing products whose date of minimum durability comes to an end (if they are used to prepare meals on the same day or the following day)	creativity in the kitchen: preparing meals from all the edible parts of plants and vegetables
buying local food products	planning meals and preparing a shopping list
preparing a shopping list and refraining from buying additional products	correct management of food products at home – appropriate storage
choosing “imperfect” fruits and vegetables with confidence that they are both safe for the health and delicious	using food waste for preparing other delicious dishes
buying rational amount of food depending on the number of guests/family members	using senses while judging whether a given product is edible before throwing in to the bin

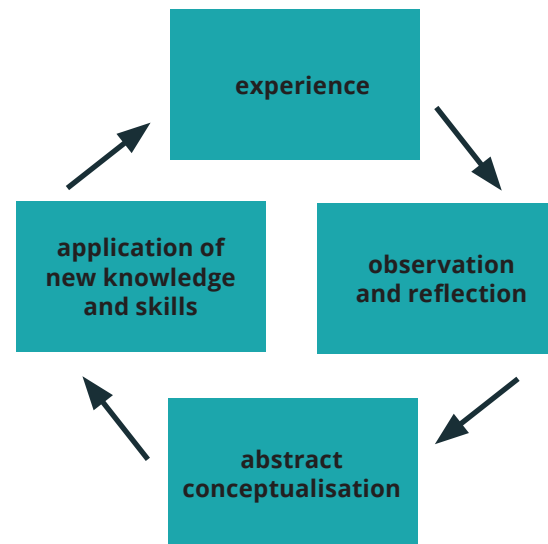
HOW IS THE PROCESS GOING TO BE CONDUCTED?

The workshops will focus on **learning through experience**. Adults learn more effectively when knowledge isn't confined to theory but immediately applied in practice, yielding visible results. This is especially crucial when new information contradicts the learner's existing beliefs, as it requires a change in attitude¹⁴.

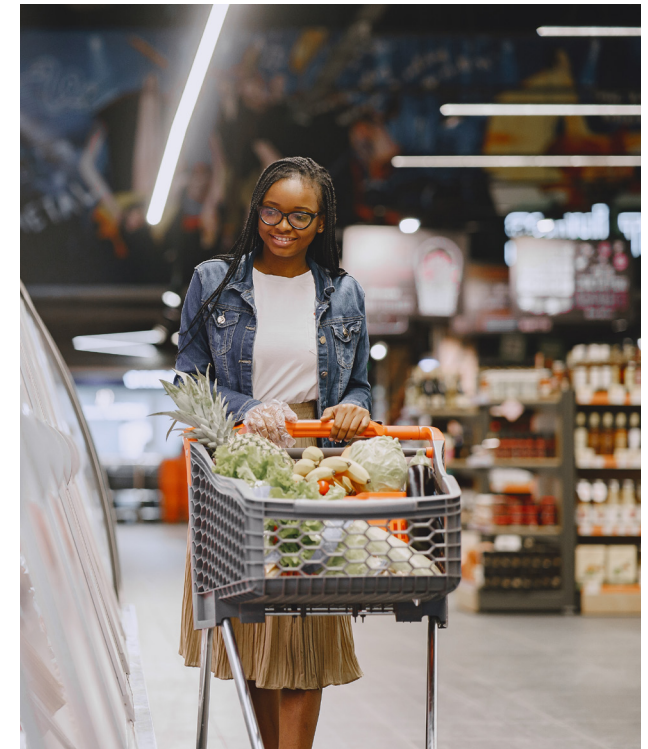
Additionally, it can be expected that individuals who have previously attempted positive dietary changes may be less inclined to further action in this area compared to those who haven't previously considered sustainable choices¹⁵. Consequently, our target group requires intervention that demonstrates the practical effects of change, enhancing the persuasive power for sustainable consumption.

Educational activities were designed based on the model of learning through experience (Experimental Learning Model) by David A. Kolb.

IN THE KOLB'S METHOD, THE CYCLE OF FOUR PHASES IS OUTLINED:



- 1. experience** – taking part in a specific event (e.g., shopping in a store)
- 2. observation and reflection** – probing about the effects of an experience (for example, why did we choose exactly these products)
- 3. abstract conceptualisation, namely, drawing conclusion** – what is the result (for example, why did we not choose a bruised apple or a banana with black spots + getting to know with the theory about safety of consumption of “imperfect” products)
- 4. application of new knowledge and skills** – practice (e.g., the possibility of exchanging products in the store and transforming individual products into complete meals) and assessment of knowledge/skills (e.g., quiz)

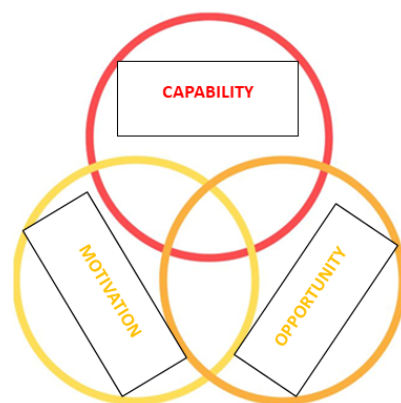


¹⁴ Kazimierska, Lachowicz, Piotrowska, 2014

¹⁵ Moren, Mol, Blasch, Malek, 2021

IN WHAT WAY WILL WE INFLUENCE PARTICIPANTS' BEHAVIOR CHANGE?

In order to shift choices towards more sustainable options, a change in the behaviour of individuals is necessary. Our workshops were also designed with the COM-B model¹⁶ in mind which indicates that several factors influence the change in participants' behaviour:



- capability –refers to knowledge and practical skills
- opportunity – constitutes external factors which enable a change in the behaviour (store environment)
- motivation –refers to the conscious and unconscious cognitive processes which drive the change in behaviour (willingness to do something)

Understanding the factors influencing behavior is key to initiating change. We assume that our target group will comprise individuals motivated to make more sustainable choices during grocery shopping, and the supermarket environment facilitates this intention.

In order to undergo the process of change, they lack only the capacity, namely, the knowledge and practical skills regarding increasing the consumption of plant-based products and reducing food waste.



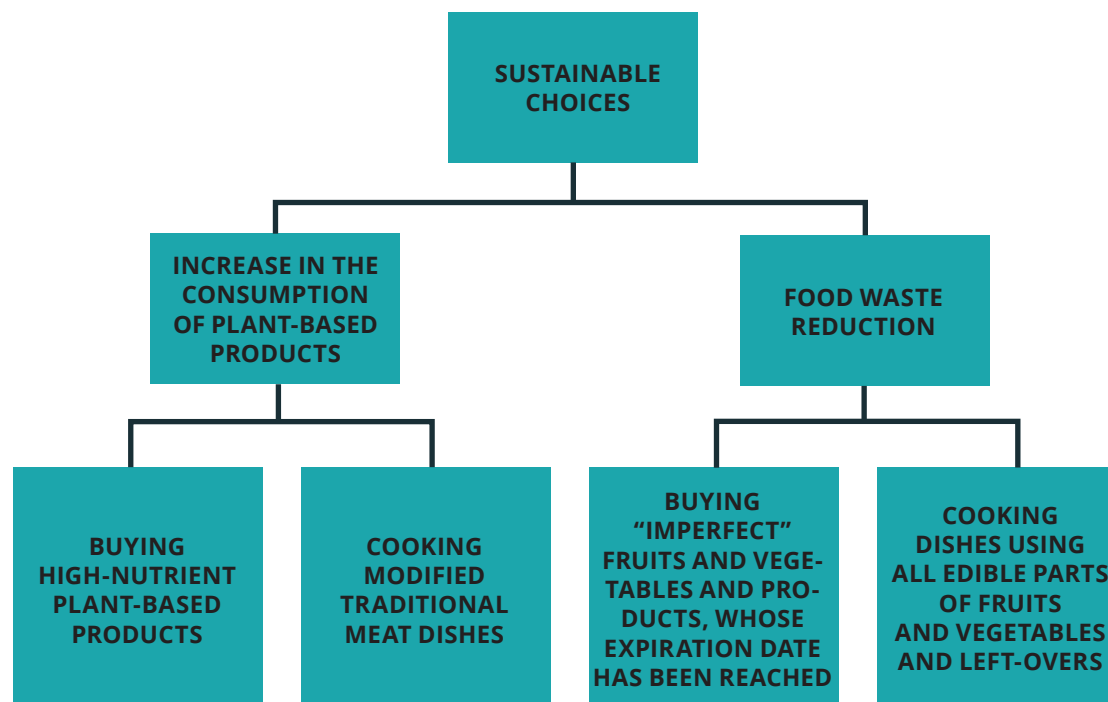


GENERAL DESCRIPTION OF THE WORKSHOPS

1. WHAT WILL WE FOCUS ON DURING THE IMPLEMENTATION OF THE WORKSHOPS?

The need for changing consumer choices is a widely recognized issue. **A good example** is the excessive consumption of meat, since livestock farming accounts for up to 80% of greenhouse gas emissions worldwide. Additionally, a diet rich in meat products significantly increases the risk of cardiovascular diseases, diabetes, and various types of cancers¹⁷.

The second important problem, contributing to the deterioration of the natural environment is food waste. Scientific research shows that food waste occurs at all stages of the food chain, but the most significant wastage in developed countries happens in households. Reducing food waste, especially at the consumer level, is considered one of the most critical actions to mitigate environmental issues. This necessitates a shift in attitudes and behaviours across society as a whole¹⁸.

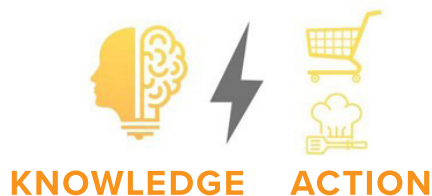


¹⁷ Lacroix K., Gifford R.: Targeting interventions to distinct meat-eating groups reduces meat consumption, Journal Pre-proofs, 2020, p. 4, <https://drive.google.com/drive/folders/15Oro85OvKR88VTD5ws8oV70lJDeVbYd5>

¹⁸ Bilka B. et al.: Analysis of the Behaviors of Polish Consumers in Relation to Food Waste, 2020, str 1-2, <https://drive.google.com/drive/folders/15Oro85OvKR88VTD5ws8oV70lJDeVbYd5>

GAP: KNOWLEDGE-ACTION

Despite being more or less aware of the aforementioned issues, as humans, we tend to have a tendency to overly positively assess our own eating habits. There is a gap between knowledge about sustainable choices and its application in daily life. That's why our workshops were designed to apply knowledge and skills in practice by actively engaging participants in various activities (tasks and discussions) and utilizing familiar environments (supermarkets and kitchens)¹⁹.



We have combined two elements - **shopping and cooking** - into one educational process. This allows participants not only to consciously select products in the supermarket but also to learn how to use them while preparing daily meals. This workshop model demonstrates innovation and strength as previous interventions focused solely on one of these elements.

Workshops of this kind previously organised in Poland only revolved around cooking in a zero-waste manner or based on vegan recipes. There were also separate lectures concerning rational food purchasing. However, these two aspects had not yet been integrated into one model. Until now²⁰.

2. WORKSHOPS STRUCTURE:

DAY 1 (SATURDAY)

- **shopping + education**
(shop/supermarket and conference room)

DAY 2 (SUNDAY)

- **cooking + education**
(workshop kitchen and event room)

3. THE NUMBER OF PARTICIPANTS, THE NUMBER OF GROUPS

- **16-20 people/ each group**
In 2023 we conducted 5 workshops for 5 different groups.

4. LOCATION OF WORKSHOP IMPLEMENTATION

- **conference room of the supermarket**
- **shop/supermarket**
- **workshop kitchen**
- **event room**

5. TIME

Workshops have been scheduled for two days

- **First day: 5 h**
- **Second day: 5 h**



¹⁹ ElHaffar et al.: Towards closing the attitude-intention-behavior gap in green consumption: A narrative review of the literature and an overview of future research directions, 2020

²⁰ <https://kuzniaspoleczna.pl/kuchnia>, <https://www.cookup.pl/p/zero-waste-cooking/>, <https://www.cookup.pl/p/roslinny-zero-waste/>, <https://dietetyczniezakrecona.pl/jak-czytac-etykiety-produktow-spozywczych-czyli-jak-robic-zdrowe-zakupy-osciagnac-wymarzona-sylwetke-i-nie-zbankrutowac/>, <https://anna-regula.pl/produkt/pakiet-6x-robie-swiadome-zakupy/>, <http://www.pedagogiczna.edu.pl/warsztat/2010/1-2/100120.htm>

SCHEDULE

Days	Modules	Location	Activities	Time
Day 1 - shopping	Module 1 - Introduction	Conference room	Workshops summary: Presentation of the SUCCESS project, target groups, and expected outcomes.	10:00 - 11:30
			Recap of the condensed two-day workshop program.	
			Understanding participants' expectations - identifying what matters most to them, their biggest challenges during shopping and cooking (up to 3 key points per person).	
			Assessment of baseline knowledge (2 quizzes on Kahoot!).	
			Guidelines on the rules applicable in the store during the workshops.	
			Group division and leader appointment + informing supermarket staff that participants will commence shopping.	
	Module 2 - „Supermarket safari challenge“	Supermarket	Group work - shopping: selecting food products according to the shopping list containing ingredients needed for preparing dishes in the workshop kitchen (30 minutes)	11:30 - 12:00
		Break - transferring selected products from baskets to separate coolers/cool boxes + refreshments		12:00 - 12:15
		Conference room	Group work - discussion of choices + discussion (coffee, tea, snacks) Questions written on cards that could be helpful: 1. Was choosing products from the shopping list challenging for you? Why? 2. Did you pay attention in the supermarket to plant-based meat alternatives rich in protein (e.g., legume seeds)? 3. What influenced your selection of that particular plant-based product? 4. What factors influenced your choice of a specific product from the same category (e.g., that jar of cooked chickpeas among many other jars/cans of cooked chickpeas)? 5. Did you read the information on the labels? Which details exactly? Was there any information that influenced your choice? 6. Was it easy to find the section with plant-based (vegan) products? Did you know where to look for these products? Was it well-marked?	12:15 - 12:45

Day 1 shopping	Module 3 - Sustainable shopping – what is worth knowing and what I've discovered?	Conference room	Education about sustainable choices during shopping: 1. What is sustainable consumption? 2. Meat vs. plant-based products 3. How to recognise high-nutrient plant-based products? 4. Food waste – an important issue 5. Differences between „use by“ date vs. „best before“ date; how to interpret these terms? 6. How to reduce food waste in our homes?	12:45 - 13:15
			Evaluation of products by a dietitian/educator: The educator shows all participants the products chosen by each group and assesses whether they are sustainable.	13:15 - 14:00
			Evaluation: You can revise your shopping list. Do you want to exchange some products from your basket? Run to the store!"	14:00 - 14:20
		Supermarket		
		Conference room	Summary of the first day of the workshops + purchasing products	14:20 - 15:00
Day 2 - cooking	Module 4 - Sustainable cooking	Workshop kitchen	Cooking dishes in traditional and modified versions, as well as zero waste snacks.	10:00 - 13:00
			Sensory evaluation of prepared dishes and snacks - discussion about their taste, consistency, and appearance.	
		Event room	Education (Chef): • Rational storage of food products in the fridge • Substituting specific portions of meat with plant-based alternatives • Tips and advice on zero waste (edible parts of vegetables and fruits; what to do with „ugly“ fruits and vegetables? How to transform food scraps into other tasty meals?) • Preparation of a weekly meal plan and a shopping list • The secret of calculation (chef's knowledge and experience) • How to extend the shelf life of food products?	13:00 - 13:30
			Evaluation of acquired knowledge (2 quizzes on Kahoot!)	13:30 - 14:00
			Let's check if the workshops were effective: reanalysis of the initial expectations of the participants written on the post-it notes.	14:00 - 14:30
			Evaluation survey and conclusion of the workshop.	14:30 - 15:00

6. METHODS

- **participation** - we engage participants to make decisions and search for solutions in order for their sense of agency and responsibility to increase
- **raising awareness** – we educate on sustainable choices in two areas: increasing the consumption of plant-based products and reducing food waste
- **active learning** - we encourage participants to learn through experience: workshops in the super-market and workshop kitchen
- **practice** - cooking under the guidance of a professional chef
- **discussion** - engaging participants in workshops to discuss choices and their own experiences/problems in selecting sustainable products
- **anticipating potential difficulties and determining how to deal with them** - analyzing the dishes that workshop participants will prepare on the second day of the workshop and considering how they can be modified to be more „sustainable“²¹

7. INNOVATIVE WORKSHOP MODEL

WORKSHOP MODEL

The workshops have been designed based on an innovative model that fundamentally teaches consumers how to shop sustainably, aiming to transform daily choices into healthy and less impactful habits on the planet.



The model of sustainable shopping and cooking workshops is innovative because it combines two inseparable elements: shopping and cooking. Most workshops focusing on sustainable eating usually limit themselves to cooking meals based on pre-purchased items by the organiser. In this model, participants will first consciously choose the products and then proceed to cook. This innovative approach provides consumers with the opportunity to gain a complete, rather than partial, understanding required for making sustainable dietary choices.

The knowledge and skills acquired during the workshops complement each other and create a synergistic effect. If we buy quality products, valuable meals will result from them. However, to buy the right products, planning a healthy meal is necessary first. Similarly, to know what healthy food to cook, one must first acquire knowledge about the structure and nutritional properties of sustainable ingredients.

Scheme allowing to achieve the expected result of the increase in consumption of plant-based products:

BUYING PLANT-BASED PRODUCTS

+

SKILLS TO PREPARE A TASTY MEAL

=

BIGGER MOTIVATION TO BUY PLANT-BASED PRODUCTS DURING NEXT SHOPPING

²¹ A Taxonomy of Behavior Change Methods; an Intervention Mapping Approach, 2015, p. 5-12

8. BARRIERS ON THE WAY TO SUSTAINABLE CHOICES

From the observation of scientists, it appears that consumers are willing to buy sustainable products. However, due to lack of time, insufficient financial resources and **inability to correctly interpret the information on labels**, they feel unable to make healthier and/or more environmentally friendly choices²².

Furthermore, individuals following a traditional diet prefer to select more sustainable products during grocery shopping for **health reasons rather than environmental concerns**²³. Therefore, within our workshop program, we have also included education in the field of nutrition (e.g., assessing the nutritional value of products through the proper interpretation of information on labels).

Our **everyday habits and routine** have a huge influence on behaviour connected to wasting food.

Most common barriers during:

a) grocery shopping

Increase in the consumption of plant-based products	Reduction of food waste products
- lack of knowledge about the benefits of following a plant-based diet	- lack of knowledge about the differences between expiration dates (best before vs. use by)
- insufficient ability to interpret information found on the labels (V-label, nutritional value table, Nutri-Score)	- lack of knowledge about the seasonality and origin of vegetable and fruits
- concern about family members' preferences and traditional inclinations (meat-based) - a negative attitude towards purchasing unfamiliar products for family members	- insufficient ability to prepare a shopping list and buying only products that are included on it
	- reluctance to choosing and consuming "imperfect" (deformed or "ugly") food products
	- willingness to host relatives with a huge amount of food
	- negative attitude to buying less food for all sorts of family/social gatherings

b) cooking

Increase in the consumption of plant-based products	Reducing food waste products
- lack of knowledge about the nutritional value and consistency of plant-based products, as well as which ones are suitable as additions to traditional meat dishes	- lack of knowledge regarding the possibilities of utilizing all edible parts of fruits and vegetables (e.g., making chips from peels, pesto from herbs)
- insufficient skills in cooking tasty dishes based on both meat and plants (consistency of legumes, suitable spices, correct portions).	- insufficient meal planning skills and food management at home (meal planning and creating shopping lists)
- negative attitude towards replacing parts of meat portions with plant-based products when planning traditional meals.	- lack of knowledge and appropriate skills in food processing and storage in home conditions (freezing, preserving, and pickling)
	- reluctance towards consuming food leftovers - insufficient ability to utilise leftovers in preparing subsequent tasty meals

In designing these workshops, we focused on the aforementioned barriers to conduct the educational process related to sustainable choices in the most effective manner possible.

²² Ran Y. et al.: Information as an enabler of sustainable food choices: A behavioural approach to understanding consumer decision-making, 2022

²³ Morren: Changing diets - Testing the impact of knowledge and information nudges on sustainable dietary choices, 2021, p. 5



LET'S GET TO KNOW EACH OTHER!

MODULE ONE: INTRODUCTION

LOCATION: CONFERENCE ROOM | TIME: 1.5 HOURS

Responsible consumption begins with conscious choices made while shopping, with a shopping list in hand. The production process of the food we buy often has a negative impact on the environment, but this impact can be minimized²⁴. However, before we delve into specific consumer behaviours, let's see what the focus of the first workshop module is.

Its goal is to present the SUCCESS project and the role of the Food Bank **as one of the partners**, as well as to conduct educational workshops. Educators will also briefly remind participants of the workshop program, which was already presented during the recruitment stage.

Participants will have the opportunity to write down their expectations for the workshops on post-it notes, which will then be placed on a portable board. Subsequently, the educators will assess their baseline knowledge and present the rules established in cooperation with supermarket representatives that apply during the shopping part. These rules are necessary to ensure safety and enable shopping for other consumers in the store. Finally, participants will be assigned to selected groups, in which they will remain for the duration of the 2-day workshops.

 After this module the participants will:	• Understand the aim of the entire SUCCESS project • Define their own expectations regarding the workshops - what they want to learn and understand • Assess their knowledge before the educational part of the workshops • Become familiar with safety rules to conduct shopping during the workshops in a safe and conflict-free manner • Be assigned to groups and will select leaders from among them
 Duration:	1,5 h
 Preparation time:	long

After participants arrive at the meeting spot (conference room in the supermarket), the educators ask them to sign the attendance sheet. Subsequently, they invite them to participate in a brief presentation.

24 <https://ourworldindata.org/environmental-impacts-of-food>

Location	Activities	Time
Conference room	Workshops summary: Presentation of the SUCCESS project, target groups, and expected outcomes.	10:00 - 11:30
	Recap of the condensed two-day workshop program.	
	Understanding participants' expectations - identifying what matters most to them, their biggest challenges during shopping and cooking (up to 3 key points per person).	
	Assessment of baseline knowledge (2 quizzes on Kahoot!).	
	Guidelines on the rules applicable in the store during the workshops.	
	Group division and leader appointment + informing supermarket staff that participants will commence shopping.	

1. SHORT OVERVIEW OF THE WORKSHOPS: SUCCESS PROJECT, TARGET GROUP AND EXPECTED OUTCOMES

The educator provides participants with details about the workshops and the entire SUCCESS project, including the role of the Food Bank in Olsztyn within this project.

Workshop title: Sustainable Shop&Cook Workshops

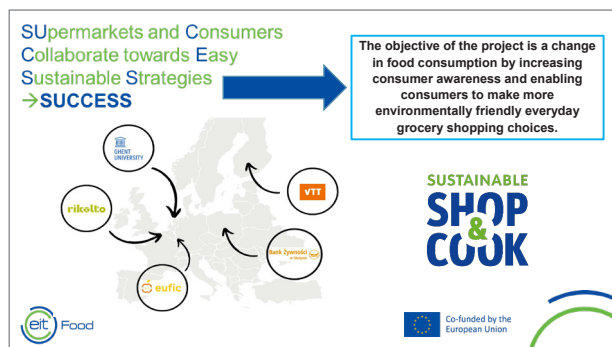


EDUCATIONAL WORKSHOPS WITHIN THE SUCCESS PROJECT

The workshops are part of the international SUCCESS project funded by EIT Food.

The main objective of the project is to facilitate cooperation between consumers, scientists, NGOs, and representatives of retail networks to enable more environmentally friendly everyday grocery shopping. The educator presents participants with a map

indicating the organizations that are partners in the project:



Rikolto (Vredeseilanden) (Belgium), Ghent University (Belgium), Eufic - European Food Information Council (Belgium), VTT Technical Research Centre of Finland (Finland), Food Bank in Olsztyn. (end of Slide No. 2)

Next, the educator talks with the participants about sustainable consumption.

SUSTAINABLE CONSUMPTION, WHAT DOES IT MEAN? WHO HAVE WE INVITED TO THE WORKSHOPS?

Sustainable consumption entails reducing meat consumption and increasing the intake of plant-based meat alternatives, as well as focusing on reducing food waste (by consumers at home through mindful shopping).

To the workshops we have invited adult individuals who:

- are responsible (to any extent) for grocery shopping in their households

Sustainable consumption, what is it?

- reducing the consumption of meat -> increasing the consumption of plant-based meat substitutes
- reducing food waste (by consumers at their homes -> responsible shopping)

Who did we invite to the workshops? Adults who:

- are responsible (to any extent) for grocery shopping in their households
- want to take care of their own health and/or make a contribution to the improvement of the state of natural environment, but they may not always follow sustainable shopping and cooking practices
- follow a traditional diet (consume meat) but they would like to increase the intake of plant-based protein sources (e.g. legumes)
- are already reducing the consumption of meat and its processed products in a daily diet

SUSTAINABLE SHOP & COOK

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- wish to take care of their health and/or contribute to improving the state of the natural environment but may not always act in line with the principles of sustainable shopping and cooking
- follow a traditional diet (consume meat) but would like to increase their intake of plant-based protein sources (e.g., legume seeds)
- already limit meat and its products in their daily diet

The educator presents participants with the scope of knowledge and new skills that they will acquire during SHOP&COOK workshops.

WHAT WILL YOU LEARN AND DISCOVER?

What will you learn?

- the principles of sustainable shopping, responsible cooking, and managing food supplies in their homes;
- how to select sustainable food products among a wide range available in stores and prepare tasty and healthy dishes from them (e.g., traditional meat-based dishes in modified versions);
- practical methods to reduce food waste by choosing „imperfect“ fruits and vegetables in supermarkets and utilizing all edible parts of plants while cooking specific dishes;
- efficient food storage at home, meal planning, and creating a shopping list to streamline daily cooking activities.

SUSTAINABLE SHOP & COOK

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- what sustainable shopping, responsible cooking, and managing food stocks in your home entail.
- how to select sustainable food products from a wide range available in stores and prepare tasty and healthy dishes from them (e.g., traditional meat dishes in a modified version).
- practical ways to reduce food waste by choosing „imperfect“ fruits and vegetables in the supermarket and utilising all edible parts of plants when cooking.
- smart food storage practices at home, meal planning and creating a shopping list to make daily meal preparation activities easier for you.

2. REMINDER OF THE SUMMARISED PROGRAM OF THE 2-DAY WORKSHOPS

The educator reminds participants of the summarised workshop schedule. .

Workshop programme

SUSTAINABLE SHOP & COOK

Day 1 – workshops at the supermarket
Shopping + education in the conference room
10:00 - 15:00

Day 2 – workshops in the training kitchen
Cooking + education in the event room
10:00 - 15:00

SUSTAINABLE SHOP & COOK

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Workshop schedule

DAY 1 – WORKSHOPS AT THE SUPERMARKET

(shopping + education in the conference room)

10:00 AM - 3:00 PM

DAY 2 - WORKSHOP KITCHEN SESSIONS

(cooking + education in the event room)

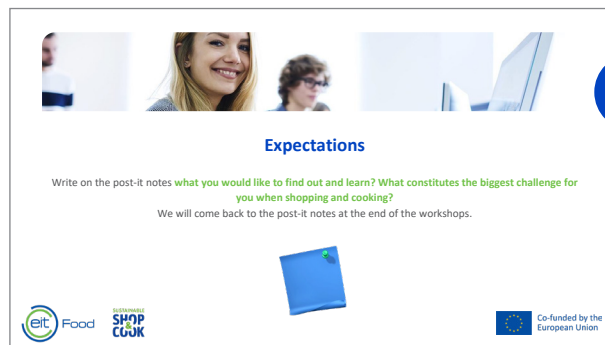
10:00 AM - 3:00 PM

3. UNDERSTANDING PARTICIPANTS' EXPECTATIONS FROM THE WORKSHOPS - WHAT MATTERS MOST TO PARTICIPANTS, THEIR BIGGEST CHALLENGES DURING SHOPPING AND COOKING

The facilitator asks participants about their biggest challenges during shopping and cooking. All responses are written on post-it notes, which are placed on a portable board. This activity aims to determine whether the conducted workshops will be effective for the participants.

Expectations from the workshops.

Write on the post-it notes what you would like to learn and understand today? We will revisit these notes at the end of the workshops to check their effectiveness.



4. CHECKING INITIAL KNOWLEDGE (2 QUIZZES ON KAHOOT!)

The educator informs the participants that in this part of the workshop, they are asked to individually solve two short quizzes on the Kahoot! platform related to sustainable choices (shopping + cooking). For this purpose, participants prepare their own phones with internet access. It is also necessary to provide them with Wi-Fi access. Then, participants solve the quizzes.



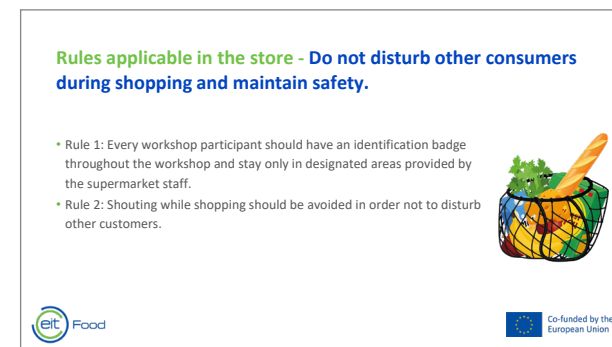
The same quizzes will be displayed again at the end of the workshops for participants to solve them once more and compare their knowledge before and after the educational sessions.

Let's test our knowledge through Kahoot! Quizzes

5. INSTRUCTION REGARDING THE RULES APPLICABLE IN THE STORE DURING THE WORKSHOPS

The facilitator presents the participants with the rules established in collaboration with the supermarket representatives to conduct the workshops safely and enable shopping for other customers.

Rules applicable in the store - Do not disturb other consumers during shopping and maintain safety.

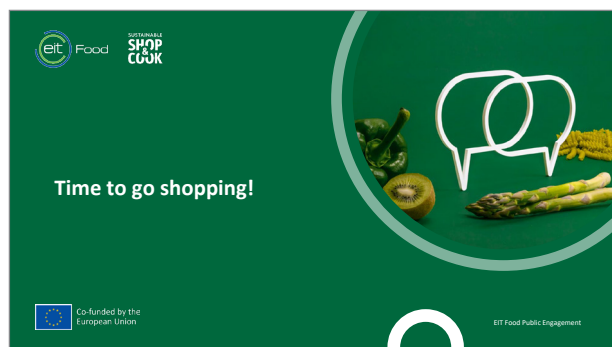


Rule 1: Every workshop participant should have an identification badge throughout the workshop and stay only in designated areas provided by the supermarket staff.

Rule 2: Shouting while shopping should be avoided in order not to disturb other customers.

6. TIME TO GO SHOPPING! GROUP DIVISION

Time to go shopping!



Group division.



The educator divides the workshop participants into four groups (the participants can also choose who they want to be in a group with). In each group, a leader is appointed, who is responsible for informing the other participants about which products from the shopping list should be found on the store shelves.

Next, the leaders draw one traditional dish out of four, which they will prepare the next day in the workshop kitchen (using small cards with dish names). The educator informs the participants that each group will be tasked with shopping and cooking the dish drawn the next day in two versions: traditional (typically meat-based) and modified (by replacing some portions of meat with products that are good sources of plant-based protein, such as legume seeds).

Time to go shopping! – 30 min.

Lista zakupów - spaghetti w wersji tradycyjnej

• Makaron 500g
• Mięso mielone 500g
• Pomidory 800g
• Sól w młynku
• Pieprz 1 szt
• Bazylia 1 szt
• Oregano 1 szt
• Czosnek 1 główka
• Parmezan 1 opakowanie



The educator distributes shopping lists to each group containing ingredients for a previously selected traditional and modified dish (on one large A4 sheet). The participants' task is to select the products listed on the shopping list in the store and fill in the indicated blank with a missing plant-based product.

Missing piece

Lista zakupów - spaghetti w wersji zmodyfikowanej (z większą ilością produktów roślinnych)

• Makaron 500g
• Mięso mielone 400g
• (produkt pochodzenia roślinnego - do wyboru)
• Pomidory 800g
• Sól w młynku
• Pieprz 1 szt
• Bazylia 1 szt
• Oregano 1 szt
• Czosnek 1 główka
• Parmezan 1 opakowanie



The shopping lists must be prepared by the chef prior to the planned workshops to adjust the dish portions according to the number of participants. Importantly, the product names are not precisely described, for instance, mentioning „meat” on the shopping list without specifying the exact type of meat. This allows participants to make independent choices based on their knowledge and preferences.

The subsequent stage of the workshops will involve grocery shopping.



AWARE SHOPPING AT THE SUPERMARKET

MODULE TWO: „SUPERMARKET SAFARI CHALLENGE”

**LOCATION: SUPERMARKET AND CONFERENCE ROOM
| DURATION: 1 HOUR 15 MINUTES**

According to the latest scientific research, many consumers perceive their dietary habits as healthy and environmentally sustainable. However, for some reason, their daily food choices deviate from recommendations given by experts in the field²⁵. Moreover, consumers tend to interpret „sustainable“ food choices during grocery shopping more in terms of animal welfare than environmental concern²⁶.

The second module is one of the most crucial parts of the workshops. Participants will be tasked with selecting specific food products from the store's extensive range, which will be used to prepare delicious dishes in the workshop kitchen. Subsequently, their choices will be meticulously analysed.

	After this module the participants will:	• Reinforce/develop the skill of purchasing food items according to a shopping list. • Choose food products necessary for preparing sustainable dishes. • Try plant-based snacks. • Gain an understanding of the mindset/principles guiding other participants during grocery shopping.
	Duration:	1 h 15 min
	Preparation time:	long
	Benefits for the participants:	• The confrontation between their declared knowledge and skills in real super-market conditions. Many individuals believe they make conscious choices when shopping for products, yet often, the reality differs. • Discovering new flavours. • Gaining a fresh perspective on their shopping choices at the store.

²⁵ IGD Appetite for Change Full Report, p. 3

²⁶ IGD Appetite for Change Full Report, p. 29

Supermarket	Group work - shopping: selecting food products according to the shopping list containing ingredients needed for preparing dishes in the workshop kitchen (30 minutes)	11:30 - 12:00
Break - transferring selected products from baskets to separate coolers/cool boxes + refreshments		12:00 – 12:15
Conference room	Group work - discussion of choices + discussion (coffee, tea, snacks) Questions written on cards that could be helpful: 1. Was choosing products from the shopping list challenging for you? Why? 2. Did you pay attention in the supermarket to plant-based meat alternatives rich in protein (e.g., legume seeds)? 3. What influenced your selection of that particular plant-based product? 4. What factors influenced your choice of a specific product from the same category (e.g., that jar of cooked chickpeas among many other jars/cans of cooked chickpeas)? 5. Did you read the information on the labels? Which details exactly? Was there any information that influenced your choice? 6. Was it easy to find the section with plant-based (vegan) products? Did you know where to look for these products? Was it well-marked?	12:15 – 12:45

1. GROUP WORK - SHOPPING: SELECTING FOOD PRODUCTS ACCORDING TO THE SHOPPING LIST CONTAINING INGREDIENTS NECESSARY FOR PREPARING DISHES IN THE WORKSHOP KITCHEN.

Workshop participants are tasked with grocery shopping at a supermarket using a shopping list previously prepared by the chef. They have half an hour to complete this task. Each group is led by a designated leader. Educators observe the participants and have the ability to intervene if the pre-established rules regarding safety and respect for other consumers are not followed.

Participants select food products listed on the shopping lists. In the case of ingredients needed for preparing the modified dish, participants decide which portion of meat they wish to purchase and which portion to replace with plant-based products (such as legume seeds). The products chosen by the groups are likely to differ in terms of ripeness, nutritional value, or expiration dates, among other factors. The participants' choices will later be discussed and evaluated by a dietitian/educator.

2. REFRESHMENTS

After selecting the products in the supermarket, the participants, along with the educator, proceed to the conference room for a short coffee and tea break before continuing with the workshop.

The educator sets up previously prepared refreshments consisting of **plant-based snacks** and imperfect but safe-to-consume fruits and vegetables. Participants have the opportunity (perhaps for the first time in their lives) to taste such products and conduct a sensory evaluation. Following this, a discussion ensues regarding the taste, smell, and consistency of these snacks. Additionally, a voting can be held on how many participants would consider purchasing such products during their routine shopping.

SENSORY EVALUATION OF VEGAN PRODUCTS AND „IMPERFECT” FRUITS AND VEGETABLES

How do imperfect fruits and vegetables as well as vegan products taste? Let's try them!"



3. GROUP WORK - DISCUSSION OF CHOICES + DISCUSSION



The educator informs that at this stage of the workshops, participants will engage in discussions about the reasoning behind their choices of specific products from the shopping lists. The educator's task is to distribute an A4 sheet of paper with the same six guiding questions to each participant:

1. Was choosing products challenging for you?
2. What led you to choose this particular product?
3. What influenced your choice of a specific product from the same category (e.g., organic eggs instead of cage eggs)?
4. Did you read the information on the label? Which specifically? Were there any details on it that influenced your choice?
5. Did you notice plant-based meat alternatives in the store?
6. Did you consider choosing plant-based meat alternatives? If so, was this choice easy for you? Did you encounter any difficulties in making this choice?

Participants write down all the answers on sheets of paper, and then share their observations, challenges, or considerations related to choosing food products in the store with other participants.



SUSTAINABLE SHOPPING

MODULE 3: WHAT'S WORTH KNOWING AND WHAT I'VE DISCOVERED

LOCATION: SUPERMARKET AND CONFERENCE ROOM

| DURATION: 2 HOURS 15 MINUTES

Changes in consumers' dietary habits are most often made out of concern for health. However, according to scientists, there is a growing awareness of the impact of the food system on the environment, climate, and on ourselves. Many people are also opting for the so-called planetary diet based mainly on legumes, fruits, vegetables, and grains²⁷.

	After this module the participants will:	• Learn what sustainable consumption is. • Gain knowledge about the consequences of consuming excessive amounts of meat concerning both health and the environment. • Acquire the skill of recognizing and selecting plant-based products, including understanding labels like V-Label. • Develop the ability to choose high-nutrient products based on the correct interpretation of the Nutri-Score indicator. • Find out more about combating food waste. • Learn to distinguish between „use by” and „best before” dates and understand that some products can be safely consumed after the expiration date. • Acquire knowledge about the appearance of „imperfect” but consumable fruits and vegetables and those that should be avoided due to potential food poisoning.
	Duration:	2 h 15 min
	Preparation time:	long
	Benefits for the participants:	• Enhanced knowledge about sustainable shopping practices • Ability to recognize high-quality food products • Skill in correctly interpreting the „use by” dates and avoiding discarding many items that are not a health risk

²⁷ Talerz przyszłości – raport otwarcia Think Tanku, Interdyscyplinarne Centrum Analiz i Współpracy, 2023, p. 29, 35, 52



Conference room	Education about sustainable choices during shopping: 1. What is sustainable consumption? 2. Meat vs. plant-based products 3. How to recognise high-nutrient plant-based products? 4. Food waste – an important issue 5. Differences between „use by“ date vs. „best before“ date; how to interpret these terms? 6. How to reduce food waste in our homes?	12:45 - 13:15
	Evaluation of products by a dietitian/educator: The educator shows all participants the products chosen by each group and assesses whether they are sustainable.	13:15 - 14:00
	Evaluation: You can revise your shopping list. Do you want to exchange some products from your basket? Run to the store!“	14:00 - 14:20
Supermarket		
Conference room	Summary of the first day of the workshops + purchasing products	14:20 - 15:00

1. EDUCATION ABOUT SUSTAINABLE CHOICES WHILE SHOPPING

1. WHAT IS SUSTAINABLE CONSUMPTION?

The first step involves the educator discussing the definition of sustainable consumption.

What is sustainable consumption?

In practice, it is a way of eating that is beneficial for both human health and the natural environment. It can be defined as increased consumption of fruits, vegetables, and legumes while simultaneously reducing the intake of animal-based protein (e.g., meat).

Source: Changing diets - Testing the impact of knowledge and information nudges on sustainable dietary choices, 2021, p. 1



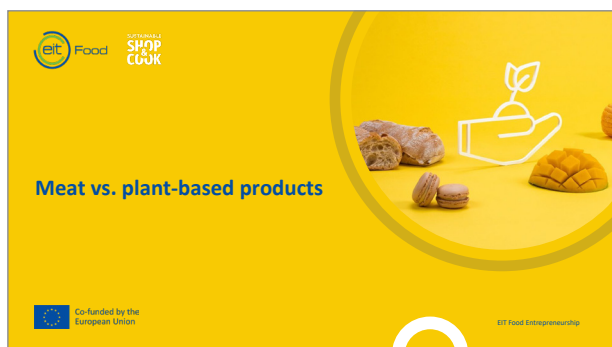


What is sustainable consumption?

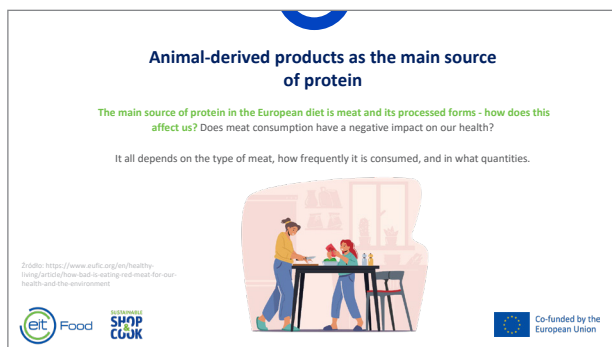
In practice, it is a way of eating that is beneficial for both human health and the natural environment. It can be defined as increased consumption of fruits, vegetables, and legumes while simultaneously reducing the intake of animal-based protein (e.g., meat)²⁸.

2. MEAT VS. PLANT-BASED PRODUCTS

The educator presents participants with information regarding meat and its processed products concerning our health and the environment:



• Animal-derived products as the main source of protein



The main source of protein in the European diet is meat and its processed forms - how does this

affect us? Does meat consumption have a negative impact on our health?

It all depends on the type of meat, how frequently it is consumed, and in what quantities.

• Why is it worth limiting the consumption of animal products?

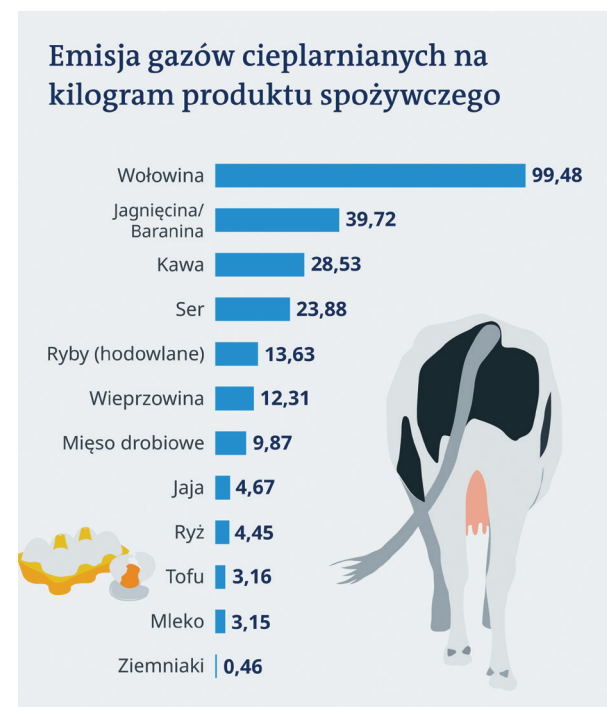
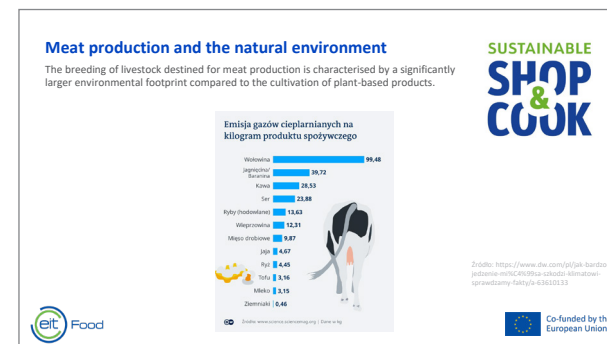


Animal products are a source of complete protein as well as various vitamins and minerals, contributing to the overall nutritional well-being of the body.

However, according to the World Health Organization (WHO), excessive consumption of red meat and its processed forms (e.g., cold cuts or sausages) can lead to the development of colorectal cancer²⁹.

• Meat production and the natural environment

The breeding of livestock destined for meat production is characterised by a significantly larger environmental footprint compared to the cultivation of plant-based products³⁰.



Source: <https://www.dwa.com/pl/jak-bardzo-jedzenie-mi%C4%99sa-szkodzi-klimatowi-sprawdzamy-fakty/a-63610133>

29 <https://www.who.int/news-room/questions-and-answers/item/cancer-carcinogenicity-of-the-consumption-of-red-meat-and-processed-meat>

30 <https://www.eufic.org/en/healthy-living/article/how-bad-is-eating-red-meat-for-our-health-and-the-environment>

Statistics

Up to 44% of surveyed Poles declare their willingness to replace meat in their diet with plant-based protein products, with the highest percentage at 64% among younger consumers (aged 16–29).

Greater skepticism surrounds protein from insects, although the result may indicate growing approval of such an alternative—20% of respondents overall and 29% among the youngest (16–29 years old) are open to consuming edible insects.

Source: Talerz przyszłości – raport otwarcia Think Tanku, Interdyscyplinarne Centrum Analiz i Współpracy, 2023, p. 57



eit Food Co-funded by the European Union

Statistics

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Greater scepticism surrounds protein from insects, although the result may indicate growing approval of such an alternative—20% of respondents overall and 29% among the youngest (16–29 years old) are open to consuming edible insects³¹”.

Extra activity

The educator has the opportunity to present additional information, such as types of vegetarian diets, for participants interested in them (which can be placed on a separate slide):

Among various forms of vegetarianism, we can distinguish:

- Semi-vegetarianism (flexitarianism) - primarily based on plant-based products, but allows for the consumption of small amounts of poultry, fish, and dairy products.

- Pescetarianism - includes occasional consumption of fish alongside a plant-based diet.
- Lacto-ovo-vegetarianism - eliminates meat, fish, and seafood, but includes dairy products and eggs.
- Ovo-vegetarianism – its followers exclude all animal products except eggs.
- Veganism - exclusively relies on consuming plant-based products.
- Fruitarianism - permits the consumption of raw fruits, vegetables, and nuts exclusively³²

3. HOW TO RECOGNIZE HIGH-NUTRIENT PLANT-BASED PRODUCTS?

The educator informs participants about 2 specific labels to pay attention to when choosing high-nutrient plant-based products:

eit Food SUSTAINABLE SHOP COOK

How to recognize high-nutrient plant-based products



Co-funded by the European Union EIT Food Public Engagement

- How to recognize high-nutrient plant-based products?

V- label

V- label

Definition
The V-Label is an internationally recognized symbol placed on products and services intended for vegans and vegetarians.




Source: <https://www.v-label.com/pl/>, <https://www.v-label.com/pl/press-materials/>

eit Food SUSTAINABLE SHOP COOK Co-funded by the European Union

Definition

The V-Label is an internationally recognized symbol placed on products and services intended for vegans and vegetarians.³³



Extra task:

Which to choose - traditional sausages or plant-based ones?

Choosing plant-based products as an alternative to animal-based processed foods is an important action.

31 Talerz przyszłości – raport otwarcia Think Tanku, Interdyscyplinarne Centrum Analiz i Współpracy, 2023, p. 57

32 Kibil I., Gajewska D., Wege. Dieta roślinna w praktyce, PZWL, 2018, p. 11

33 <https://www.v-label.com/pl/>, <https://www.v-label.com/pl/press-materials/>

The educator informs participants that they will have the task of identifying plant-based products among two options: one derived from animals and the other from plants, based on the information provided on the label.

The educator distributes to each group 2 versions of food products, one meat-based and one plant-based (these can also be labels/empty packages of products). These products might include vegan sausages and meat sausages with hidden indications directly suggesting their origin. Participants identify the product that is of plant origin. Then, the educator asks on what basis they made their determination, whether they paid attention to the V-label or if they made their choice solely based on the product's composition and their own intuition.

THE EDUCATOR ASKS THE PARTICIPANTS HOW THEY USUALLY IDENTIFY HIGH-NUTRIENT AND LOW-NUTRIENT PRODUCTS, AND THEN DISPLAYS THE NEXT SLIDE AND READS OUT INFORMATION.

- How to choose high-nutrient products?

How to choose high-nutrient products?



Definition
Nutri-Score is a food labelling system based on a scientific method for assessing the nutritional value of products. It is effective because it conveys an overall nutritional assessment of a given product to consumers using a simple code consisting of 5 letters and their corresponding colors.

Source: <https://danone.pl/nutri-score/>

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Definition

Nutri-Score is a food labelling system based on a scientific method for assessing the nutritional value of products. It is effective because it conveys an overall nutritional assessment of a given product to consumers using a simple code consisting of 5 letters and their corresponding colors.³⁴



- What do these letters and colors mean?

What do these letters and colors mean?



Products marked as 'A' and 'B'
Food with high nutritional value that should be consumed in larger quantities or more frequently.

Products marked as 'C', 'D', or 'E'
Products whose consumption should be limited or completely eliminated from the daily diet.

Source: <https://danone.pl/nutri-score/>

Co-funded by the European Union

Products marked as 'A' and 'B'
Food with high nutritional value that should be consumed in larger quantities or more frequently.

Products marked as 'C', 'D', or 'E'

Products whose consumption should be limited or completely eliminated from the daily diet.

- Healthy substitution: animal products -> plant-based products

The educator hands out a printed slide to the workshop participants so that they can use it while planning and cooking healthy meals at home.

Healthy substitution:
animal products -> plant-based products
Seeds of leguminous plants (commonly known as legumes) contain an average of about 25% protein, making them a good alternative to animal-derived products.
10g of protein can be found in:

These animal products	These plant-based products
lean red meat, such as beef, lamb, veal, and pork (raw) 50-60 g	chickpeas, beans (cooked or canned) 120-150 g
lean poultry meat, such as chicken and turkey (raw) 60-70 g	lentils and peas (cooked or canned) 90 g
skinless fillet of lean fish, for example, cod (raw) 60-80 g	soy (cooked or canned) 65 g
skinless fillet of fatty fish, for example, salmon (raw) 90 g	block of tofu (for slicing) 80 g

Source: E-book „Strączkowe są zdrowe” NCEZ, 2021, p. 6-7

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Legumes, commonly referred to as pulses, contain an average of about 25% protein, making them a good alternative to animal-derived products.

The educator informs the participants that all the given portions of products contain 10 grams of protein each, allowing them to interchange these items as they wish.

Source: E-book „Strączkowe są zdrowe” NCEZ, 2021, p. 6-7

4. FOOD WASTE – AN IMPORTANT ISSUE

Reducing food waste

The educator tells the participants that not only excessive meat consumption but also the scale of food waste has an adverse impact on the environment.

34 <https://danone.pl/nutri-score/>



Where is food waste most common?

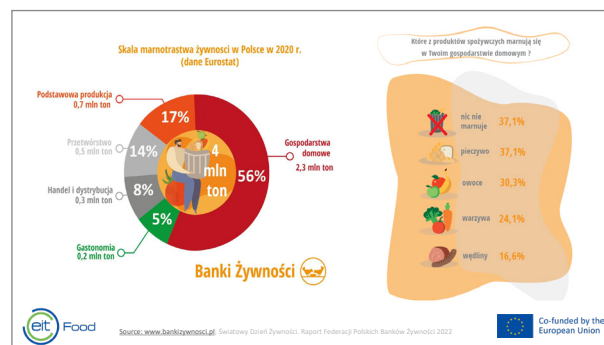
The educator asks participants about the places where



food is most commonly wasted.

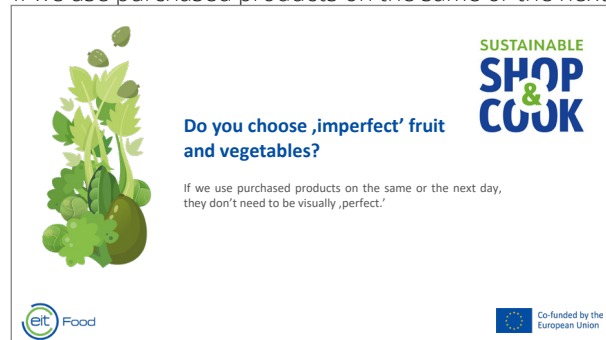
According to a 2022 report from the Food Banks Federation, 56% of wasted food comes from households, 17% from production, 14% from processing, followed by 8% from trade and distribution, and 5% from the gastronomy sector. The report also indicates that the most commonly discarded items in households are bread (37%), followed by fruits, vegetables, and deli meats. Interestingly, 37% of consumers claim not to

waste any food.



Do you choose 'imperfect' fruits and vegetables?

If we use purchased products on the same or the next



day, they don't need to be visually 'perfect.'

The participants collectively assess fruits and vegetables presented in the slides. Subsequently, through discussion, they determine which of the displayed products could be consumed and which should be discarded.

TO EAT OR TO THROW AWAY?

Source: <https://szlachetnezdrowienet.pl/>



banan-z-brązowymi-plamkami-najlepszy-dla-zdrowia/

ANSWER: to eat

Bananas can be safely consumed until they are overly ripe. Bananas with brown spots are perfectly suitable for consumption and are sometimes preferred due to their sweetness. Bananas that are very brown or nearly black are very ripe and are preferred for baking purposes such as banana bread or muffins. Overly ripe bananas can be peeled, chopped into pieces, and frozen.³⁵

TO EAT OR TO THROW AWAY?

³⁵ https://www.chicagosfoodbank.org/wp-content/uploads/2016/09/SALVAGEABLE_FRUIT_AND_VEGETABLE_GUIDELINES.pdf



Source: https://www.sadyogrody.pl/z_innej_skrzynki/141/gis_ostrzega_przed_plesnia_na_owocach_i_warzywach,31569.html

ANSWER: to throw away

Humid environments and temperatures above 15°C facilitate the rapid growth of fungi and mould. Fungi produce mycotoxins, and one of them (patulin) usually penetrates quickly into the entire fruit/vegetable containing a large amount of water.

Processing such products into preserves is not recommended because fungi and mould are resistant to high temperatures. In hard fruits with low water content (e.g., bananas), there is a chance that after removing the mould, the fruit may not be contaminated.

36 <https://gemini.pl/poradnik/zdrowie/plesn-na-zywnosci-czy-wystarczy-ja-odkroic/>

37 <https://gardenerspath.com/plants/vegetables/causes-deformed-carrots/>

However, cutting off the mould and a substantial part of the fruit around the mould is a risky action.³⁶

TO EAT OR TO THROW AWAY?

Source: <https://pl.freepik.com/premium-zdjecie/zdeformowana-skrecona-marchewka-brzydkie-warzywo-o-nienormalnym-ksztalcie-zakrzywione>



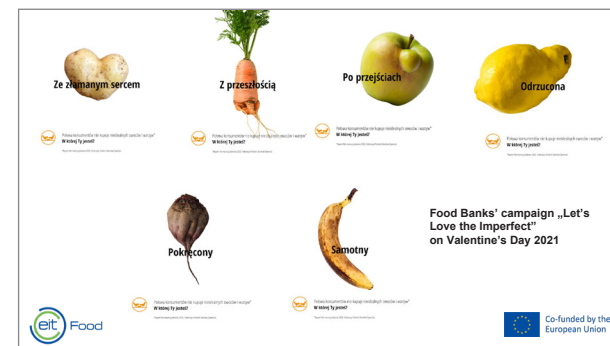
-marchewki-niedoskonale-produkty_35264285.htm#query=brzydkie%20warzywo&position=2&from_view=keyword

ANSWER: to eat

There are various factors that can cause asymmetrical shapes in root vegetables – from soil preparation methods to garden pests and several other unfavourable conditions. However, in most cases, crooked carrots can be safely consumed.³⁷

The Food Banks' campaign „Let's Love the Imperfect” on Valentine's Day 2021

On Valentine's Day, Food Banks conducted a social media campaign that, in reference to interpersonal



relationships, pointed out the importance of giving a chance to imperfect relationships with vegetables and fruits. After all, love for food is one of the sincerest, and in this case, it shouldn't be constrained by unrealistic shopping standards. Because, at times, we waste in our minds.

5. DIFFERENCES BETWEEN 'USE BY' AND 'BEST BEFORE' DATES; HOW TO INTERPRET THESE TERMS?

The terms 'use by' and 'best before' significantly differ, but few are aware of this distinction. It is the educator's

task to present the differences between ‚best before‘ and ‚use by‘ terms using a slide presentation. This is a crucial element of education to teach/remind participants that they don't need to discard food products whose ‚best before‘ date has passed. By doing so, many products can be saved.

‚Use by‘ or ‚Best before‘

Use by

This term pertains to food safety.

Use by	Best before
This term pertains to food safety.	This term relates to the quality of food.
It is an indication of the date by which the food should be consumed before it is no longer safe for consumers and might pose health risks.	As long as the storage conditions recommended on the label are followed, the food will remain suitable for consumption even after the expiration of the minimum durability date, although its taste and consistency might not be the same.

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Best before

This term relates to the quality of food.

As long as the storage conditions recommended on the label are followed, the food will remain suitable for consumption even after the expiration of the minimum durability date, although its taste and consistency might not be the same.

The educator points out the most important difference to the participants - products labeled with „consume by“ after the specified date are not safe to eat. However, products labeled with „best before“ do not need to be thrown away immediately after the given expiry date³⁸.

Participants can check the expiration dates on several previously selected products while shopping.

6. HOW TO REDUCE FOOD WASTE IN OUR HOMES?

Rational management of food is essential at every stage of meal planning and preparation³⁹. So how do we reduce

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How to reduce food waste in our homes?

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food waste in practice?

We can take a series of actions to reduce this common phenomenon:

We can take a series of actions to reduce this common phenomenon:

- shop with a prepared list beforehand,
- purchase imperfect fruits and vegetables⁴⁰,
- reduce impulsive or habitual behaviours while shopping,
- avoid buying more than needed (meal planning)
- proper storage of products (to extend their shelf life),
- monitoring inventory,
- applying the FIFO principle (First In, First Out),
- utilizing all edible parts of a product,
- creativity in the kitchen - using leftovers.

Source: Barbe et al.: Understanding consumer behaviour to develop competitive advantage: A case study exploring the attitudes of German consumers towards fruits with cosmetic flaws, 2017, str. 3 and Biłska B. i in.: Analysis of the Behaviors of Polish Consumers in Relation to Food Waste, 2019, str. 2

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- creativity in the kitchen - using leftovers⁴¹

2. EVALUATING CHOSEN PRODUCTS BY A NUTRITIONIST/ EDUCATOR

Products under the nutritionist/educator's scrutiny

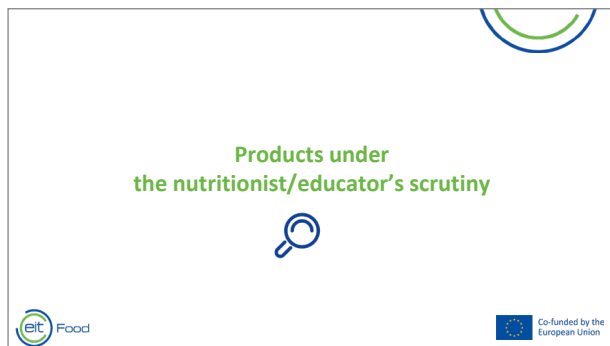
The next stage of the workshops involves reviewing the contents of each group's shopping baskets. Subsequently, a discussion begins regarding the impact of these products on health and the natural environment. For

³⁸ https://www.eufic.org/en/food-safety/article/best-before-use-by-and-sell-by-dates-explained?gclid=CjwKCAiAkrWdBhBkEiwAZ9cdcPCHpNBuGt0K1zeB9IAxN9cawHLFXOIbDJ99sqICkv_K6HvxDI9rIhoCUMUQAyD_BwE

³⁹ Roodhuyzen D.M.A. et al.: Putting together the puzzle of consumer food waste: Towards an integral perspective, 2017, p. 37

⁴⁰ Barbe et al.: Understanding consumer behaviour to develop competitive advantage: A case study exploring the attitudes of German consumers towards fruits with cosmetic flaws, 2017, p. 3

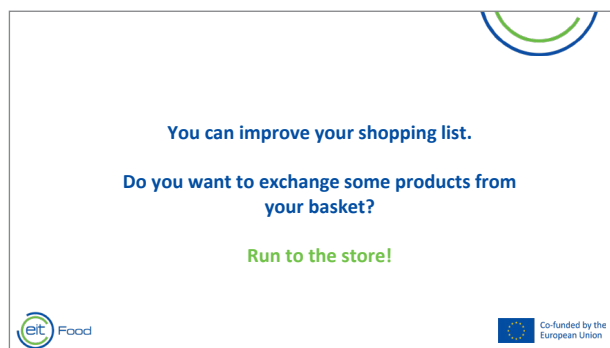
⁴¹ Biłska B. i in.: Analysis of the Behaviors of Polish Consumers in Relation to Food Waste, 2019, p. 2



this purpose, selected products are evaluated by the nutritionist/educator and each group says why they have chosen a given product.

3. EVALUATION: CAN YOU IMPROVE YOUR SHOPPING LIST? DO YOU WANT TO EXCHANGE SOME PRODUCTS FROM YOUR BASKET? RUN TO THE STORE!

You can improve your shopping list. Do you want to exchange some products from your basket? Run to the



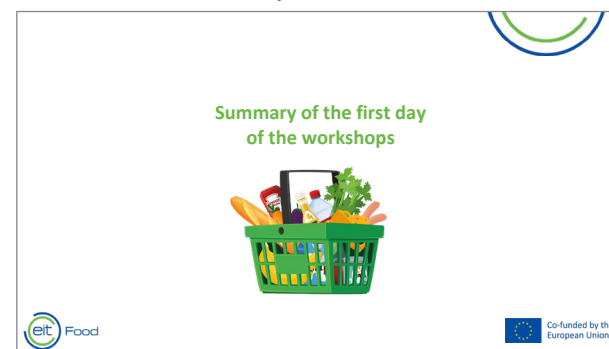
store!

Participants have the opportunity to **choose products for the second time** (exchanging some products for others) in order to check their acquired knowledge and practical skills, considering all the issues discussed during conversation about the choices and education.

This time, the educator participates in the participants' choices to verify whether the workshop in the store yielded the expected results. Participants have the opportunity to discuss with the educator about the products located on the store shelves.

4. SUMMARY OF THE FIRST DAY OF THE WORKSHOPS

Participants return to the conference room with the educator and collectively discuss their observations



and challenges encountered during shopping. They are given the opportunity to write their own thoughts and messages on post-it notes, which they would like

to convey to the store's retailers to help facilitate their conscious food shopping experiences.

At the end of this part of the workshop, participants are informed that the next day includes a cooking session with a chef in the workshop kitchen. This will allow them to prepare delicious dishes from the purchased products.

The workshop facilitators bid farewell to the participants, then transport the purchased food products to the refrigerators in the workshop kitchen. Now, the participants are ready to move on to the last and very important module related to cooking!



TIME TO COOK SOMETHING DELICIOUS!

MODULE 4: SUSTAINABLE COOKING

**LOCATION: WORKSHOP KITCHEN + EVENT ROOM
| DURATION: 5 HOURS**

The final part of the workshops takes place in the workshop kitchen and event room at the Community Forge of the Food Bank in Olsztyn. Scientific research has shown that many people lack knowledge and practical skills in preparing sustainable meals at home. For this reason, our workshop program also includes cooking under the guidance of a professional chef.

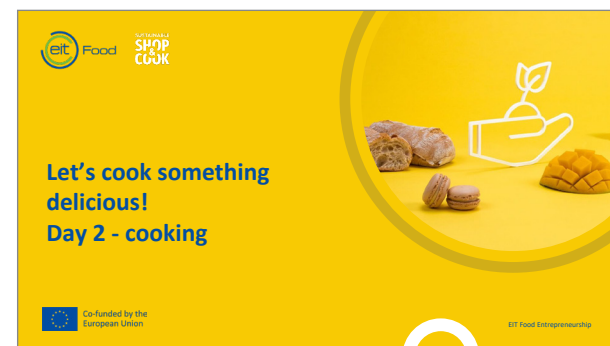
The chef will show the participants how to practically prepare popular meat dishes using previously purchased products in both traditional and modified versions (meat + plant-based products rich in protein). They will also have the opportunity to learn cooking according to zero-waste principles and rational meal planning.

 After this module the participants will:	• acquire organised knowledge regarding sustainable cooking and put the memorised information into practice. • be able to prepare traditional meat-based dishes as well as modified versions. • learn the principles of zero waste cooking (using edible parts of fruits and vegetables as well as food leftovers). • be able to plan meals and create a shopping list that will facilitate the purchase of sustainable food. • learn how to estimate the amount of food needed for a specific number of people. • learn the principles of rational food storage in the refrigerator • learn methods to extend the shelf life of food products. • assess their knowledge after the workshops (whether the workshops yielded the expected results). • be able to evaluate the workshops by completing an evaluation survey.
 Duration:	5 h
 Preparation time:	long
 Benefits for the participants:	• The ability to prepare selected traditional dishes in both meat-based and modified versions. • The ability to review one's own supplies and assess what dish can be prepared from them, considering the family's preferences. • Acquiring knowledge about rational food management. • Systematization of knowledge and time for any additional questions.



Workshop kitchen	Cooking dishes in traditional and modified versions, as well as zero waste snacks.	10:00 - 13:00
	Sensory evaluation of prepared dishes and snacks - discussion about their taste, consistency, and appearance.	
Event room	Education (Chef): • Rational storage of food products in the fridge • Substituting specific portions of meat with plant-based alternatives • Tips and advice on zero waste (edible parts of vegetables and fruits; what to do with „ugly“ fruits and vegetables? How to transform food scraps into other tasty meals?) • Preparation of a weekly meal plan and a shopping list • The secret of calculation (chef's knowledge and experience) • How to extend the shelf life of food products?	13:00 - 13:30
	Evaluation of acquired knowledge (2 quizzes on Kahoot!)	13:30 - 14:00
	Let's check if the workshops were effective: reanalysis of the initial expectations of the participants written on the post-it notes.	14:00 - 14:30
	Evaluation survey and conclusion of the workshop.	14:30 - 15:00

1. COOKING DISHES IN BOTH TRADITIONAL AND MODIFIED VERSIONS, AS WELL AS ZERO WASTE SNACKS.



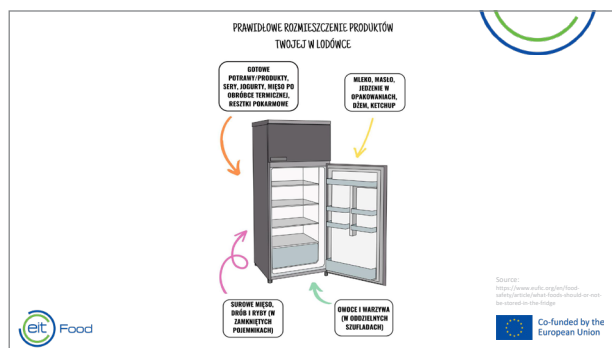
The participants prepare sustainable meals from the groceries they purchased the day before. The chef demonstrates to the participants how to increase the presence of plant-based products in meals so that they look and taste as good as traditional versions of known dishes. An important aspect of this task is also reducing food waste by utilising all edible parts of fruits and vegetables.

2. SENSORY EVALUATION OF PREPARED DISHES AND SNACKS - DISCUSSION ABOUT THEIR TASTE, CONSISTENCY, AND APPEARANCE.

Participants and educators taste the prepared dishes and, if available, snacks. Next, they clean up the workshop kitchen and move to the event room for the next part of the workshop.

3. EDUCATIONAL PART LED BY THE CHEF

- **Rational storage of food products in the fridge (additional practical task utilising products purchased from the store)**



Task without practical exercise:

The Chef discusses the proper segregation of products in the fridge using a slide or potentially a printed infographic handed out to participants.

Task with practical exercise:

If on the first day the group is highly active and eager for practical tasks, it would be a good practice to suggest that before cooking, participants place the previously purchased products on the appropriate shelves in the fridge.

The educator/chef places the products purchased by the participants on the kitchen countertops. Then, 1-2 people from each group arrange the purchased food products in the refrigerators. After arranging the products in the fridge, participants take their places at the countertops. Subsequently, the educator/chef provides each group with infographics on the correct segregation of products in the fridge.

The Chef evaluates whether the products have been placed in the fridge correctly. After the exercise and discussion of proper storage, participants move all the products needed for cooking back to the kitchen countertops and begin cooking.

- **Replacing a specific portion of meat with plant-based alternatives**

Healthy substitution:
animal products -> plant-based products
 Seeds of leguminous plants (commonly known as legumes) contain an average of about 25% protein, making them a good alternative to animal-derived products.
 10g of protein can be found in:

These animal products	These plant-based products
lean red meat, such as beef, lamb, veal, and pork (raw) 50-60 g	chickpeas, beans (cooked or canned) 120-150 g
lean poultry meat, such as chicken and turkey (raw) 60-70 g	lentils and peas (cooked or canned) 90 g
skinless fillet of lean fish, for example, cod (raw) 60-80 g	soy (cooked or canned): 65 g
skinless fillet of fatty fish, for example, salmon (raw) 90 g	block of tofu (for slicing): 80 g

Source: E-book „Strączkowe są zdrowe” NCEZ, 2021, p. 6-7

Source: E-book „Strączkowe są zdrowe” NCEZ, 2021, str 6-7

The Chef educates participants on replacing certain amounts of animal products with plant-based ones, referring to the slide from the previous day. The Chef also shares practical advice with participants related to sustainable cooking.

- **Tips and advice on zero waste (edible parts of vegetables and fruits; what to do with „ugly” fruits and vegetables?; how to transform food scraps into other tasty meals?)**

Edible vegetable parts

Which (not obvious) vegetable parts are edible and what can be done with them in the kitchen?

Potato peels -> crisps
 Broccoli/cauliflower stems or cauliflower leaves -> chips, cream soup
 Carrot/parsley stems or radish leaves -> pesto

Źródło: Wiktoria K., „Healthy business” wiedeńskie, 2020, str. 84-84

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The chef also informs participants that selected parts of vegetables and fruits, usually trimmed and discarded as waste, can be safely consumed by humans.

Examples of such edible parts are:

- cauliflower leaves
- carrot tops
- kiwi skin
- radish leaves

The chef also provides advice on what to do with „imperfect” fruits and vegetables and how to transform food scraps into other tasty meals or snacks.

• Preparing a shopping list (additional task for volunteers)

How to make a perfect shopping list? (4 steps)

- 1) Review your pantry/fridge: check which products you already have at home, note the expiration dates, identify products that are running low and need replenishing.
- 2) Plan your shopping: determine the quantity of needed products (considering the number of people you are shopping for, preferences, and how many days the purchased groceries should last).
- 3) Compare product prices and current promotions at different stores/supermarkets.
- 4) Categorize products into specific groups (e.g., bread, dairy, fruits, and vegetables).

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https://www.gemwiki.at/Shop/your-story/
new-kitchen-adaptation/

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Task without practical exercise:

The Chef explains to participants how to best create a shopping list to buy only necessary products and shorten the time spent in the store/supermarket.

Task with practical exercise:

Participants are tasked with planning dinner meals for the following week (minimum 3 days) and creating a shopping list. Then, the chef discusses the proposals prepared by them together with the participants. In the case of the presence of meat dishes in their plans, the chef asks: How can we prepare the planned dish in a modified version?

Participants' answers can be provided with the help of a printed slide regarding the exchange of portions of animal products for plant-based ones. Also crucial are the practical chef's tips regarding the consistency of legumes, allowing for achieving a similar texture to traditional dishes in a more sustainable version.

The planner and the shopping list can be found in the educational materials package.

• Secret of calculation (Chef's knowledge and experience)

The Chef's Calculation Secret - How much food do you need for gatherings with your loved ones?

In a moment, you will learn how to calculate/estimate portions for:

- protein-rich foods
- grain products
- vegetables and fruits

for a specific group of people (family/friends).

Source:
Bilalwanji S. Traditional food diets and
health, 2020, pp. 80-94

Co-funded by the European Union

The chef tells participants how to estimate the amount of food for a given group of guests to avoid buying too much and wasting food. Such advice can be useful when participants organize family or social gatherings but also in everyday situations.

• How to extend the shelf life of food products?

How to extend the shelf life of food products?

Source:
Bilalwanji S. Traditional food diets and
health, 2020, pp. 80-94

Co-funded by the European Union

The chef gives advice to participants on how to extend the 'life' of food products. It's a brief discussion about methods of preparing preserves, pickling, etc.

4. EVALUATION OF ACQUIRED KNOWLEDGE (2 QUIZZES ON KAHOOT!)

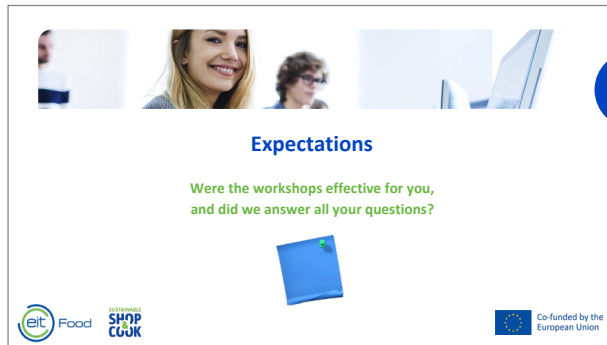
Let's check your knowledge in Kahoot! Quizzes

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Preparing sustainable meals at home isn't difficult if we possess the knowledge and practical skills in this area. However, have the participants truly assimilated all the information from the two days of the workshops and, most importantly, has their level of knowledge increased compared to the initial level?

The best answer to this question will be the results obtained at the end of the quizzes and the declarations made by the participants regarding whether they would like to prepare traditional dishes in a modified version at their homes. Through this activity, it will be possible to ascertain whether the conducted workshops were effective.

5. EXPECTATIONS VS. REALITY: LET'S CHECK IF THE WORKSHOPS WERE EFFECTIVE: A REANALYSIS OF THE POST-IT NOTES WITH THE INITIAL EXPECTATIONS OF THE PARTICIPANTS.



The educator and chef discuss the expectations of the participants that were recorded the day before regarding the conducted workshops. At this moment, there is still an opportunity to provide answers to any questions that may have arisen during the educational weekend.

6. EVALUATION SURVEY AND CONCLUSION OF THE WORKSHOPS



The educator asks the participants to fill out an evaluation survey regarding the conducted workshops.

CONCLUSION OF THE WORKSHOPS



At the end of the workshops, the participants receive gifts from the educator, which are local food products to promote sustainable choices. All products are marked with the logo of the Food Bank in Olsztyn and EIT Food.

Next, the educator thanks the participants for their participation in the workshops and informs them about the opportunity to join the SHOP&COOK Facebook group. This group was created to allow the educator to stay in touch with all workshop participants (i.e., to share knowledge and experience related to sustainable shopping and cooking).

TOOLS NEEDED

BEFORE THE WORKSHOPS

- Recruitment survey for sharing on social media and website
- Participant list

DAY 1 - SATURDAY

- Attendance list
- Workshop schedule
- 20 chairs + tables
- 20 GDPR consents for workshop participants
- 20 pens
- Presentation on a pendrive
- Projector
- HDMI cable
- Computer/laptop with a charger
- Post-it notes
- Flipchart
- Mobile phones with internet access (participants)
- 2 quizzes in Kahoot! - knowledge check before the workshops
- 4 post-it notes with dish names - for drawing lots
- 4 shopping lists for 4 groups (prepared by the chef)
- 4 shopping list pads with workshop logo
- 8 green shopping baskets with workshop logo (2 per group)
- Mobile phones with stopwatch/4 stopwatches
- 4 portable coolers/cool boxes with cooling elements
- Refreshments for participants in the form of coffee and/or tea, water, and healthy vegetarian and vegan snacks (e.g., dumplings with legume seeds, imperfect fruits, and vegetables, etc.)
- Trash segregation containers + bags
- 20 cards with questions (discussion of choices after shopping in the supermarket)
- 20 printed slides about replacing portions of animal products with plant-based ones

DAY 2 - SUNDAY

- Attendance list
- 4 tables/countertops and utensils in the workshop kitchen
- 20 aprons with SHOP&COOK logo
- Disposable gloves
- 20 chairs for participants + 2 chairs for the educator and chef
- Tables
- Plates and cutlery
- Coffee and/or tea, water
- Presentation on a pendrive
- Weekly planners
- Shopping lists
- Mobile phones with internet access (participants)
- 2 quizzes in Kahoot! - knowledge check after the workshops (with discussion of correct answers)
- Flipchart with post-it notes (participants' expectations)
- Evaluation survey
- Gifts - local food products

ADDITIONAL MATERIALS

- Weekly planner
- Shopping list

ATTACHMENTS:



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