**Table S1.** Topics and details of the education program

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| **Nutrition topic** | |
| Goal | Shaping pro-healthy dietary habits. |
| Scope | Nutrients important in the diet of young people. Health consequences of uncontrolled consumption of energy drinks and dietary supplements. A ‘Good snack’ as an alternative to chips, sticks and sweets. A Pyramid of Healthy Nutrition and Physical Activity and dietary guidelines for teenagers. |
| Methods | Talk; discussion; workshops. |
| Activities | Participants propose three various ‘healthy’ breakfasts to take to school by selecting foods from levels of the Pyramid of Healthy Nutrition and Physical Activity; Participants prepare an ‘ideal sandwich’. |
| Tools | Brochure; puzzles; crosswords; website. |
| **Dietary topic** | |
| Goal | Supporting well-being, physical and intellectual development through a healthy lifestyle. |
| Scope | General recommendations for a healthy lifestyle (healthy eating and physical activity) at school age. The influence of nutrition and physical activity on physical and intellectual development and healthy well-being. The Student Menu – the brain cannot live only on chocolate – a discussion on the most important nutrients in the diet of young people. |
| Methods | Talk; discussion; workshops. |
| Activities | Using a pedometer to measure the number of calories ‘burned’ during the various activities. Determination of time needed to ‘burn’ the calories coming from the selected food products. **‘**Nutrition detective’ – measuring the amounts of oil, sugar and salt corresponding to fat, sucrose and salt content in various foods (three sets). |
| Tools | Brochure; diverse food products; puzzles; crosswords; pedometer; website. |
| **Sensory-consumer** **topic** | |
| Goal | The world of senses. How to read the food labels? What is important when choosing food? |
| Scope | Recognition of the basic flavours in aqueous solutions. Discovering the different taste sensations in selected foods. ‘What kind of a consumer am I’ – what do I like and why? Qualification of the consumer’s personality. |
| Methods | Talk; discussion; workshops. |
| Activities | Use of sensory memory to identify eight coded odour samples of natural spices, vegetables and fruits. Recognition of selected foods with masked/closed eyes, based on sensory perceptions in the mouth. Preparation of colourful, tasty and healthy snacks from provided foods according to one’s own ideas. |
| Tools | Brochure; recipes of ‘healthy’ snacks; website. |
| **Hygiene topic** | |
| Goal | Food safety. Hygiene during the preparation and consumption of meals. |
| Scope | The world of microorganisms, pathogens and probiotics. The rules of proper food storage and hygiene during meal preparation and consumption. |
| Methods | Talk; discussion; workshops. |
| Activities | Microscopic observation of selected microorganisms – Lactic acid bacteria (Lactobacillus) as an example of a microorganism with healthy properties, E. coli (Escherichia coli) as an example of a pathogen. Mapping the observed microorganisms’ cells in the prepared templates. Practicing proper hand washing according to instructions. Checking hand cleanness with a test indicator, before and after hand washing. |
| Tools | Brochure; microscope; test indicator of hand washing; puzzles; crosswords; website. |
| **Culinary topic** | |
| Goal | How to prepare healthy, cheap and tasty meals? |
| Scope | The impact of culinary processes on sensory quality, nutritional value and food safety. The phenomenon of enzymatic browning of fruit and vegetables and ways to prevent this process. |
| Methods | Talk; discussion; workshops. |
| Activities | Culinary experiments – preventing the darkening of fruits and vegetables. Checking the impact of storage temperature on the quality of frozen foods, *e.g*. vegetables. Preparing low-budget healthy meals and low-sweetened beverages. |
| Tools | A ‘healthy meals’ recipe book; brochure; website. |