

## **Consumption | Poster**

### **PP - (21381) - SCHOOL DESIGN AND FOOD WASTE AWARENESS - CASE STUDY ANALYSIS OF HOW ENVIRONMENT CAN ENCOURAGE ENVIRONMENTAL ACTIVE LEARNING**

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#### **Research or practical problem and objectives**

The issue of food waste is currently a political world priority, being one of the 17 Sustainable Development Goals (SDGs) proposed by the United Nations General Assembly that aim for the world to reach a sustainable consumption and production pattern by 2030.

To reach this goal and generate awareness in the population, previous research and government-led food waste intervention policies have focused on educating households, particularly the parents, to improve health and reduce food waste.

In schools, food education programs tend to occur in the classroom, where teachers lecture them about the negative impacts of food waste. However, researchers currently focusing on studying the ecological awareness of children have been finding that such a theoretical and passive method of passing environmental knowledge is not enough. Promoting more active experiences, especially contact with the natural environment stimulates much more interest and motivation towards a more environmentally conscious behavior.

#### **Methods and process (for empirical research)**

In this research, we analyzed the project of elementary schools in Brazil and Japan through technical visits, interviews, and observations, focusing on their connection with the natural environment, the existence of vegetable gardens and kitchens, and how the students and teachers use them.

#### **Main results preview and importance (or main arguments in the case of critical reviews)**

The schools that present a strong connection with the outdoors and have a landscape project are intensely used by teachers and children and are an excellent opportunity to be used in active environmental learning.

A good example is a school where the kitchen is connected to the gardens and has a visual connection with the students. Teachers encourage them to engage in different steps of the cooking process (from cultivating and harvesting vegetables to helping write the day's menu) and use these moments to teach about the food waste and conscious behavior.

**Palavras-chave : school design, food waste education, environmental education**