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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | Done | Students score | Teacher score | |
| Checklist | Max | | Criteria | Y/N | VG/G/S  /A/W | VG/G/S  /A/W | |
| **Attractive layout** | 5p | | Is the information well-readable and clearly presented?   * Have you divided the long article into four main parts? Part one , Introduction/ Part two Research / Part three Communication / Part fourComparison/Reflection * All documents should be visible in your article. The international jury will not download Word files, PDF files or PPT files and will not view your YouTube videos that are not embedded in yourarticle.   Have multiple features of the Weebly website been used such as Scribd (to embed word files and PDF files), Gallery (to add slides of PPT), pictures, feature to embed YouTube videos, columns; etc.? See <http://euminddemo.weebly.com> | Y  Y  Y  Y | G  VG  S  VG | G  VG  S  G | |
| **Part one. Group introduction** | 5p | | Did the group provide a short and attractive written or video introduction?   * Add a group photo/camera shot (NO individual pictures- privacy) * Share some personal info concerning hobbies, ambitions,etc. of each member (NO last names, no email addresses, no mobile numbers/ nothing you would not want to be posted).   Put Eumind in your video title if you post it to YouTube (make sure you choose unlisted on YouTube, NOT public or private). | Y  Y  Y | VG  S  G | G  S  G | |
| **Part two**  **Research. A. Methods** | 5p | | * Observation. Keep a diary for one week   on throwing away some food.  on which of the nine tips of reducing of food waste are already implemented at the home of the group members.   * Interview with member of the board of the school on reducing food waste. * Interview with manager of supermarket on reducing food waste. * Interview with an expert on the effects of food waste ON climate change. | Y | VG | VG | |
|  | 10p | | Have you made a good summary of the answers of the three persons?  (about 200words per interview (no need to transcribe the interviews)  Have you made a good summary of the results of the diaries of the group members on throwing away food?  Have you made a good summary of the results of the diaries of the group members on the implementation of the nine tips?  If you are using graphs to present the results, present them clearly.  b. Videos. (There is no obligation to record interviews, there is no limit to the number of recordings)   * Have you added to the interview a short-written report (About 200words per interview)? * Have you restricted the length of each video to not more than 2 min. per interview? | Y  Y  Y  Y  Y | G  VG  A  G  VG | G  VG  G  VG  G | |
| Part two: Research  b. Sub questions | 30p | | **Content**. Are all research questions covered? How good was the research? | Y | G | VG | |
|  |  | | What is the difference between food waste and food loss? Describe in own words. | Y | VG | G | |
|  |  | | What are the effects of food waste on climate change? (interview) | Y | G | VG | |
|  |  | | Do people throw away some food?  Each of the group members keep a diary during three days of a week on throwing away some food at home. Ask the cooperation and permission of three other family members. See worksheet | Y | VG | VG | |
|  |  | | How can food waste be prevented/reduced at home?  Each of the group members keep a diary during three days of a week on how the nine tips to reduce food waste are implemented by your family members. Ask the cooperation and permission of two other family members.  Nine tips. See table below | Y | VG | G | |
|  |  | | Group discussion.  Based upon the diaries of the implementation of the nine tips in the families of the group members: rate each of the nine tips with 1 to 5 (1 excellent- 5 weak) how useful these tips are in the households of the group members. If there are great differences between the ratings of the group members, explain briefly why.  Nine tips. See table below | Y | G | VG | |
|  |  | | Food waste at school (interview and own observation)   * Document what has been thrown away by students on one day. * How can food waste be prevented/reduced at school? * Three suggestions to prevent/reduce food waste at school | Y | G | G | |
|  |  | | How can food waste be prevented/reduced in a supermarket/local grocery shop?  Interview with owner/manager  Add three suggestions How can food waste be prevented/reduced in a supermarket/local grocery shop? | Y | G | G | |
| Part two. Research. C. Conclusion | | 5p | Is there a clear answer (conclusion) from the main question?  How can we reduce food waste at home and at school? | Y | VG | G |
| Part two:  Research. D. Pictures, videos | | 10p | Has the research been **documented** by pictures/videos?  at least 12 pictures (5 at school, 5 at home and 2 at the supermarket/grocery shop)  Picture./video of interviews (ask permission) | Y | VG | VG |
| **Part three.** Evidence of communication | | 10p | How did you stay in touch? Please give evidence  Have you added pictures of Zoom sessions, Skype calls and screenshots of WhatsApp messages?  Videoconferences. How did you prepare the videoconferences? What did you learn from the videoconferences? What went well? | Y | G | G |
| Part four: Comparison | | 10p | Compare your outcomes with the research results of your counterparts.  What have you learned about How can we reduce food waste at home and at school?  (what is similar, what is different). Draw a conclusion  Compare the methods used (people interviewed) | Y | G | G |
| Part four: Reflection | | 10 p | Each student of the group must write his/her own reflection (minim. 200 words)  What went well? What would you do differently? Methods, group work, technical aspects etc. | Y | VG | VG |
| **Awareness activity** | | Bonus  5p | *Think of ways to promote reducing of food waste* | Y | VG | G |

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| If there was a problem with the comparative aspect, please explain it here.  The group will then be assessed on a total of 90 points. | We could not compare our article because of the COVID restrictions that were there. |
| If there was no possibility to work together with peers in a subcluster, please explain it here.  The group will be assessed on a total of 90 points | We could not work together with peers in India/EU because of the ongoing COVID-19 pandemic. We had limited resources due to which there were some technical glitches, but we never fought back. |
| **Do you have any suggestions for a project for Eumind for next year?**  Please explain your idea and some tasks the students would have to carry out concisely. | Yes, I would like to have more physical interactions instead of the zoom meetings next year in EUMIND. We had also wished to explore different ventures and collect research data. I will  be waiting for it the following year. |