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# FOOD, CLIMATE AND SUSTAINABILITY: activities for non formal learning contexts





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Food, climate and sustainability: activities for non formal learning contexts

# Food, climate and sustainability: activities for non formal learning contexts

## 1. Introduction

This toolkit aims to support youth workers and educators with activities and resources to guide young people in addressing the topic of **Sustainable Food Systems**.

The focus on food systems enables participants to gain a clearer understanding of the impact that human activities have on the environment, uncovering the role that food production, distribution and eating habits have on global greenhouse gas emissions, while at the same time recognizing the delicate dependence of food production on climate.

In addition to this, the vital importance of this topic is highlighted also in its cross-cutting nature: to tackle the challenges of food systems means also to address issues such as rethinking economic activities and growth models, food security and global inequalities, common goods and rights to resource access, fair and decent work.

Along with this focus at the global and structural level, this issue requires awareness and changes regarding individual and social practices.

For all the aforementioned reasons, it is of extreme importance to create spaces and resources for young people to address these issues.

In the past years, the contribution that the younger generations have yielded in advocating against climate change has been unmatched. They have been at the core and the frontrunners of a global movement building awareness on, organizing for and advancing demands on a more socially and environmentally just world.

Adults should then listen to these voices, recognize and appreciate their social commitment. It is therefore of paramount importance to keep supporting young people in amplifying their voices, ensuring that all have equal access to **active participation and engagement** venues, consequently making an impact on their local communities, regardless of their background or resources' access. As such, it is particularly important to support the empowerment of youth with disadvantaged background or at risk of social exclusion in gaining access to learning opportunities and active citizenship venues.

The pivotal role that young people play in the implementation of sustainable development goals is also recognized by the **2030 Agenda** that addresses children and youth as "critical agents of change". Through the uncovering of the complex web of connections and interdependencies that surround the Food System topic, young people are encouraged to nurture their skills in **Global Citizenship**, empowering them to think critically about their role as world citizens and translating the acquired expertise into resources for their local communities.



## 2. Methodological note

### How to use the toolkit

The following pages will address the topic of Sustainable Food Systems, taking into account multiple perspectives and a multidisciplinary approach. In fact, the proposed activities cut across the themes of sustainability, cultural and intercultural awareness, global education, food production and distribution, the related world of work, eating and lifestyle choices.

The topic of food is seen as the protagonist of a system with a complex structure, consisting of different dimensions closely related to each other: land, water, climate, populations, cultures, political situations, economy and the evolution of consumption.

The units proposed aim at developing **critical-thinking skills** and at equipping young participants with strategies for **individual and collective behavioural changes**, promoting the leadership of young people and encouraging the growth of an active, aware and more involved citizenship in the creation of a sustainable future from a social and environmental point of view, with a view on human rights education, guidance and career education, and through digital tools close to the world of the younger generations.

The activities are meant to be used in a **modular way**, meaning that each one can be taken as a stand-alone activity to be incorporated into an already existing session plan, or, in alternative, educators, trainers and youth workers may decide to group together more of the proposed activities to create a training outline from scratch. If you decide to go for the latter option, we suggest that you include **icebreakers and team-building games** prior to the implementation of the topic-of-choice activity: you can find an example of icebreaker and additional resources already in the Activity 1 of the present toolkit.

The activities also account for different ranges in expertise and offer both **entry and advanced level options**: so even if your group has never touched upon this topic, or if on the contrary they are quite skilled in it, you might find new inputs for discussion and new tools to implement in their community.

In this way, educators are equipped with a versatile toolkit that can be tailored according to their participants' specific needs.

Each activity is linked to the addressed **Sustainable Development Goals**, to enable a more organic reflection on sustainability and global citizenship. At the same time, most of the activities are equipped with notes on how to transfer the activity **from an offline to online setting**, if needed, and with notes on how to expand the scope of action of the activity towards participants' broader **community**.

Three perspectives are proposed from which one could look at the universe related to food: the **individual and subjective** perspective, the **cultural and global** perspective, and the **local and community** perspective.

Specifically, the activities can be aggregated into two distinct paths: those relating to the right to food, agrobiodiversity and hunger and waste may belong to a path linked to a global information approach, while the activities relating to food and feelings, the food supply chain, critical consumption and the creation of a Ethical Purchasing Group start from a personal point of view to broaden the gaze to the community and to individual and group protagonism.

### The methodology

The methodology behind the kit refers to **non-formal education**, with its emphasis on participatory, learner-centered processes and the focus on the specific needs of the participants. For these reasons, the kit includes group work that fosters self-expression and listening to others, which enable learning by promoting maieutic research, not only of answers but, even earlier, of questions. The outlined activities make wide use of **cooperative learning** strategies: ice-breaking techniques; techniques for facilitating horizontal communication and participation, also enhancing non-verbal communication; brainstorming and activities based on debate and sharing in small groups of peers; simulation games; use of multimedia materials related to the topics covered during the course; debriefing at the end of the activities (reflection in dialogic form on the activities carried out, in order to facilitate the learning that comes from the lived experience).



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In protected and guided environments, in addition to theoretical contents, participants are encouraged to learn, connecting learning to practise and building relationships.

Given the centrality granted to each participant, we strongly encourage each trainer to adapt the following activities to the specific learning needs of their groups. The activities proposed are conceived in a step-by-step fashion that allows for flexibility and re-adaptation to grant an **inclusive approach**, being mindful of the inclusion of participants with different language fluency levels, and/or with learning difficulties. This means that you could add an extra step if you feel that your group might need to recharge their energies or skip/readjust a step that you feel is beyond the scope of your group. With regards to different engagement levels and attention span, in the proposed activities a wide array of communication channels is proposed: from verbal to body language, through the expression via drawings and movements. Many of the in-person activities employ an embodied perspective of learning, that means involving participants not only on a cognitive level, but also through sensory play and movement. For example, we ask participants to get active and move through the space or manipulate objects (see for example Activity 2, Activity 4, Activity 5). In this way, you allow to switch the energies in the room and to add variety in the engagement methods that can best answer to participants with learning difficulties and/or limited attention capacity.

A second strategy widely used within this toolkit that answers the need of participants less fluent in the target language is the **peer education approach**.

This approach can be applied in different ways, not only as a suitable means to work on topics related to sustainability with a young target, especially working with teenagers, but also as a resource to cope with possible weaknesses on more fronts that the trainers could face; each facilitator will be able to adapt the presented methods to the characteristics of their specific group, integrating further elements, so to improve inclusion and learning; for example, in case of groups presenting different levels of linguistic

competence, mixed subgroups can be created; in this way the most skilled youngsters are in the condition to support those needing help for comprehension. Thus, positive results can be achieved, not only in acquiring the contents related to the session, but also in fostering relationships, the acquisition of new words and idioms, with an improved language level, i.e. in comprehension and expression, also thanks to the safe context; the process may result fruitful on additional dimensions such as self-esteem on both sides.

## The theoretical framework

Lastly, aware of the challenges implied in promoting social change at different levels, the design of the toolkit has taken into account available research resources on how and why people engage in behavioural change, using as a theoretical framework the **Theory of Planned Behavior**. In the context of behavioural change, this framework has been widely used to explain food consumption decisions. According to the model, consumer behaviour is determined by the consumer's intention to perform the behaviour in question; the intention itself is based on attitudes, subjective norms, and perceived behavioural control with respect to the behaviour. This means that a person will most likely engage in behavioural change towards sustainable practices if they hold a positive attitude regarding the consumption of sustainable foods, if they perceive social norms that deem the change as important and highly desirable and if they perceive to have control, ability and resources to carry out the sustainable behaviour.

For this reason, the toolkit is divided in two sections: the first chapter (awareness-raising) focuses on activities that can create change at the level of personal attitudes and of social norms regarding sustainability, while the second chapter (activation) equips participants with the concrete tools to enact change, enhancing their ability and resources to engage in sustainable behaviour.



### 3. Section A

## Awareness-raising activities



### Activity 1: Find the Fake Food

|  |   |
|--|---|
| <b>Recommended age</b>                 | 15 to 25 years old  |
| <b>Number of participants</b>          | Minimum 2 - no maximum limits   |
| <b>Objectives</b>                      | <p>You can use this tool:</p> <ul style="list-style-type: none"> <li>• as a name game to help people get to know one another.</li> <li>• as an ice-breaker when starting a new learning path.</li> <li>• to go beyond names and faces starting to know other people's characteristics.</li> <li>• to let people reflect on their own eating habits.</li> <li>• to let people reflect on their cultural customs regarding food consumption.</li> <li>• as a way to introduce further activities regarding sustainable food consumption.</li> </ul> |
| <b>Topics addressed</b>                | Names, ice-breaking, group building, people's characteristics, food consumption habits, cultural aspects in the relation with food  |
| <b>SDGs addressed</b>                  | <p>Goal 3: Good health and well being</p> <p>Goal 11: Sustainable cities and communities</p> <p>Goal 13: Climate action</p>   |
| <b>Delivery setting</b>                | In person   |
| <b>Settings and materials required</b> | <p>Setting: A room or an open-air space, large enough to allow participants to move and chat in couples.</p> <p>Materials: A4 papers, masking tape, felt-tip pens</p>   |
| <b>Duration</b>                        | 15/20 minutes according to the group dimension. Duration can be enlarged if further discussion is added to the basic version.   |



## Activity 1: Find the Fake Food

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| <b>Instructions to implement the activity</b>                            | <p>The introduction will depend on what the trainer/facilitator focuses on by this activity, if it is used as an ice-breaker for team building focused on the people and/or as an energising way to introduce further activities on food and sustainability.</p> <p><b>Step 1)</b> 5 minutes<br/>Instructions: Tell participants to use an A4 paper each and to write their names with a clear and big font on in the header, followed by the name of 3 foods, and to stick it on their chest with some masking tape (or just hold it in front of them so that anyone can read it).</p> <p>According to the session goals there can be different instructions (applying just one or making more turns one consecutively):</p> <ul style="list-style-type: none"><li>• Tell them to write 2 foods they like and one they don't like. (version 1)</li><li>• Tell them to write 2 foods that are commonly consumed in their tradition and 1 that is not. (version 2)</li></ul> <p><b>Step 2)</b> 10 minutes or more depending on the group dimension and the level of interaction required<br/>As a next step let them go around the room and stop randomly to chat in pairs, trying to guess the false food on their mate's poster. As soon as they find the right answer, they have to move, looking for new mates to interact with.<br/>The moderator can stop the game whenever considering it enough, depending on the time available and objectives to reach in the program.</p> <p><b>Step 3)</b> 5 minutes or more according to the goals- Debriefing:<br/>If the aim is to use it as a simple name game or team builder, it's not necessary to go into a deep analysis and it can be enough to ask people how they felt and if they found out something interesting regarding their mates, before starting the next activity. Otherwise longer discussions can start, considering the contents emerged.</p> <p>Version (1) may be used as a simple name game to get to know one another nicely or as a start to then discussing eating habits (e.g. regarding healthy food or sustainable production etc).</p> <p>Version (2) may be used as another one for getting to know one each other better, so as to go deeper in discovering other cultures (in intercultural groups), and/or to reflect upon what we use to it that is not part of our tradition (often involving long travels and other production criteria).</p> |
| <b>Variations and additional steps to engage peers, family community</b> | <p>This game can be used also in intergenerational contexts, e.g. in a local festival or community party/lunch etc, mixing people of different ages and backgrounds to stimulate interaction amongst them and to improve the knowledge of personal habits and cultural traditions.</p>   |
| <b>References</b>  | <p>For more ice-breakers:<br/><a href="https://educationaltoolsportal.eu/en/tools_front">https://educationaltoolsportal.eu/en/tools_front</a><br/><a href="https://temp.lionsclubs.org/EN/pdfs/icebreakers.pdf">https://temp.lionsclubs.org/EN/pdfs/icebreakers.pdf</a><br/>According to the goals you focus on, you can find more info in the references of the other relevant activities.</p>  |



## Activity 2: Food and Desires

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| Recommended age                        | 15-25 years old   |
| Number of participants                 | 10 minimum, 30 maximum  |
| Objectives                             | <ol style="list-style-type: none"><li>1. Raise awareness about an individual's role in food choices.</li><li>2. Encourage curiosity towards new food experiences.</li><li>3. Reflect on the relationship between needs and desires and on the role of media, advertising and marketing on the subject.</li><li>4. Reflect on one's own role as consumers and on the consequences of our consumer choices.</li></ol>   |
| Topics addressed                       | <ol style="list-style-type: none"><li>1. The existing link between people, food and feelings</li><li>2. Communication on food and the power of advertising messages</li></ol>   |
| SDGs addressed                         | Goal 3: Good health and well-being<br>Goal 12: Responsible consumption and production   |
| Delivery setting                       | This activity can be implemented either online or in person, keeping the same outline. If in person, the room should be large enough to accommodate the number of participants, so that chairs can be arranged in a circle and participants can be grouped together.  |
| Settings and materials required        | <p><b>In person workshop:</b> a poster and marker for the trainer, material for sensory tasting (various spices, small samples of raw and cooked food; a blindfold), markers and A4 sheets for each participant. It is necessary to use the interactive whiteboard (if at school) or a projector, with speakers and internet connection. Preferably, each participant would be equipped with a tablet or pc device that would be useful for digital advertising creation.</p> <p>Important: check in advance for any allergies or intolerances to the substances, spices and food presented to the participants</p> <p><b>Online workshop:</b> internet connection, use of web conference platform that allows for the division in breakout rooms (e.g.: Zoom, Google Meet), use of free online digital graphic programs, like Canva.</p> |
| Duration                               | 2 hours in a single meeting or two 1-hour meetings  |
| Instructions to implement the activity | <p><b>Part 1: 15 min.</b></p> <p>Participants are encouraged to participate in a small introductory activity to the theme: sensory discrimination of certain flavours and foods. This activity is possible only in presence. For online workshops, it can be skipped as it is not a necessary step for the implementation of the activity.</p> <p>Participants can smell and/ or taste blindfolded a spice used in the kitchen, or a piece of vegetables, fruits, or other types of food. After each bite, they will be asked if they have recognized the smell or taste and if that reminds them of something.</p>   |





## Activity 2: Food and Desires

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| <b>Instructions to implement the activity</b> | <p><b>Part 2: 60 min</b></p> <p><b>Step 1</b></p> <p>At the end of sensory discrimination, ask participants to evoke memories related to food (what is their favourite food or their most hated food, what is their grandmother's famous dish, any food-related experiences, dinners, family lunches that they would like to share, etc.) and to make explicit their food preferences, explaining the reason. If the activity is carried out online, the facilitator can start directly from this step, by asking participants to share their food memories.</p> <p>While participants share, write on a board or a flipchart the emotions and feelings that emerge from the stories of the participants. To visually help participants in keeping track of what is being shared and keeping their attention level, you can write the word food in the centre of a billboard and add the various emotions and / or feelings to which it is associated, as they appear, around it and in random order.</p> <p>Through this round of sharing, it will emerge that food is not only nourishment but that it is often linked to specific moments in our lives and evokes both positive and negative emotions and feelings.</p> <p>Hence the opportunity to reflect on food not only as something to be consumed to feed, but as a moment of refreshment, rich in social content and values.</p> <p><b>Step 2</b></p> <p>Starting from this reflection, ask participants: "What criteria do we adopt in our food choices?". Go back to the flipchart and note down the reasons that push us to choose and buy certain foods.</p> <p><b>Step 3</b></p> <p>Once the powerful link between food and feelings has emerged, the conversation will be taken to a broader level: ask participants to search online for images of food advertising that catch their attention the most, positively or negatively. This research can also be carried out in advance at home or in any case before the meeting and recovered at this stage.</p> <p>Collect and share the results of the research.</p> <p>Ask participants to observe the results and answer a few guiding questions:</p> <ul style="list-style-type: none"><li>• "What does this picture tell us?"</li><li>• "What does it make us aware of?"</li><li>• "Who is it addressing?"</li><li>• "What is the final message of this advertisement?"</li><li>• "What does this message use to convince the consumer to buy?"</li></ul> <p>Then, share with the group some other advertisements, so-called "misleading", that contain some of the following labels: "quality path", "controlled supply chain", "without the use of antibiotics", "traffic light label (Nutri-Score)", "complete supplement of vitamins and minerals", "fresh", "raised on the ground", "no added sugar", etc. Additionally, show other types of advertisements that focus more on the situation or the people who are eating than on the food itself, clearly leveraging on emotions and social consensus (emotional marketing).</p> |
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## Activity 2: Food and Desires

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| <b>Instructions to implement the activity</b>                            | <p><b>Step 4</b></p> <p>After reflecting on these aspects, have participants discuss on how buying choices are often not based on the characteristics or properties of the product or whether that product may actually be useful to meet their needs, but rather it will focus on the desire to own that product and on the experience, emotions and sensations that the product will make them live and feel.</p> <p>These considerations will be made by comparing the reflections made in the previous moment and transcribed on the poster. Emotions thus become the stimulus that pushes a person to make purchasing choices, at any age.</p> <p>Consequently, as consumers, regardless of what drives us to buy or to choose, we must be aware that we become supporters of certain messages and precise types of food.</p> <p><b>Part 3: 45 min</b></p> <p>Participants should therefore be challenged to create a food advertisement (the product chosen as the subject of advertising may be one of those initially indicated as a preference) using a free online programme such as Canva or similar and focus on ensuring that the food is given its true value and that the message is not misleading. The emotions gathered at the beginning of the activity can be used as a guide to create slogans or to think about the type of message to be given.</p>   |
| <b>Variations and additional steps to engage peers, family community</b> | <p>If the group has the relevant knowledge, this activity can be taken a step further and used as a base for a social media campaign.</p> <p>The participants can use the advertisements they have prepared as an awareness campaign, to be shared either in their personal social media profiles as a joint communication strategy and/or disseminated through the school's, youth center's, association's and project's social media page.</p> <p>The organizing school/youth center/association could also think of holding an online competition, where they organize an "Advertisement Awareness Week" and use that week to post on social media the posters prepared by the students, and invite them to share with their community: in fact, the post with most likes is going to win this competition!</p> <p>What emerged from the activity can also be shared in the family or in other communities frequented by the young people. They can e.g. propose similar activities to younger groups adapting them to pre-adolescents in a peer education perspective.</p> <p>Advertisements can be shared on social media and/or printed and posted in schools, youth centres and other local areas of interest.</p> <p>Particular attention can be paid to transferring what has been learnt to the family, with a special focus on younger children (siblings or cousins). Children - in countries where this is allowed - are often the target of television advertising messages (now also on the Web), also with regard to food, with the promotion of food dedicated to them in terms of format or characteristics which, however, does not take into account their real nutritional needs.</p> |
| <b>References</b>  | <ul style="list-style-type: none"> <li>• Food in Commercials vs in real life: <a href="#">video</a></li> <li>• For Italian readers: The Image Tricks used in advertising: <a href="#">video</a></li> </ul> <p>Instructions to activate the automatic subtitles in English (or other languages):</p> <ol style="list-style-type: none"> <li>1. When you open the video to watch it, it will play directly without the subtitles. To activate the automatic subtitles, you can click on the first icon at the right bottom of the video (it looks like a comment bubble). The subtitles may appear in Italian (because of the original language spoken in the video).</li> <li>2. To change the language of the subtitles, click on the icon of parameters (it looks like a gear wheel). This option allows you to change the speed of the video, the subtitles and the quality of the video. Click on "subtitles", then click on "translate automatically", at the bottom of the black square". Now you can choose the language for the subtitles, click on it and enjoy the video!</li> </ol>  |



## Activity 3: The Food Supply Chain

|  |  |
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| Recommended age                        | 15-25 years old  |
| Number of participants                 | 12 minimum, 30 maximum   |
| Objectives                             | <ul style="list-style-type: none"><li>• Encourage reflection on the interdependence of the different environmental, social, and economic components that lead to the production of food.</li><li>• Deepen each aspect related to the food supply chain.</li><li>• Stimulate reflection on the importance of food choices not only from a personal point of view but also from a social, environmental, and economic system one.</li><li>• Implement the use of multimedia tools and collaboration in group work.</li></ul>   |
| Topics addressed                       | <ol style="list-style-type: none"><li>1. The food journey: analysis of the food chain, from production to consumption.</li><li>2. Comparison of different types of supply chain, analysis and comparison of costs and benefits for the people and the planet.</li></ol>  |
| SDGs addressed                         | Goal 8: Decent work and economic growth<br>Goal 12: Responsible consumption and production   |
| Delivery setting                       | This activity can be implemented either online or in person, keeping the same outline. If in person, the room should be large enough to accommodate the number of participants, so that chairs can be arranged in a circle and participants can be divided into small working groups.  |
| Settings and materials required        | <p><b>In person workshop:</b> Each participant must have a device with internet connection (smartphone, tablet or pc). It is necessary to use the interactive whiteboard (if at school) or the projector and a PC, with speakers and internet connection. Alternatively, have available stationery material (markers, a very large sheet or flipchart for each group).</p> <p><b>Online workshop:</b> internet connection, use of web-conference platform that allows for the division in breakout rooms (e.g.: Zoom, Google Meet), use of free online digital graphic programs for photo editing or for the creation of a presentation/slide show.</p>  |
| Duration                               | 2 hours in a single meeting  |
| Instructions to implement the activity | <p><b>Step 1 - 10 minutes</b><br/>Participants must be divided into 5 groups, with a minimum of 2 people each. Each group will focus on the different stages of the food chain for the production of tomato sauce.</p> <p><b>Group 1:</b> Tomato production, harvesting and selection. How to grow, harvest and select the tomato? Search for different working methods to compare health, economic and environmental costs, and benefits.</p> <p><b>Group 2:</b> Tomato processing and packaging. How do I process the tomato to transform it into sauce? How do I package it? Look for different working methods and compare them from a personal / health, environmental and social point of view.</p> <p><b>Group 3:</b> The distribution and delivery of tomato sauce. How do the packages arrive on the shelves? How long and by what means? Look for different working methods and compare them from a personal / health, environmental and social point of view.</p> |



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### Activity 3: The Food Supply Chain

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| <p><b>Instructions to implement the activity</b></p> | <p><b>Group 4:</b> The sale of tomato sauce. Where and how is the tomato sauce sold? At what price? Look for different working methods and compare them from a personal / health, environmental and social point of view.</p> <p><b>Group 5:</b> The purchase of the sauce and the disposal of waste related to it. Which and how many types of sauce are present on the market? Where do I shop and what do I pay attention to for my purchase's choices? How much waste comes from its consumption? Search for different products to compare from a personal / health, environmental and social point of view.</p> <p><b>Step 2 - 45 minutes</b><br/> The objective is to create a short photo report to highlight the advantages and disadvantages of the stage they have analysed. The goal is not to create a "professional" final product, but to help participants reflect through photos and images on different points of views and their interconnection: personal, health-related, environmental, or social point of view. To further clarify the activity, you can also ask participants to focus on a specific angle: for example, a product that comes from afar means a longer journey, therefore more pollution + increased traffic + less quality of life for the workers + stressful work for transporters etc.<br/> Each group will have to yield an internet search of images and information related to their topic, select them to create a presentation with some (2-3) slides, with images and short text. Each group will have a limited time (about 45 minutes) for research and to elaborate their own presentation.<br/> The images collected by each group can also be printed or drawn on paper and pasted on a large sheet or flipchart.</p> <p><b>Step 3 - 25 minutes</b><br/> At the end, each group, in order from the first to the fifth, will have to present the results of its research to the other groups.</p> <p><b>Step 4 - 25 minutes</b><br/> At this point all participants will be asked to identify for each phase, the most sustainable one from the point of view of health, social/ work, economy, and environment, trying to create the "ideal" supply chain.</p> <p><b>Step 5 - 10 minutes</b><br/> At the end the trainer should uncover the distribution of costs of that product. In the final cost of the product, processing costs are about 18%, 10% is the cost of the packaging, 8% is the value of the tomato, 3% for the cap and 2% for commercials. At the end the incidence of the raw material is just under 10%. <i>Source: Perché al supermercato si paga più la bottiglia che la passata di pomodoro</i> (<a href="#">article</a>)</p> <p><b>Step 6 - 5 minutes</b><br/> Finally, watch the video "The right price: in the tomato chain. The red gold, the "caporalato" and the big distribution."</p> <p>Note: it is also possible to identify other foods of daily use, such as bread, pasta or even foods that do not involve the processing process, in case there are fewer participants.</p> |
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### Activity 3: The Food Supply Chain

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| <b>Variations and additional steps to engage peers, family community</b> | <p>What emerged from the path can be shared in the family or in other communities sharing and implementing the photo report with simple and clear captions, both digitally and by printing the photos by posting them as an exhibition or in a single format (poster or strip).</p>  |
| <b>References</b>  | <ul style="list-style-type: none"><li>• Food supply chain basic intro (<a href="#">video</a>)</li><li>• Smartchain - short food supply chain (<a href="#">video</a>)</li><li>• How supply chain transparency can help the planet   Markus Mutz (<a href="#">video</a>)</li></ul> <p>For Italian speakers:</p> <ul style="list-style-type: none"><li>• Short and long chain (<a href="#">article</a>)</li><li>• The right price: in the tomato chain. Red gold, caporalato and large retailers (<a href="#">video</a>)</li><li>• Examples of the virtuous chain. Tomato revolution (<a href="#">article</a>)</li></ul> <p>For Spanish speakers:</p> <ul style="list-style-type: none"><li>• The tomato supply chain with infographics (<a href="#">article</a>)</li></ul> <p>Additional resources:</p> <ul style="list-style-type: none"><li>• Food loss and waste in the food supply chain (<a href="#">article</a>)</li><li>• The project SmartChain (<a href="#">article</a>)</li><li>• Workers exploited at farms supplying UK supermarkets: report (<a href="#">article</a>)</li><li>• Squeezed Dry - The crisis in the tomato industry (<a href="#">publication</a>)</li><li>• Tomatoes in Italy: the social cost of production (<a href="#">article</a>)</li><li>• Avocado: the cost of production (<a href="#">article</a>)</li></ul> <p>Instructions to activate the automatic subtitles in English (or other languages):</p> <p>When you open the video to watch it, it will play directly without the subtitles.</p> <ol style="list-style-type: none"><li>1. To activate the automatic subtitles, you can click on the first icon at the right bottom of the video (it looks like a comment bubble). The subtitles may appear in Italian (because of the original language spoken in the video).</li><li>2. To change the language of the subtitles, click on the icon of parameters (it looks like a gear wheel). This option allows you to change the speed of the video, the subtitles, and the quality of the video. Click on "subtitles", then click on "translate automatically", at the bottom of the black square". Now you can choose the language for the subtitles, click on it and enjoy the video!</li></ol> |





## Activity 4: Food Rights

|                                 |  |
|---------------------------------|--|
| Recommended age                 | 19-25 years old  |
| Number of participants          | 10 minimum, 30 maximum   |
| Objectives                      | <ul style="list-style-type: none"> <li>Consider food as a fundamental human right, for which people are at the centre of development and in charge of it.</li> <li>Consider access to food inextricably linked to the dignity of the person.</li> <li>Understand the difference between food as right and value and food as a simple commodity.</li> <li>Link food to social justice.</li> <li>Think about fundamental human rights, the links between them and their possibility of realisation.</li> </ul> |
| Topics addressed                | <ul style="list-style-type: none"> <li>The Universal Declaration of Human Rights, the right to food</li> <li>Food sovereignty</li> </ul>   |
| SDGs addressed                  | Goal 1: Tackling poverty<br>Goal 2: Defeating hunger   |
| Delivery setting                | This activity can be implemented either online or in person, keeping the same outline. If in person, the room should be large enough to accommodate the number of participants, so that chairs can be arranged in a circle or that they can be set aside so that the participants can move in the room.  |
| Settings and materials required | <p><b>In person workshop:</b> the use of the interactive whiteboard (if at school) or the projector is necessary, with speakers and internet connection.</p> <p><b>Online workshop:</b> internet connection, use of web-conference platform that allows for the division in breakout rooms (e.g.: Zoom, Google Meet), use of free programs online like Google Jamboard, Padlet, Mentimeter.</p>  |
| Duration                        | 2 hours in a single meeting or two 1 hour meetings   |



## Activity 4: Food Rights

### Instructions to implement the activity

Participants are introduced to the theme through an activity called "debate on the move".

The activity varies in duration depending on the number of participants, but to allow for a rich debate in which everyone can have the opportunity to speak, it is not possible to expect less than an hour.

#### Step 1 - 60 minutes

The facilitator stands at the centre of a clear classroom and will place two signs on two opposite walls on which is written "I agree" and "I disagree".

The facilitator will read some statements and participants will have to establish their position in regard to that statement and position themselves in correspondence with the chosen sign. At first, it is not allowed not to take a position. After everyone has taken sides, the facilitator will stimulate the discussion between the two groups, who will have to motivate and argue their position.

During this discussion, participants are allowed to change position.

If the activity is managed remotely, you can use the program online [mentimeter.com](https://www.mentimeter.com) to allow participants to take stances and form groups.

The number of statements may vary depending on the participants and the time available.

Here are some examples of possible statements and in brackets the topic on which it is likely to be debated:

- Food is a commodity (food associated with an economic value, implies that access to it is determined by the economic availability of each).
- We are what we eat (food as a representation of our identity, but above all of society and culture).
- Food production responds to the wishes of consumers (food as a choice and not as a basic need).
- Those who live in an abundance of food and wealth should give their excess to those who have less (the redistribution of food produced as a solution to imbalances between countries and hunger in the world).
- The cost of food is linked to its quality (Does the food production chain and the distribution of turnover respond to the real cost of labour? Who gets the biggest profits from the sale of food?)

#### Step 2 - 30 minutes

At the end of the debate, we return to the circle of chairs.

If not already established, participants are asked to reflect whether food is to be considered a fundamental human right or not and to which other rights it may be closely linked.

## Activity 4: Food Rights

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|--|--|
| <b>Instructions to implement the activity</b>                            | <p><b>Step 3 - 25 minutes</b></p> <p>Then a copy of the declaration of human rights is given to participants to let them work in couples; they are asked to read it and to identify the article that they think deals with the right to food (Article 25 of the Universal Declaration of Human Rights) and the rights connected to it. Once they have shared their research with others, they can also read other passages in a few minutes:</p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (Art. 25): <i>"Everyone has the right to a standard of living sufficient to guarantee the health and well-being of himself and his family with particular regard to nutrition..."</i></li> <li>• The International Covenant on Economic, Social and Cultural Rights (ICESCR): <i>"[the right to adequate food is] a human right, inherent in all persons, to regular, permanent and unlimited access to adequate and adequate food, both quantitatively and qualitatively".</i></li> <li>• United Nations Special Rapporteur (2002): has integrated the definition with the need to take into account the <i>"corresponding cultural traditions to which the consumer belongs, to ensure a dignified and fulfilling life at the physical and mental, individual and collective levels"</i>.</li> <li>• The General Commentary n12 of the Committee on Economic, Social and Cultural Rights: <i>"the right to adequate food is inextricably linked to the dignity of the human person and is therefore indispensable for the realization of other human rights, as enshrined in the International Charter of Human Rights. It is also inseparable from social justice, which requires the adoption of appropriate economic, environmental and social policies, both at national and international level, geared to the eradication of poverty and respect for all human rights for all"</i>.</li> </ul> <p><b>Step 4 - 5 minutes</b></p> <p>In closing, share the video What is Food Sovereignty?</p> |
| <b>Variations and additional steps to engage peers, family community</b> | <p>What emerged from the session can be shared in the family or in other communities, Article 25 of the Declaration of Human Rights can be printed and hung in various meeting places or specific places (canteens, bars, etc.) where food is consumed. The printout can be enriched with a "slogan" phrase or one that catches people's attention.</p>  |
| <b>References</b>  | <ul style="list-style-type: none"> <li>• What is Food Sovereignty? <a href="#">Video</a></li> </ul> <p>Instructions to activate the automatic subtitles in English (or other languages):<br/>When you open the video to watch it, it will play directly without the subtitles.</p> <ol style="list-style-type: none"> <li>1. To activate the automatic subtitles, you can click on the first icon at the right bottom of the video (it looks like a comment bubble). The subtitles may appear in Italian (because of the original language spoken in the video).</li> <li>2. To change the language of the subtitles, click on the icon of parameters (it looks like a gear wheel). This option allows you to change the speed of the video, the subtitles and the quality of the video. Click on "subtitles", then click on "translate automatically", at the bottom of the black square". Now you can choose the language for the subtitles, click on it and enjoy the video!</li> </ol> <ul style="list-style-type: none"> <li>• In-depth information and documentation: <ul style="list-style-type: none"> <li>• The Right to Food (<a href="#">website</a>)</li> <li>• The Right to Food: Past commitment, current obligation, further action for the future (<a href="#">publication</a>)</li> <li>• Universal Declaration of Human Rights: <a href="#">ENG</a> version, <a href="#">ITA</a> version</li> </ul> </li> </ul>  |



## Activity 5: Hunger or Waste

|  |   |
|--|---|
| Recommended age                        | 15-18 years old   |
| Number of participants                 | 10 minimum, 30 maximum  |
| Objectives                             | <ol style="list-style-type: none"><li>1. Raise awareness on issues related to hunger or under-nutrition, and excess food or hyper-nutrition.</li><li>2. Acquire an awareness about the world's condition of food production and consumption.</li><li>3. Experiment with cooperative learning techniques</li></ol>   |
| Topics addressed                       | <ol style="list-style-type: none"><li>1. World Hunger</li><li>2. Allocation of food and resources, wealth and poverty, food security.</li><li>3. Food waste</li></ol>   |
| SDGs addressed                         | Goal 1: No Poverty<br>Goal 2: Zero Hunger   |
| Delivery setting                       | This activity is best suited for in person events. The room should be large enough to accommodate the number of participants, so that chairs can be arranged in a circle and participants can be grouped together.  |
| Settings and materials required        | <b>In person:</b> for the game of bread rolls: 5 plates or containers, with enough bread rolls or other similar food. A safe alternative to prevent allergies etc. can be to use paper images of bread rolls. Necessary use of the interactive whiteboard or projector, with speakers and internet connection.  |
| Duration                               | 2 hours in a single meeting or two 1-hour meetings  |
| Instructions to implement the activity | <p>Participants are introduced to the activity without previous explanation about its meaning: "The Bread Rolls game". The activity is divided into three parts, useful to check their awareness on the issue of the distribution of population, wealth and food in the world.</p> <p><b>Step 1 - 40 minutes</b></p> <p>Participants should be divided into five groups that are not homogeneous by number, but which reflect the subdivision of the world population by economic wealth. Five simplified categories will be considered: Very Rich, Rich, Wealthy, Poor and Very Poor. It is then delivered to each group a plate or container with a number of bread rolls inside, which represent the amount of food available (each bread roll is a daily ration of food). See the tables attached for the distribution of goods according to different group sizing.</p> <p>At this point is given the freedom to each group to manage as they see fit the bread rolls that they have available.</p> <p>Once the activity is finished, it is shown to the participants that the trainer had additional bread rolls left (1/3 of the total), which were not distributed and will be thrown in the bin (see tables for exact measures).</p> |

## Activity 5: Hunger or Waste

### Instructions to implement the activity

The subdivision, assuming a number of 20 participants should be indicatively done as follows (see table).

You would distribute a total of 20 bread rolls and have 7 bread rolls left (1/3 of the total), which were not distributed and will be thrown away.

| Category       | Very Rich | Rich | Wealthy | Poor | Very Poor |
|----------------|-----------|------|---------|------|-----------|
| N° pax         | 1         | 2    | 4       | 7    | 6         |
| N° Bread Rolls | 7         | 6    | 4       | 2    | 1         |

For a number of 10 participants, the groups should be made as follows (see table).

You would distribute a total of 10 bread rolls and have 3 bread rolls left (1/3 of the total), which were not distributed and will be thrown away.

| Category       | Very Rich  | Rich | Wealthy | Poor | Very Poor |
|----------------|------------|------|---------|------|-----------|
| N° pax         | 1          | 1    | 2       | 3    | 3         |
| N° Bread Rolls | 3 and half | 3    | 2       | 1    | Half      |

For a number of 15 participants, the groups should be made as follows (see table).

You would distribute a total of 15 bread rolls and have 5 bread rolls left (1/3 of the total), which were not distributed and will be thrown away.

| Category       | Very Rich | Rich | Wealthy | Poor | Very Poor |
|----------------|-----------|------|---------|------|-----------|
| N° pax         | 1         | 2    | 3       | 5    | 4         |
| N° Bread Rolls | 4         | 5    | 3       | 2    | 1         |

For a number of 25 participants, the groups should be made as follows (see table).

You would distribute a total of 25 bread rolls and have 8 bread rolls left (1/3 of the total), which were not distributed and will be thrown away.

| Category       | Very Rich | Rich | Wealthy | Poor | Very Poor |
|----------------|-----------|------|---------|------|-----------|
| N° pax         | 2         | 3    | 5       | 8    | 7         |
| N° Bread Rolls | 7         | 8    | 5       | 3    | 2         |

For a number of 30 participants, the groups should be made as follows (see table).

You would distribute a total of 30 bread rolls and have 10 bread rolls left (1/3 of the total), which were not distributed and will be thrown away.

| Category       | Very Rich   | Rich | Wealthy | Poor | Very Poor  |
|----------------|-------------|------|---------|------|------------|
| N° pax         | 1           | 3    | 6       | 11   | 9          |
| N° Bread Rolls | 10 and half | 9    | 6       | 3    | 1 and half |





## Activity 5: Hunger or Waste

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|--|--|
| <b>Instructions to implement the activity</b>                            | <p><b>Step 2 - 45 minutes</b></p> <p>In the debriefing, focus first on how participants felt, and how they decided to manage the food at their disposal and for what reasons (there are those who will give it to others, some that instead get more, others that discuss in group, etc.).</p> <p>Then ask them to hypothesize what the activity meant: who each group represented and what the bread rolls were and why they had been distributed in that way. Listening to their hypotheses, the meaning of the game is revealed.</p> <p><b>Step 3 - 35 minutes</b></p> <p>Show participants the map of wealth and hunger. Compare the two maps and discuss together the justice or injustice of this subdivision, the connections between economic wealth and food availability. (For a complete picture of the causes of hunger and food insecurity, see the UN document on Goal 2 and the WFP Global Report on Food Crises 2020 in references).</p> <p>Finally, focus on the bread rolls thrown in the basket: they represent wasted food, meaning that food is produced for almost 12 billion people, that it is not distributed fairly, and that it is lost and wasted about a third. This situation then finds direct consequences in undernutrition and malnutrition. Observe the FAO infographic of waste and loss of food, in which the critical points and the good practices are highlighted.</p> <p>Finish the activity by watching the video “(tragic) fate of a strawberry”.</p> |
| <b>Variations and additional steps to engage peers, family community</b> | <p>What emerged from the activity can be shared in the family. For example, you could challenge participants to build together with their family a strategy to reduce food waste in their household, by writing a list of useful actions towards this goal: “How can I concretely reduce food waste in my daily life?”. The actions should be as practical as possible. After a few days, you could ask the group to reconvene and to share the new practices they have implemented and establish together which ones can be more effectively adopted by their group or their larger community. You could also push this activity one step further by asking your group to build a table in which they write down which new sustainable practices they have adopted and what are their positive consequences, for example: I’ve reduced the number of yogurt bottles I buy → as a consequence, none of them have been thrown away because expired; or I’ve bought directly from the greengrocer → as a consequence, I ate fresh products and didn’t buy an plastic wrapping.</p> <p>Lastly, you could also organize cine forums and watch the documentary film “Just eat it”, by Grant Baldwin, Canada, 2014<br/><a href="https://foodwastemovie.com">https://foodwastemovie.com</a></p>   |
| <b>References</b>  | <ul style="list-style-type: none"><li>• Global wealth report 2021 (<a href="#">downloadable document</a> in pdf, map of the distribution of wealth to pg. 11).</li><li>• <a href="#">Map</a> of hunger in the world</li><li>• UN report on global food security (<a href="#">report</a>)</li><li>• Infographic waste and food loss (<a href="#">Infographic</a>)</li><li>• Goal 2: Zero hunger. Why it matters (<a href="#">publication</a>)</li><li>• Global Report on Food Crises 2020 (pg. 20-24) (<a href="#">publication</a>)</li><li>• Life of A Strawberry (<a href="#">video</a>)</li><li>• As more go hungry and malnutrition persists, achieving Zero Hunger by 2030 in doubt, UN report warns (<a href="#">article</a>)</li><li>• The Food Insecurity Experience Scale (FIES): Bringing the numbers to life (<a href="#">video</a>) (suggested for trainer’s preparation)</li></ul>   |

## Activity 6: Biological and Food Biodiversity

|   |   |
|---|---|
| <b>Recommended age</b>                        | 15-18 years old   |
| <b>Number of participants</b>                 | 10 minimum, 30 maximum  |
| <b>Objectives</b>                             | <ul style="list-style-type: none"> <li>• Address and understand the concept of biodiversity and its close relationship with humans.</li> <li>• Stimulate reflection on the impact of human actions on the development or loss of biodiversity.</li> <li>• Raise awareness on the importance of food biodiversity (agrobiodiversity) as an integral and inseparable part of biological biodiversity.</li> <li>• Encourage the acquisition of behavioural norms for a proper relationship with food and territory.</li> </ul>   |
| <b>Topics addressed</b>                       | <ul style="list-style-type: none"> <li>• Biological biodiversity: the richness of life in the diversity of ecosystems, species and living forms.</li> <li>• The connection and interdependence between territory, environment, climate, animals and plants and humans.</li> <li>• We are what we eat: food biodiversity as a mirror of culture and lands.</li> <li>• Good practices for environmental sustainability.</li> </ul>  |
| <b>SDGs addressed</b>                         | Goal 2: Defeating hunger<br>Goal 12: Ensuring sustainable patterns of production and consumption  |
| <b>Delivery setting</b>                       | This activity can be implemented either online or in person, keeping the same outline. If in person, the room should be large enough to accommodate the number of participants, so that chairs can be arranged in a circle and participants can be divided into small groups.   |
| <b>Settings and materials required</b>        | <p><b>In person workshop:</b> stationery material (markers, post it, a very large sheet or flipchart for each group plus a large billboard for the whole group), use of the interactive whiteboard (if at school) or the projector, with speakers and internet connection.</p> <p><b>Online workshop:</b> internet connection, web-conference platform that allows for the division in breakout rooms (e.g.: Zoom, Google Meet), use of free programs online like google Jamboard, Padlet.</p>  |
| <b>Duration</b>                               | 2 hours in a single meeting or two 1 hour meetings  |
| <b>Instructions to implement the activity</b> | <p><b>Part 1: 20+ 40 minutes</b></p> <p>The group is placed in a circle. The activity starts by asking each participant their personal perceptions of each on the concept of biodiversity, which are collected in a single flipchart (or Jamboard) in which each one notes down their own keyword related to the idea of biodiversity.</p> <p>Once the various words emerged, the task of the facilitator is to identify different areas of relevance (nature/resources, culture, food/food production...) grouping the post-it along these axes, and encouraging the emergence of the concepts of interdependence and connection between territory, environments, climate, animals and plants and human.</p> <p>Once this awareness is reached, other terms will be added, if necessary, to supplement what has emerged.</p> |

## Activity 6: Biological and Food Biodiversity

|  |  |
|--|--|
| <b>Instructions to implement the activity</b>                            | <p>Propose then a game/quiz in teams (of 3 or more participants), in which the groups see some photos (the number of images to be considered varies according to the time left and the number of participants, but it is important to select at least one photo per continent) and they have to guess the country of origin, through the identification of the food depicted, and the cost of grocery shopping (for the images you can use this <a href="#">source</a> and the references to the prices of grocery shopping can be found <a href="#">here</a>).</p> <p>At the end of the game, look back at the pictures and reflect on the following aspects: amount of food available compared to the number of people; food quantity vs food quality; fresh food vs packaged food; link between culture and food, link between economic condition and food.</p> <p>Since the photographic material dates back to 2006, participants should be asked what changes according to them have occurred in recent years, both from the point of view of food choices, both of expenses (see link in sitography).</p> <p>If there is enough time, participants can be encouraged to launch a short internet search (giving 15-20 minutes available to each to retrieve the requested information), and then collect the information collected.</p> <p>The comparison between yesterday and today will bring out some interesting aspects linked to globalization: increasing the possibilities of finding foods that are foreign to their territory, loss of local food traditions, the relationship between costs and foods that are not consistent with the intrinsic value of food. Finally, take a look at the map of origin and the areas of origin of agricultural crops (see sitography).</p> <p><b>Part 2: 20+ 40 minutes</b></p> <p>Refer back to the initial brainstorming on the term "biodiversity" and ask participants to think in small groups about the causes and consequences of biodiversity loss (agriculture and intensive farming, eating habits, production and consumption of a few plant species, waste, environmental pollution...).</p> <p>As a further prompt for the discussion, you can also show the video on biodiversity "Preserve biodiversity, preserve the planet".</p> <p>Ask participants to draw or transcribe into a large sheet/flipchart the key concepts of their discussion and then each group returns to plenary the considerations made and discusses them with others.</p> <p>Finally, the group is encouraged to identify possible actions, starting with the individual, to combat the loss of biodiversity and promote its protection (reduction of waste, respect for food seasonality, consumption of local food, reduction of packaging, awareness-raising, information on the origin of food, recovery of conviviality of food for greater awareness of its value, cultural and environmental, etc.). Participants can build a "chain of best practices": Everyone will write their idea on a small sheet of paper and will give it to the closest participant, and so on, with an invitation to put it into practice.</p> |
| <b>Variations and additional steps to engage peers, family community</b> | <p>What emerged from the session can be shared in the family or in other communities, where some of the actions identified in the final phase can be undertaken.</p> <p>For example, you can suggest watching the videos or links together with people outside the group and share the thoughts that were stimulated by the activity (for example, in the family to think about how to eat etc.).</p>  |
| <b>References</b>  | <ul style="list-style-type: none"> <li>• What the world eats, 2006, by Peter Menzel: <a href="#">photos</a></li> <li>• CIAT static and interactive <a href="#">map</a> "Origins and primary regions of diversity of agricultural crops"</li> <li>• Preserve biodiversity, preserve the planet: <a href="#">video</a></li> </ul>  |

## 4. Section B - Activation

### Activity 7: Food Job Bingo

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|--|--|
| <b>Recommended age</b>                 | 19-25 years old  |
| <b>Number of participants</b>          | <p>minimum 4 - maximum 12</p> <p><i>Note: there are 8-character descriptions; in case of larger groups consider creating some more descriptions in advance (e.g. consistent with your context) or to duplicate some characters.</i></p>  |
| <b>Objectives</b>                      | To gain awareness on labour rights and work conditions, on the impact of occupational choices on food chain sustainability and on customers' choices impact on decent work and sustainability.   |
| <b>Topics addressed</b>                | <ul style="list-style-type: none"> <li>• Jobs in the food sector</li> <li>• Employability</li> <li>• Decent work</li> <li>• Occupational guidance</li> <li>• Agenda 2030</li> </ul>  |
| <b>SDGs addressed</b>                  | <p>All, with particular attention to:</p> <ul style="list-style-type: none"> <li>• Goal 5 Gender Equality,</li> <li>• Goal 8 Decent Work and Economic Growth,</li> <li>• Goal 10 Reduced Inequalities,</li> <li>• Goal 11 Sustainable Cities and Communities,</li> <li>• Goal 12 Responsible Consumption and Production</li> </ul>   |
| <b>Delivery setting</b>                | In person; it is also feasible online, if all participants are in conditions to print or receive their bingo sets in advance.  |
| <b>Settings and materials required</b> | <p>Setting:<br/>Meeting room or open-air space (if not windy).<br/>A large table with chairs around or chairs with folding tables: each participant must be able to place the bingo card in front of her/him.</p> <p>Materials:<br/>For each participant: 1 bingo card; 1 set with 17 SDGs cards to be printed in advance (see annex),</p> <p>Optional:<br/>Blackboard or Whiteboard to share notes during the discussions.<br/>Computer and projector to show videos and/or slides in case the trainer plans a structured presentation of the SDGs or of other relevant issues.</p> |
| <b>Duration</b>                        | 1 to 3 hours depending on the in-depth level and space left to discussions   |



ACRA

Food, climate and sustainability: activities for non formal learning contexts

## Activity 7: Food Job Bingo

### Instructions to implement the activity

The activity may be used within a multi-meeting path on food and sustainability, in different ways, e.g., inserted at the beginning, to open curiosity on the subject, or at an advanced moment, when the participants have acquired awareness and knowledge on these topics and can apply them to the working context.

#### **a) Introduction on the Agenda 2030** (at least 10 minutes)

This section and its duration depend upon the main objectives identified by the trainer for the activity; it may vary and also be cut, in case the participants have previous knowledge of the SDGs (e.g. when the activity is held in the frame of a longer educational pathway on these themes).

The trainer will introduce the Agenda 2030 in general, the institutions involved in its promotion and development, the 17 goals and their main content (either through a brief informal speech or with the support of a slide show or showing a video).

Tips for facilitation: in this phase you can stay on a general level and postpone the explanation of the single SDGs; they can be introduced more specifically during the game.

#### **b) Introducing awareness about our impact in the world of work** (at least 10 minutes)

Career guidance today is not the same as in the past century. We cannot count on linear pathways anymore. Questions such as "what do you want to be when you grow up?" don't make much sense today. Phenomena as globalisation, instability, technological and ICT constant innovation make it hard to make previsions. In this context we need to develop not only awareness about employability, both hard and soft skills to develop to be ready for the present and future labour market; we also need to be aware of how our impact and our way to be workers can contribute to sustainability and to a more inclusive and equal world for all. In this sense some guidance experts and scholars revised also the definitions of their discipline with this new approach, consistent with the Agenda 2030: "Guidance can and should refer to processes (cognitive and not), involved in the operations of understanding the present, on the one hand, and representing possible future scenarios, on the other, while at the same time proposing to contribute to the increase of skills necessary for the promotion of a sustainable, inclusive and quality future and development for all"(\*).

#### **c) Playing the Food Job Bingo** (at least 1 hour)

Give each participant:

- 1 bingo card;
- 1 set of Agenda 2030 goals cards;
- 1 description of a character

*You find these materials in the annexes.*

*Regarding the characters/job positions, you are finding some examples in the annex; you can design further cards referring to specific working realities in your geographical area or country; you can also get some ideas about job positions by checking the repositories set by national institutions, labour ministries etc.*

Invite each participant to read their character description aloud to the others.

Call the agenda goals 1 by 1, presenting some of their main characteristics, so that each participant may check if their character is fulfilling the Agenda goal. If they are working in line with sustainability, they will be entitled to put the goal card on the corresponding cell of the table.





## Activity 7: Food Job Bingo

### Instructions to implement the activity

The suggestion to the trainer is to read through all SDGs specific targets when preparing the session, in order to identify the most relevant ones to share with the participants during the game, associating them to examples.

During the activity you can keep the list at hand and quote the specific targets, consistent with some profiles, e.g. "8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms" is relevant with the character of Nino; "8.9: By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products". This is relevant for local organic farmers and characters referring to tourism/restaurants.

Stimulate the discussion when the choice is not obvious. Some characters seem weaker than others, how could they be empowered? How can we as customers act to change their destiny?

What could each worker of the food sector do to improve their card and advance towards completing the bingo? The facilitator can decide whether to ask this question for each goal while playing, or to postpone this kind of analysis to the debriefing, or if to play a further "second chance" round focusing on new sceneries.

In order to make the game go more fluidly, to keep the timing, and prevent boredom, you will focus and open the discussion only on the most relevant SDGs related to the food chain when the participants decide whether to put the sign on their table or not; you will let them advance with fast choices on other SDG, instead, when they are less directly linked to the world of work of food.

That means, in practice, that for the goals not strictly related to food you could let all participants put the card on that SDG - as a sort of bonus - and go ahead; alternatively, you could let participants cross the SDG that they feel apply to their case, but follow up with a specific debrief only on the main SDGs outlined before: Goal 5, 8, 10, 11, 12. Another option is to put the card fast, without a deep analysis, just doing it in line with the stereotypical aspects of their game character.

Whatever is the chosen solution, it is important to make participants aware that there is an interconnection amongst all goals: justice and sustainability require the fulfilment of all. For example, if you think about Goal 10, target 7 "10.7 facilitate orderly, safe, and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies": the restaurant manager exploits immigrants taking advantage of their illegal position. Goal 2 and 3 are connected with Nino's life and we can impact on those conditions by buying exotic food responsibly and impacting the market.

### Debriefing

After listing and positioning all goal cards (or a choice of them), check the situation, who won? Who lived in the worst scenery?

How do participants feel? Welcome their emotions and feelings. Some could have experienced hard emotions, having to cope with characters who are in a weak position or who are not in line with their personal ethics.

What can participants do in their career to build a better future if they worked in the food sector?

How can they impact the food sector as customers to improve the conditions of the workers?



## Activity 7: Food Job Bingo

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| <b>Variations and additional steps to engage peers, family community</b> | <p>Suggestions for young people for a follow up:</p> <ul style="list-style-type: none"><li>• Chat with people amongst your acquaintances who work in different positions in sectors related to food, how they feel they can have an impact in their work context and on society and the environment by their professional activity?</li><li>• Chat with your friends and other young people: how can you build your career combining your personal characteristics, talents and skills with sustainability and inclusion?</li><li>• How can customers impact the food sector, production, and distribution in order to improve the conditions of the food chain workers?</li></ul>  |
| <b>References</b>  | <ul style="list-style-type: none"><li>• Transforming our world: The 2030 Agenda for Sustainable Development (<a href="#">publication</a>)</li><li>• <a href="#">Short introduction video</a>: 17 SDGs</li><li>• Employment, decent work for all and social protection (<a href="#">website</a>)</li><li>• Sustainable Development Goals: Improve Life All Around The Globe (<a href="#">video</a>)</li><li>• Monitoring the 2030 Agenda for Sustainable Development: the role of FAO (<a href="#">video</a>)</li><li>• Decent work (<a href="#">website</a>)</li><li>• ESCO (European Skills, Competences, Qualifications and Occupations) (<a href="#">website</a>)</li><li>• Decent Rural Employment (<a href="#">website</a>)</li></ul> <p>For Italy, 3 minutes introducing the SDG goals and the Italian Alliance for Sustainable Development: (video <a href="#">English version</a>; <a href="#">Italian version</a>)</p> <p>For Germany (<a href="#">video in English</a>): 3 minutes introducing the SDG goals by the Federal Ministry for Economic Cooperation and Development</p> <p>For Italian readers:</p> <ul style="list-style-type: none"><li>• Nota L., Soresi S. &amp; Santilli S., IL CONTRIBUTO DELL' ORIENTAMENTO E DEL COUNSELLING ALL'AGENDA 2030. Padova: Cleup, 2019</li><li>• (*) Soresi S., Nota L. et al., L'Orientamento e la progettazione professionale. Per un futuro inclusivo e sostenibile. Bologna: Il Mulino, 2020</li></ul> |



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## Activity 7: Food Job Bingo

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| <p><b>Annexes</b></p> | <ul style="list-style-type: none"> <li>• <b>Bingo cards</b></li> <li>• <b>Agenda 2030 cards</b></li> <li>• <b>List of characters – job positions:</b></li> </ul> <ol style="list-style-type: none"> <li>1. You are Louis, an organic farmer, you are taking care of respecting the environment, earth, and waters, but you are not in the best conditions for a decent work, buyers pay late and not fair prices. You are not aware of gender balance issues and women are not treated equally in your family company.</li> <li>2. You are Tina, an organic farmer, you are taking care of respecting the environment, earth, and waters, but you are not in the best conditions for a decent work, buyers pay late and not fair prices. You are working for a family company managed by your husband, who is not aware of gender balance issues and women are not treated equally there.</li> <li>3. You are Jasmin, a cook working in a vegan restaurant, where the company takes care of respecting the environment, earth, and waters. The salary is good and regular, but you are not in the best conditions for decent work, your working schedule is very intensive, requiring evenings and weekends, so it is really hard to be the mother you'd love to be for your children.</li> <li>4. You are Carlo, a cook working in a fast-food restaurant, where the company is only focused on business, lacking any respect for the environment, earth, and waters. The salary is regular, even if not very high, and your working schedule is compatible with your family life, also because the location is close to the city station, making it very fast to reach home by all transport means.</li> <li>5. You are Lina, the manager of a fair-trade shop. You have a regular work contract; the welfare system covers your maternity leave and kindergarten for your children. All products sold in your shop were produced respecting the environment and working conditions for all the food chain.</li> <li>6. You are John, the owner of a restaurant. Your main aim as an entrepreneur is profit, you don't care about respect for the environment, earth and waters, for the quality of the served food nor for the working conditions of your employees, some of whom don't even have a contract. Your employees are paperless immigrants that you are exploiting, and your female employees are harassed by some customers, but you consider it normal.</li> <li>7. You are Nino, a child working in agriculture, your boss pays you a very low salary, the fields where you work are contaminated by chemical products, your mom works there, too, and had pregnancy problems due to their toxicity; your family does not earn enough to assure an appropriate nutritional intake to its members.</li> <li>8. You are Linda, you deliver food to private customers in the city using your motorcycle, you are not regularly employed. The agreement with the company pushes you to drive very fast to earn enough money for a living; that is quite dangerous, especially when the weather is bad.</li> </ol> |
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Annexe: Bingo cards



# THE GLOBAL GOALS

For Sustainable Development



Annexe: Bingo cards



# THE GLOBAL GOALS

For Sustainable Development





Annexe: Agenda 2030 cards



Annexe: Agenda 2030 cards



Annexe: Agenda 2030 cards



## Activity 8: Work and Food -

### Interviews on Sustainability & Employability

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| <b>Recommended age</b>                 | 15-25 years old   |
| <b>Number of participants</b>          | minimum 3 - maximum 30<br>In case of large groups consider to set smaller groups for some discussions and organisational phases.  |
| <b>Objectives</b>                      | <ul style="list-style-type: none"> <li>• Develop awareness on employability and decent work.</li> <li>• Explore how sustainability and decent work - with a special focus on professions linked to food - can be tied with employability.</li> <li>• Get more knowledge of the world of work, job positions and skills required.</li> <li>• Improve the network amongst young adults and people in the labour market.</li> </ul>  |
| <b>Topics addressed</b>                | <ul style="list-style-type: none"> <li>• Decent Work</li> <li>• Career planning</li> <li>• Sustainability</li> <li>• Food production, Food chain, consumption</li> </ul>  |
| <b>SDGs addressed</b>                  | Goal 8: Decent Work and Economic Growth<br>Goal 11: Sustainable Cities and Communities<br>Goal 12: Responsible Consumption and Production   |
| <b>Delivery setting</b>                | Applicable both online and in presence (preferable); blended solutions can also be applied to the different phases.   |
| <b>Settings and materials required</b> | <p><b>In presence workshop:</b> Meeting room or open-air meeting area for the discussions; meeting spaces or working places for the interviews.</p> <p><b>Online workshop:</b> Check availability of suitable devices and platforms (e.g.: Zoom, Meet etc.) both for the group activity and for the interviews with the workers.</p>  |
| <b>Duration</b>                        | 3 steps, in different days: <ul style="list-style-type: none"> <li>• Introductory and organisational meeting: min 1 hour the first encounter, followed by time needed for contacts and organising the interviews.</li> <li>• 1 or more interview/s to workers: ca. 1 hour (or variable according to availability and in-depth level)</li> <li>• Debriefing - at least 1 hour</li> </ul> Optative: video production or editing of the texts for publication in local magazines, social media, etc. |



## Activity 8: Work and Food - Interviews on Sustainability & Employability

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| <b>Instructions to implement the activity</b> | <p><b>Pre-Requirements:</b><br/>Having already covered the themes related to sustainable food production and consumption in previous sessions and activities; and/or to work with participants who have previous basic knowledge in this field.</p> <p><b>1<sup>st</sup> step: Introduction on the issues of decent work and employability</b><br/>Define the two concepts and explain their main characteristics:</p> <ul style="list-style-type: none"><li>• ILO defines "Decent work" as summing up "the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men."</li><li>• CEDEFOP defines Employability as a "Combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their careers."</li></ul> <p>It is a complex concept that involves external elements, depending on the context, economic situations, geographical areas etc. and personal elements, tied to many dimensions, first of all soft and hard skills, but also the knowledge of the world of work, the personal networks available etc.</p> <p>Explore the jobs connected to food production, marketing, etc. in a brainstorm with the participants.<br/>Which ones result more consistent with sustainability?</p> <p>Are there these kinds of professionals in the neighborhood, in their community or city?</p> <p>Facilitate this research process by suggesting to think about the different steps of the supply chain, the different subjects involved, the different types of companies (startups / social enterprises / etc.); for a deeper approach you can also suggest to co-operate with vocational training institutes and courses.</p> <p>The idea is to meet and interview them, so to get a range of information on various fronts: knowledge of the (sustainable) food sector, of different skills implied, choices and personal stories behind careers, dimensions involved in employability.<br/>See who could be interviewed, find relevant stakeholders, contact them, take appointments for interviewing the workers (it can be either at their workplaces, better, or at other suitable venues or on Internet platforms).<br/>Decide who in the group will be in charge of the interview/s (if more people will be visiting one worker or one or two per worker, in order to cover more possible workplaces and targets and then report the results to the group and in what form, etc.).</p> |
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## Activity 8: Work and Food - Interviews on Sustainability & Employability

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| <p><b>Instructions to implement the activity</b></p> | <p><b>2<sup>nd</sup> step: Into action: interviewing the workers.</b><br/>Preparing the interviews (to be held and organised by young people):</p> <ul style="list-style-type: none"> <li>• Find a suitable moment and place in advance for the interview, by an appointment. In this way you'll have the availability of the person/s not to bother them while working and not to be disturbed by external elements (noise, calls etc.).</li> <li>• Make an hypothesis of how much time you will need and inform the person when scheduling the meeting, so to confirm their availability (e.g. consider 1 hour as a realistic duration for the questions listed below).</li> <li>• Give them also a draft of the questions so as to enable them to reflect on the contents in advance.</li> <li>• Ask permission if you want to take notes, etc.</li> <li>• Ask for a written permission if you want to take pictures or to make a video during the interview (privacy issues etc) for images (check your national laws and prepare a form to sign).</li> </ul> <p>During the interview:<br/>Facilitate it by keeping the timing, so to moderate the duration of each answer consistently with the total available time. Please consider that this could be hard, especially for the first two questions, if people tell you about their life history and how they developed their career, that is a very delicate passage, people put themselves in it, career is an important part of our identity.</p> <p><b>Template for the interview - questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Can you tell us a few words introducing yourself and your job?</i></li> <li>• <i>How did you choose to do this job?</i></li> <li>• <i>What skills do you consider important and useful to carry out (thinking about both hard and soft skills)?</i></li> <li>• <i>In modern career counselling, the dimensions of "courage" and "hope" are considered very important, do you think you have applied them? If so, how?</i></li> <li>• <i>Did you or do you face any special challenge in your work?</i></li> <li>• <i>What does it mean for you to work in a sustainable and ethical professional field of the food sector?</i></li> <li>• <i>What is your opinion about this professional sector's situation, do you think there is room for young people and in general for new workers in the future?</i></li> <li>• <i>What skills do you suggest developing for those interested in working in this field?</i></li> <li>• <i>Do you want to give any further advice or comments?</i></li> </ul> <p><b>3<sup>rd</sup> Step</b><br/>In this phase the group members meet analysing the contents of what emerged during the interviews.<br/>The trainer facilitates the debriefing focusing on the learning outcomes, what new knowledge emerged regarding what aspects have to be kept in mind for those willing to work in the food sector with a special attention to sustainability? What skills need to be performed and developed, what challenges are to be faced?<br/>If there were more people interviewed and different working contexts: what similarities can be highlighted, what differences?</p> <p><b>4<sup>th</sup> Step</b><br/>Optative: creating videos and/or articles, etc. for follow up activities and further dissemination of the results.</p> |
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## Activity 8: Work and Food - Interviews on Sustainability & Employability

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| <p><b>Variations and additional steps to engage peers, family community</b></p> | <p>According to research, 70% of all jobs are not published publicly (e.g., on jobs sites, news, etc.), a high percentage of jobs are found through personal and professional connections; in a dramatically shifting labour market, networks are fundamental for a successful career.</p> <p>These kinds of activities are therefore a meaningful contribution to employability, by enlarging the youngsters' network and contributing to creating a clearer portrait of the world of work.</p> <p>Family and community can be engaged in various ways in this activity, first of all by helping to find workers in line with the research to be interviewed.</p> <p>For a deeper approach you can also cooperate with vocational training institutes and courses helping participants to know the educational pathways envisaged to cover specific job positions and to get more knowledge on those available in your local area, city etc., the availability of grants, etc.</p> <p>You can also get info in advance on the guidance services available so to allow your youngsters to contact them and get support to be more informed on courses and job areas together with a professional improvement of their knowledge of self and personal attitudes and opportunities for more aware and successful career choices.</p> <p>Source - <a href="#">At least 70% of jobs are not even listed – here's how to up your chances of getting a great new gig</a></p> |
| <p><b>References</b></p>  | <ul style="list-style-type: none"> <li>• Introduction to <a href="#">Decent Work</a> by the International Labour Organization</li> <li>• <a href="#">Glossary</a> by Cedefop: one of the EU's decentralised agencies, it supports development of European vocational education and training (VET) policies and contributes to their implementation.</li> <li>• <a href="#">ESCO</a> is the multilingual classification of European Skills, Competences, Qualifications and Occupations</li> <li>• The Food and Agriculture Organization (FAO) introducing <a href="#">Decent Rural Employment and green job</a></li> <li>• <a href="#">Toolkit</a> for youth workers on employability</li> </ul> <p>For Italian readers:</p> <ul style="list-style-type: none"> <li>• Nota L., Soresi S. &amp; Santilli S., Il contributo dell'orientamento e del counselling all'agenda 2030. Padova: Cleup, 2019 and article: <a href="https://asvis.it/approfondimenti/22-3294/il-contributo-dellorientamento-allagenda-2030">https://asvis.it/approfondimenti/22-3294/il-contributo-dellorientamento-allagenda-2030</a> (reporting references in English)</li> <li>• Soresi S., Nota L. et al., L'Orientamento e la progettazione professionale. Per un futuro inclusivo e sostenibile. Bologna: Il Mulino, 2020</li> </ul>  |



## Activity 9: Ethical Purchasing Groups

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| <b>Recommended age</b>                 | 15-18 and 19-25 years old   |
| <b>Number of participants</b>          | minimum 6   |
| <b>Objectives</b>                      | <ul style="list-style-type: none"> <li>• Stimulate reflection on the impact of food choices on lifestyle.</li> <li>• Introduce the concept of critical consumption as a deepening of knowledge of a product and conscious and responsible choice in ecological, food and economic.</li> <li>• Encourage the acquisition of good sustainability practices.</li> <li>• Encourage new and different forms of relationship, knowledge and solidarity.</li> <li>• Give an active role to every individual in the social and economic process.</li> </ul> |
| <b>Topics addressed</b>                | <ul style="list-style-type: none"> <li>• Critical consumption in small steps: "What can I do to make my food behaviour responsible in every aspect?"</li> <li>• Joining forces and collaborating ethical purchasing groups as a participatory form of critical and responsible consumption and concrete example of support for the sustainable economy.</li> <li>• Direct knowledge of a producer. New forms of relationship between producer and consumer to give a fair value to the product, respecting work and the environment</li> </ul>      |
| <b>SDGs addressed</b>                  | Goal 12: Responsible consumption and production   |
| <b>Delivery setting</b>                | This activity can be implemented either online or in person, keeping the same outline. If in person, the room should be large enough to accommodate the number of participants, so that chairs can be arranged in a circle and participants divided in small groups.  |
| <b>Settings and materials required</b> | <p><b>In presence workshop:</b> stationery (markers, post it, small and large sheets).</p> <p><b>Online workshop:</b> internet connection, possibility to use an online communication platform and a virtual blackboard (Jamboard or documents on Drive) to share.</p>  |
| <b>Duration</b>                        | 2 hours in a unique encounter   |



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## Activity 9: Ethical Purchasing Groups

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| <p><b>Instructions to implement the activity</b></p> | <p><b>Step 1 - 15 to 20 minutes</b></p> <p>Participants are introduced to the activity by answering some questions aimed at identifying motivations, priorities, and objectives with respect to the purchase and consumption of food.</p> <ol style="list-style-type: none"> <li>1. Lately, with regards to food and nutrition, what do you pay particular attention to? (Indicate the answers in order of importance, from 1 the most important, then 2, etc.)             <ol style="list-style-type: none"> <li>a. Buy cheap food to save money.</li> <li>b. Increase your home-cooked meals.</li> <li>c. Reduce the amount of monthly expenditure.</li> <li>d. Buy genuine food.</li> <li>e. Decrease the amount of food waste.</li> </ol> </li> <li>2. What factors are important in choosing one food product over another? (Indicate the answers in order of importance, from 1 the most important, then 2, etc.)             <ol style="list-style-type: none"> <li>a. Brand</li> <li>b. Price</li> <li>c. Place of production</li> <li>d. Origin of the raw material</li> <li>e. Organoleptic qualities (appearance, taste, consistency of the product, ...)</li> <li>f. Quality certifications (D.O.P, I.G.P, integrated production, ...)</li> <li>g. Type of production process</li> </ol> </li> <li>3. What would motivate you to change your eating habits? (Indicate the answers in order of importance, from 1 the most important, then 2, etc.)             <ol style="list-style-type: none"> <li>a. Have reliable, quality and organic products</li> <li>b. Saving money</li> <li>c. Consume more critically and carefully</li> <li>d. To look for a practical daily alternative to the consumption model and traditional economy</li> <li>e. Respect the environment and reduce waste (packaging, packaging, etc.)</li> <li>f. Get to know the local food producers directly</li> <li>g. Promoting better working conditions for people involved in food production</li> <li>h. Other (indicate)</li> </ol> </li> </ol> <p><b>Step 2 - 20 min</b></p> <p>Once the questions are answered, the participants will be able to start to experience the creation of an ethical purchasing group.</p> <p>The activity is a simulation, aimed at providing them with tools and information necessary and sufficient for the purpose.</p> <p>The answers to the mini questionnaire are compared and the reasons for the response choices are explained.</p> |
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## Activity 9: Ethical Purchasing Groups

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| <p><b>Instructions to implement the activity</b></p> | <p><b>Step 3 - 1 hour</b></p> <p>Participants are divided into small groups of minimum 6 up to 8 people, based on the affinity of response, or, if the answers are all more or less similar, the participants are allowed the freedom to spontaneously aggregate.</p> <p>Each group will have to equip itself with the material to record the choices and decisions taken.</p> <p>The clear premise to do is that an Ethical Purchasing group:</p> <ul style="list-style-type: none"> <li>• is a spontaneous group of people who share the same needs and who share the same principles and is composed of volunteers (at least at an early stage, as long as it remains an informal group), unless specific agreements are reached between the members of the group.</li> <li>• requires an investment of time and energy, depending on the size of the group and the quantity and mode of purchase.</li> <li>• draws its strength from the dialogue between its members and the relations established between them and between them and producers.</li> </ul> <p>Each group will have to carry out the following steps, in order to reach the creation of an “operational plan”, always keeping in mind the research criteria established according to the priorities identified at an early stage:</p> <ol style="list-style-type: none"> <li>1. In group: identify the products you would like to buy and make a list.</li> <li>2. A couple: make an Internet search on the ethical purchasing groups already present in the area of residence, look for and pin some useful contacts for the eventual aggregation to an already active ethical purchasing group, or to increase information on producers and products available for direct sale.</li> <li>3. Another pair: Internet search of producers: local/neighbouring producers, organic producers, small producers, “ethical” producers (for example, fair trade producers, or members of transparent price campaigns, etc.), producers with preferential ethical purchasing groups’ tariffs, producer cooperatives, etc. It would be desirable to get to know the producers directly. In this regard, once a contact has been established, a visit should be arranged.</li> <li>4. In groups: share research results and determine the actions to be carried out. Divide the tasks for each member of the group, for example: 1. organization of the calendar according to the necessity of purchase - once a month to es. - and convocation of meetings/of the group; 2. collection and shipment of the orders; 3. contact with producer and/or agricultural cooperative for the withdrawal or delivery of the goods; 4. subdivision and distribution of goods; 5. collection of money and payment.</li> <li>5. In group: collection of other ideas to implement, improve individual previous actions.</li> </ol> <p><b>Step 4 - 20 minutes</b></p> <p>If more groups were working, at the end, invite them to expose their “operational plan” to others in a plenary session.</p> |
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## Activity 9: Ethical Purchasing Groups

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| <b>Variations and additional steps to engage peers, family community</b> | <p>What emerged from the path can be shared in the family or in other communities, where Ethical purchasing groups can be put into practice.</p> <p>Participants are also invited to map and get in touch with local pre-existing groups or local producers.</p>   |
| <b>References</b>  | <ul style="list-style-type: none"><li>• Ethical consumer (<a href="#">website</a>)</li><li>• Can our ethic of consumption change the amount of food we waste? (<a href="#">article</a>)</li></ul> <p>For Italian readers:</p> <ul style="list-style-type: none"><li>• Gruppi di acquisto solidale (<a href="#">article</a>)</li><li>• Gruppi d'acquisto solidale per 6 milioni, la spesa collettiva con il Covid diventa 4.0 (<a href="#">article</a>)</li><li>• Economia solidale (<a href="#">website</a>)</li></ul> |

## Activity 10: Critical Consumption and Sustainable Lifestyles

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| <b>Recommended age</b>                        | 15-25 years old   |
| <b>Number of participants</b>                 | 10 minimum, 30 maximum  |
| <b>Objectives</b>                             | <ul style="list-style-type: none"> <li>• Stimulate reflection on the impact of food choices in lifestyle.</li> <li>• Introduce the concept of critical consumption as a conscious and responsible choice from an ecological, food and economic point of view.</li> <li>• Give an active role to every individual in the social and economic process.</li> </ul>   |
| <b>Topics addressed</b>                       | <ul style="list-style-type: none"> <li>• Food consumption and lifestyle</li> <li>• Critical and responsible consumption</li> </ul>  |
| <b>SDGs addressed</b>                         | Goal 12: Responsible consumption and production   |
| <b>Delivery setting</b>                       | This activity can be implemented either online or in person, keeping the same outline. If in person, the room should be large enough to accommodate the number of participants, so that chairs can be arranged in a circle and participants divided in small groups.  |
| <b>Settings and materials required</b>        | <p><b>In presence workshop:</b> stationery equipment (markers, very large sheets or flipcharts for each group), use of interactive whiteboard or projector, with speakers and internet connection.</p> <p><b>Online workshop:</b> internet connection, web-conference platform that allows for the division in breakout rooms (e.g.: Zoom, Google Meet), use of free programs online like google Jamboard, Padlet (optional).</p>   |
| <b>Duration</b>                               | 2 hours in a single meeting or two 1-hour meetings  |
| <b>Instructions to implement the activity</b> | <p><b>Step 1 - 20 to 30 minutes</b></p> <p>The first activity proposed will try to explore the meaning of "critical consumption". It is not necessary that participants know in advance what critical consumption is, the activity starts from the two words - "consumption" and "critical" - to reach the meaning in its completeness and actuality.</p> <p>Participants will be divided into two or more groups and each group will have to identify what they believe critical consumption is and is not. (With two billboards - critical consumption is - critical consumption is not). Then the two boards will be read, compared, and integrated if necessary.</p> <p>A relevant video may be shown (i.e., See in the references "Consumer society - Sustainability" or "Why do we need to change our food system?" or for Italian audience: Critical consumption and good practices").</p> |

## Activity 10: Critical Consumption and Sustainable Lifestyles

| Instructions to implement the activity  | <p><b>Step 2 - 1 hour</b></p> <p>The next activity wants the participants divided into small groups of 4-5 members. Each group is assigned one of the two scenarios to be developed, trying to identify with a particular socio-cultural-economic condition:</p> <ul style="list-style-type: none"><li>• Family, two adults and three children of school age. The father works full time, the mother part-time precarious. They own an apartment in the context of two condominiums with a shared garden. Average standard of living. Their primary goal is saving. How to reconcile it with a critical consumption choice?</li><li>• Public middle school with indoor canteen and two out of four long-time sections. Its primary objective is consumer education and environmental sustainability. How can such an educational choice be reconciled with a concrete action of critical consumption?</li></ul> <p>Each group will try to create a simplified model of critical consumption focusing on: difficulties, advantages, disadvantages, actions to be carried out. To facilitate reflection, the brainstorming done previously is recovered by focusing the attention of the participants on what emerged, and for the creation of a model that acts as an answer to the question submitted, the following scheme can be followed.</p> |   |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|   | <table><tr><th>NEEDS expressed at the beginning (for example: saving money, eating healthy etc.)</th><th>ACTIONS to be employed to fulfil each need</th><th>OBSTACLES that they might encounter</th><th>BENEFITS gained from carrying out this action</th><th>DISADVANTAGES encountered from carrying out this action</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>  | NEEDS expressed at the beginning (for example: saving money, eating healthy etc.) | ACTIONS to be employed to fulfil each need | OBSTACLES that they might encounter           | BENEFITS gained from carrying out this action           | DISADVANTAGES encountered from carrying out this action |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <p><b>Step 3 - 30 minutes</b></p> <p>The projects will be briefly presented and discussed together.</p> |  |   |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Variations and additional steps to engage peers, family community                                       | <p>What emerged from the path can be shared in the family or in other communities, where some of the actions identified in the final phase can be undertaken. To implement the activity, it is useful to have done the activity “Ethical purchasing groups”</p>  |   |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



## Activity 10: Critical Consumption and Sustainable Lifestyles

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| <b>References</b> | <ul style="list-style-type: none"><li>• <a href="#">Consumer society - Sustainability</a></li><li>• <a href="#">Why do we need to change our food system?</a></li><li>• <a href="#">Ethical Consumerism</a></li><li>• <a href="#">Guidance criteria for critical consumption</a></li><li>• Decalogue of the critical consumer: <a href="#">infographic 1</a>, <a href="#">infographic 2</a></li><li>• <a href="#">Video goal 12 in English</a></li><li>• For Italian speakers: <a href="#">Video critical consumption and good practices</a></li></ul> <p>Instructions to activate the automatic subtitles in English (or other languages):<br/>When you open the video to watch it, it will play directly without the subtitles.</p> <ol style="list-style-type: none"><li>1. To activate the automatic subtitles, you can click on the first icon at the right bottom of the video (it looks like a comment bubble). The subtitles may appear in Italian (because of the original language spoken in the video).</li><li>2. To change the language of the subtitles, click on the icon of parameters (it looks like a gear wheel). This option allows you to change the speed of the video, the subtitles, and the quality of the video. Click on "subtitles", then click on "translate automatically", at the bottom of the black square". Now you can choose the language for the subtitles, click on it, and enjoy the video!</li></ol> |
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**[www.foodwave.eu](http://www.foodwave.eu)** - **[info@foodwave.eu](mailto:info@foodwave.eu)**  
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**ACRA** is a Milan-based non-governmental organization, engaged for over 50 years in the fight against poverty and in international cooperation on: food, education, water, energy and environment. In Europe and in Italy it fosters a culture of dialogue, integration, intercultural exchange and solidarity. For more than 30 years it has been implementing projects, initiatives and workshops on Active and Global Citizenship Education.

ACRA, via Lazzaretto 3 - 20124 Milano  
CF 97020740151 - T +39 02 27000291  
**[www.acra.it](http://www.acra.it)**

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Xena, via Citolo da Perugia 35 - 35138 Padova  
CF 92091670288 - T +39 049 8752322  
**[www.xena.it](http://www.xena.it)**



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