

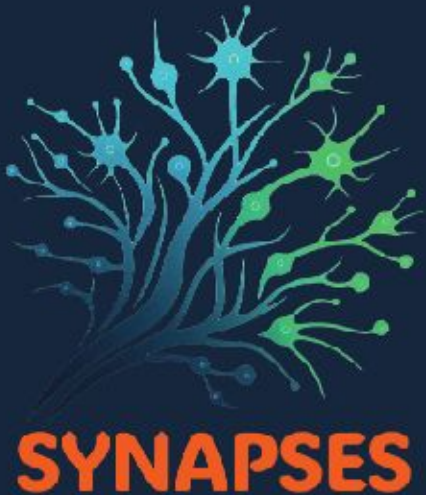
# From Plate to soil and then back again

- experience to closed food circle at school

David Beran

Prague schools (*Circular schools* project)

Secondary school (age 12-13y)



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**I will implement my scenario in:** 7<sup>th</sup> grade (13y/o)

**The duration of the implementation is:** 12 hours  
(6x2h)

**My scenario goals are:**

1. Experience nutrient cycle (and waste flows)
2. Circular economy through hands-on activities
3. Start composting at school
4. Investigating Compost (IBL)
5. Reflect and plan further action

**How will I achieve my educational goals?**

educational goals

Through 6 lessons I will show the students a **nutrient cycle** in and around the school based on observations and workshops.

1<sup>st</sup> lesson investigates amount of waste in school and shows the percentage of organic waste (but also plastic, cans etc.) which is easy to compost =recycle.

Using **Inquiry-Based Learning** (observing soil organism, measuring compost's temperature, pH, moist etc.)

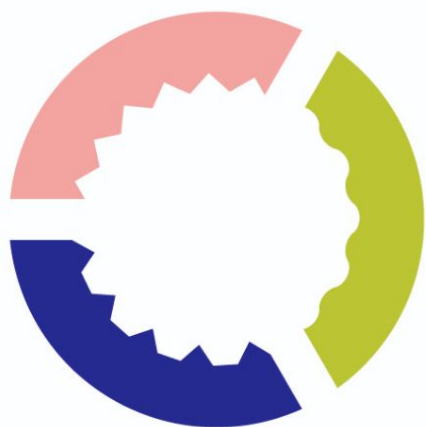
In the end of the project students

- separate organic and compost
- start growing veggies

Remember that your scenario goals should be linked with Sustainability Citizenship.



Based on experience of:



**circular  
schools**

as a part of:



with an inspiration  
of Summer school:



## Analysing what's in the regular bins, weighing the amount:



Identifying the amount of organic waste:

Taking care of the compost



## From composting to growing



# This activity links to the Sustainable Development Goals:



Before choosing a competency or SDG, ensure you understand how your scenario promotes it. For instance, if you select critical thinking, identify the specific part of your scenario where this competency is developed.



## The green competences that promoted from my scenario are:

Embodying Sustainable Values

Embracing Complexity in Sustainability

Envisioning Sustainable Futures

Acting for Sustainability

Valuing Sustainability

Supporting Fairness

Promoting Nature

Critical Thinking

Futures Literacy

Adaptability

Exploratory Thinking

Collective Action

Individual Initiative



This activity links to the Sustainable Development Goals:



The green competences that are promoted from my scenario are:

- **Valuing Sustainability** — students develop a strong appreciation for sustainable practices related to food systems and waste management.
- **Promoting Nature** — direct engagement with natural processes such as composting and understanding ecosystems.
- **Critical Thinking** — analysing data, reflecting on food waste, and evaluating solutions critically.
- **Collective Action** — working collaboratively on projects and campaigns to improve sustainability at school.
- **Individual Initiative** — encouraging students to take personal responsibility and actively contribute ideas and solutions.
- **Futures Literacy** — envisioning sustainable futures and reflecting on how their actions impact the environment.



## I will collaborate with:

- 1<sup>st</sup> external stakeholder: NGO “Save food” (Zachraň jídlo: <https://zachranjidlo.cz/projekt/prague-food-waste/> )
- 2<sup>nd</sup> external stakeholder: NGO Kokoza (Community gardening and composting NGO: <https://kokoza.cz/>)




## Here is my plan for integrating this scenario in my school this year:

There is a funding for the workshops in our existing project until November 2025. So just need to coordinate with the school.




More about us: [www.circular-schools.eu](http://www.circular-schools.eu) or [www.prazskyinovacniinstitut.cz/en/](http://www.prazskyinovacniinstitut.cz/en/)


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my email:  
[beran@prahainovacni.eu](mailto:beran@prahainovacni.eu)

THANKS!!

