Food Wave Empowering Urban Youth for Climate Action

Teaching Kit for Global Citizenship Education

By Mani Tese

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Contents:

CONTEXT OF REFERENCE OF THE KIT

This educational kit forms part of the activities of *Pillar 1 'Awareness'*, of the **Food Wave project**. Its main purpose is to systematize, narrate and make replicable all the Global Citizenship Education experiences carried out during the project, both in formal contexts and in non-formal and informal environments. The underlying idea is to share experiences in Global Citizenship Education[1] that contemplate the same thematic frameworks as Food Wave and to launch them externally with a view to replicability and greater distribution of the positive messages in the project.

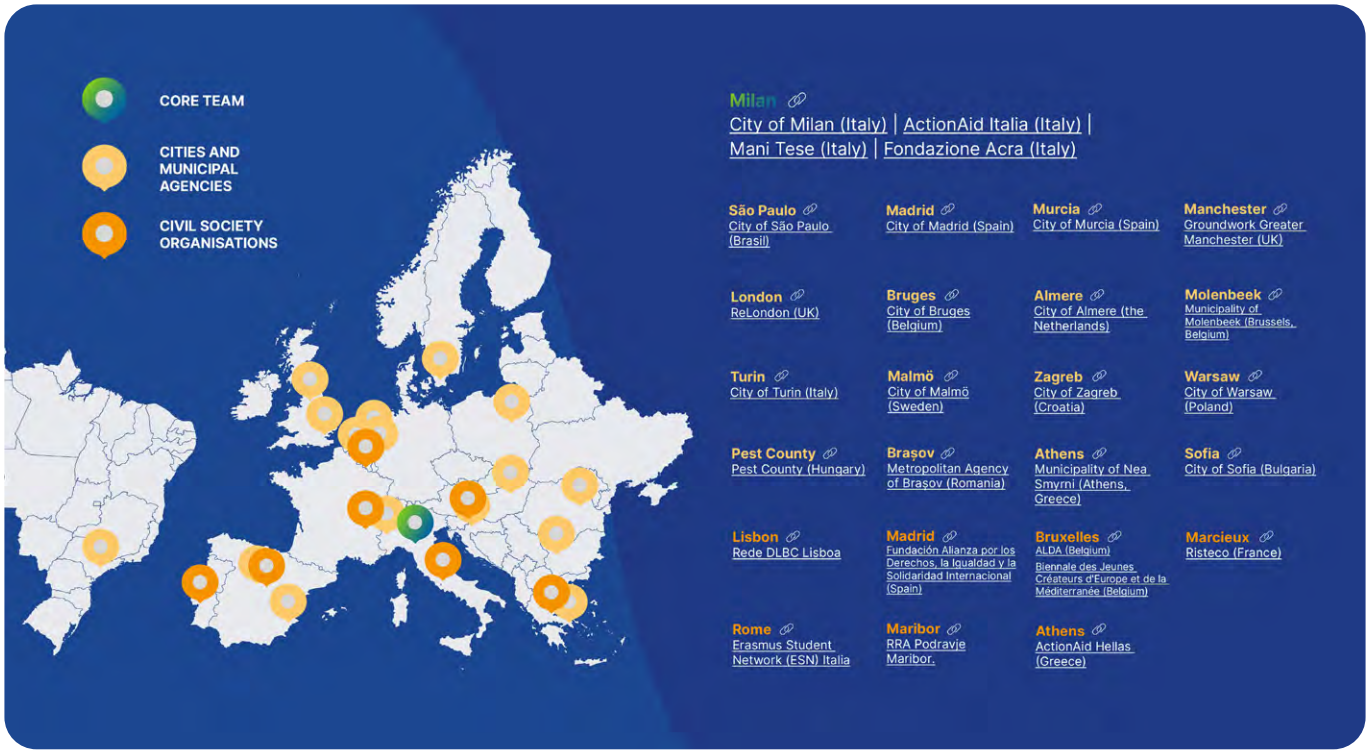
The output consists of a brief summary of Food Wave with thematic references, and the theoretical elements underlying the kit together with a series of learning units resulting from experiences by European partners.

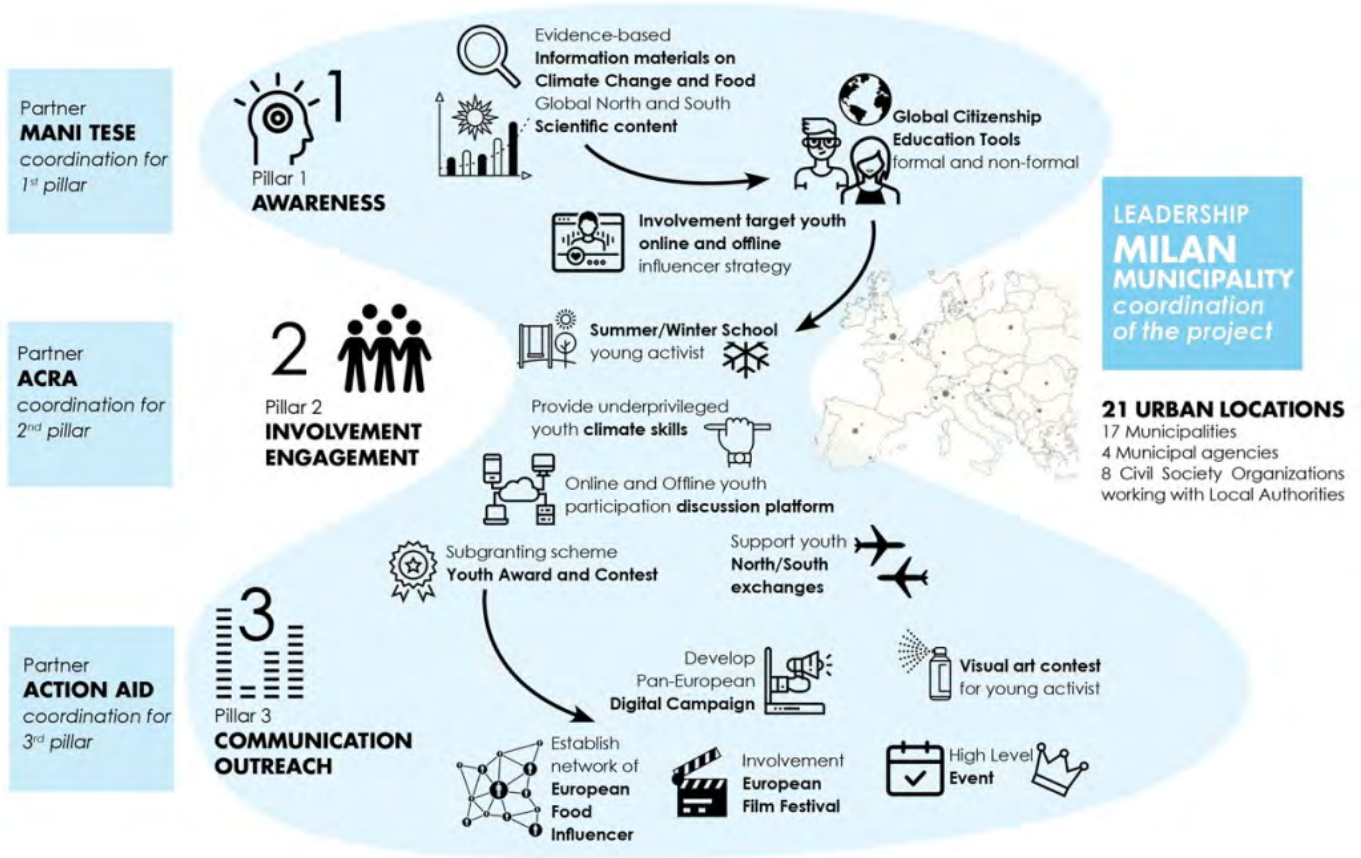
[1] https://www.unesco.org/en/global-citizenship-peace-education

THE FOOD WAVE PROJECT

Food Wave is a project co-financed by the European Union's DEAR programme. It aims to **create new alliances between institutions, civil society and young people for the sustainable and inclusive future of our cities.**

The Municipality of Milan leads the project, with the involvement of 16 countries in the partnership through a network of 28 partners, municipalities and civil society organizations, including Mani Tese NGO, ActionAid Italia and ACRA Foundation, which manage the project together with the Municipality of Milan.





The general goal of the project is to **increase** the knowledge and **awareness** of European Union citizens regarding the **link between food and climate** so that they can engage in the much-needed environmental, social and economic transition. This translates into the specific objective of increasing knowledge and the involvement of young people (15-35 years) in Member States reached by the project, activating them as endorsers of new food consumption styles and as ambassadors towards adults regarding the urgency of making urban food systems greener, fairer and more inclusive. The main result: **people become committed to actively changing their food consumption behaviour and promoting the shift to ecological and inclusive urban food systems**, contributing to the European Union's efforts to mitigate and adapt to climate change.

Global food production is responsible for a third of global greenhouse gas emissions. In addition, more than a third of annual food production is wasted, producing a significant impact on both the climate and environment. Therefore, dealing with the food system - from production models to consumption models - is necessary in finding concrete answers to the climate crisis, both in the context of economic change and from the perspective of daily life.

Changing food production and consumption patterns is therefore one of the main challenges to face in the attempt to mitigate and adapt to ongoing climate change. To do this, it is necessary to review the rules and governance in the current system on all levels while increasing the level of awareness of all actors in the supply chain, from the field to the plate.

In this respect, young people are a fundamental target of education, awareness and training, not only because they represent the ruling class of tomorrow but also because they are the most powerful agents of change that can be activated.

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THEORETICAL ASSUMPTIONS

To better define the teaching cards present in the document and therefore make them truly accessible and usable in various types of educational contexts, a theoretical in-depth analysis of the issues addressed in the project is needed, especially in terms of global challenges.

It is now an undisputed fact that there is a close relationship between climate change, land and nutrition. Food production (agricultural and livestock activities) is responsible for a fifth of greenhouse gas emissions, especially if we consider the pre-production and post-production supply chains. The FAO (United Nations Food and Agriculture Organization), in welcoming the IPCC special report on the relationship between climate change, land and food[2], insists on "how systematic soil degradation, deforestation, desertification, unsustainable agricultural practices and the disappearance of biodiversity are transforming our land into one of the main sources of carbon, putting our food security and the environment at greater risk". What is most criticized is high food waste (about a third of the food produced is lost or wasted) and how the continuous increase in greenhouse gas emissions is closely connected to the system used to produce and consume the food we eat.

While scientific data on a global level highlight a connection (with negative trends) between food production/consumption and climate change, studies of these argumentations have led to a search for alternative systems to mitigate such damage, especially considering the adoption of governance processes that can promote real, better territorial planning through different approaches with respect to sustainability and ecosystem protection on all levels and in all areas affected by food production.

[2] https://ipccitalia.cmcc.it/climate-change-and-land/

To strengthen these concepts, Mani Tese has created three case studies within Food Wave to investigate evidence of the impact of food production and consumption on the environmental crisis among countries in northern and southern areas of the world. The goal is to highlight the interconnections between the food system and climate change while also raising awareness among young people targeted by the project on the topic of **conscious consumption**. In particular, three field missions were carried out in Colombia, Guinea Bissau and Ivory Coast to analyse the avocado, cashew and cocoa production chains, **respectively**[3]. The objective was threefold: to verify the environmental and social impacts of very 'trendy' foods among young Europeans and beyond, to highlight the consequences of increasingly high demand on the countries where these foods are produced, and to present clear information regarding possible alternative and virtuous production practices.

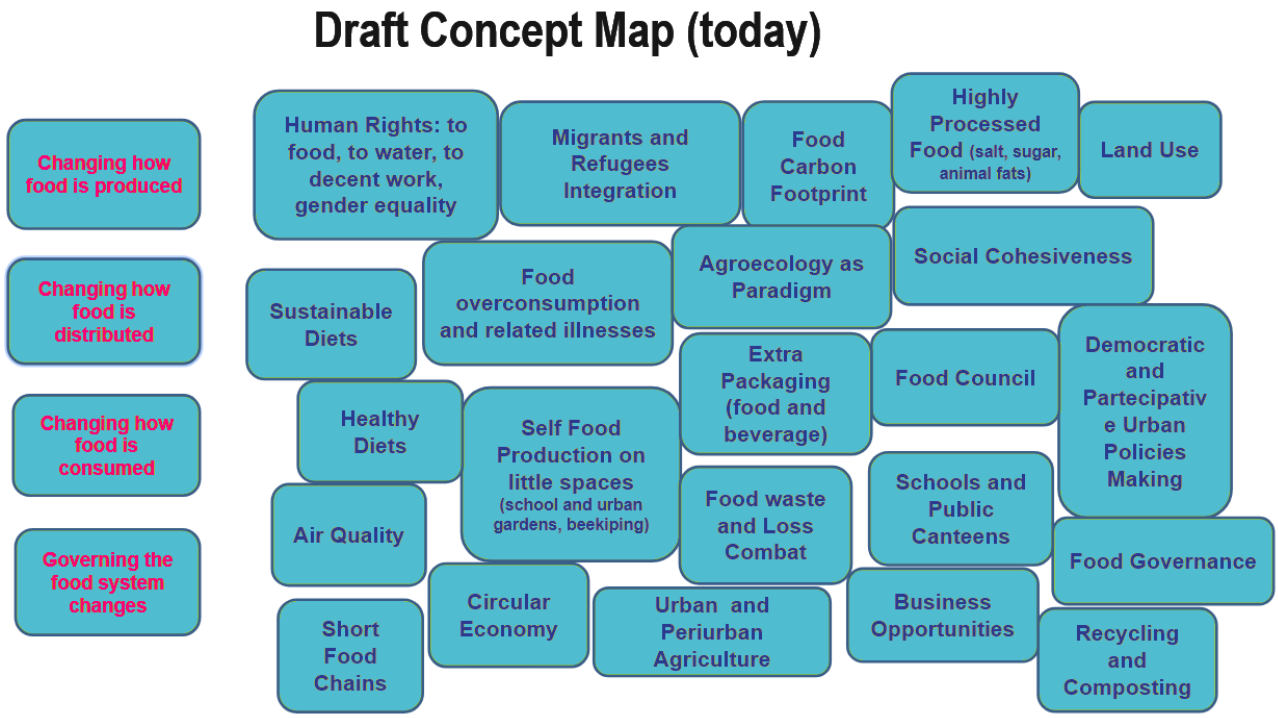
[3] https://foodwave.eu/library/

The Food Wave project, through its thematic focuses, therefore intends to contribute to a **change in thinking** especially among the younger generations, the bearers of innovation and energy, to present actions to support global challenges. Food Wave not only 'denounces' a system that is harmful to the planet and human rights; it also explores global challenges with respect to the 2030 Agenda and Sustainable Development Goals, supporting the interconnections that are so essential for achieving the different targets. **Awareness and action become the key words** for the development of the project activities and expected results, especially with respect to young people, active citizens responsible for achieving a **positive change towards a fair and sustainable planet**[4] **within Global Citizenship** Education[5], the educational approach that guarantees these dynamics between awareness and action.

The kit collects some educational and training experiences in Global Citizenship Education workshops on the topics and global challenges addressed in the project as carried out in partner countries and different contexts. The common starting point was the following conceptual map, which was used to develop a shared structure of learning units for discussion with the partners.

[4] https://sdgs.un.org/goals/goal4#targets_and_indicators

[5] https://www.unesco.org/en/global-citizenship-peace-education



Contributions from the project partners are organized following a unique structure, which is the same for everyone, involving three areas: educational objectives, contexts and methodology. With regard to the objectives, all the experiences described refer to the theoretical framework of the UNESCO learning objectives[6], which consist of three interconnected main domains:

- cognitive domain (I know)
- socio-emotional domain (I think)
- behavioural domain (I act)

Formal, informal and non-formal **educational contexts**[7] in which the activities were carried out were defined. Formal learning occurs in institutionalized and structured environments. The approach is intentional, with learning objectives clearly delineated and organized within a programme or curriculum. Here, students engage in specific activities with the primary objective of learning, which is then subject to assessment to measure the level at which the skills and knowledge have been acquired. Classic examples of formal learning contexts include schools, universities or training courses leading to certification.

[6] https://stairwaytosdg.eu/images/UNESCO_Education_for_Sustainable_Development_Goals_ENG.pdf
[7] https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning

Non-formal contexts occur outside of formal contexts but still within a given organizational structure. Students consciously choose to acquire a particular skill or knowledge but are not necessarily bound by external assessment or accreditation. However, they still maintain a specific target and measurable objectives, as well as a specific, intentional context. Non-formal learning typically takes place in community settings.

Finally, informal learning occurs outside of structured educational contexts and is not driven by a specific learning objective. Instead, it arises from daily participation in various activities, such as watching a film at the cinema or attending an exhibition. It is important to highlight that this type of learning is an inevitable and constant component of our daily lives and differs from the other two types of learning because it is entirely fortuitous.

The learning units reported do not to consider the experiences of Global Citizenship Education within such defined, distinct frameworks, but rather aim at embracing a more complex approach where these three contexts influence each other and intertwine harmoniously, giving rise to teaching methods (and therefore learning) that consider a wide range of solutions to achieve a result[8].

Once the objectives and educational contexts have been defined, each learning unit focuses on the methods used in Global Citizenship Education activities which generally appear quite different from each other. This diversification complies to the wide range of actors and partners leading the various activities and the variety of public participants/recipients involved. In other words, the educational activities use a wide range of methods precisely because a large variety of actors are involved. However, there are some common aspects in the adopted methods: the main focus is always on the student rather than on the teacher/trainer/educator, according to the principle of active learning[9], where students are no longer mere spectators but rather an integral part of the teaching and learning process. This means that they do not just listen to lectures, but are involved in activities that require reflection, analysis and practical application of information. For example, they might be engaged in activities, problem solving or grappling with complex questions, thus bringing their opinions, ideas and interpretations on a certain topic or problem to the centre of the discussion. Furthermore, in the different experiences, there is a marked diversification in terms of tools and techniques, ensuring the fulfilment of the objectives set in the different areas and contexts of implementation. Finally, all units adopt a holistic and transformative approach. The topics are addressed in a cross-cutting manner, with the awareness that no topic can be analysed as a single entity and that a thorough analysis cannot disregard a broader, more global view of the issue. **The goal of the units is not simply to instruct, but to educate for change.** The idea is to **make students aware** of examining complex issues critically and to be proactive in seeking multiple solutions.

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[8] *Experiential Learning: experience as the source of Learning and Development* by A. Kolb, Englewood Cliffs, NJ, Prentice Hall, 1984

[9] https://www.economia.unipd.it/didattica/didattica-innovativa/il-progetto-di-didattica-innovativa-al-dsea/cos%C3%A8-lactive-learning

Learning units: Global Citizenship Education activities

ALMERE

Re-rooting the Dutch food system – from more to better

Educational Context:	University
Type of tool:	University: FRONTAL LECTURE INTERACTIVE DIGITAL WORKSHOP Non-formal Learning Context: INTERACTIVE DIGITAL WORKSHOP ACTION RESEARCH WORKSHOP
Proposed by:	Municipality of Almere
Realized in collaboration with:	Flevo Campus and Food Hub
Duration:	1 semester from September 2021 to October 2021 (7 classes)
Where:	Aeres University of Applied Sciences in Almere
Topics covered:	Food System in Transition. We present a holistic, bottom-up food system vision for the Netherlands that is essential for a healthy and regenerative food future.
Sustainable Development Goals covered:	Sustainable development goals: 8, 11, 12, 13 and 15
University Departments Involved:	Course: European Food Business

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.
2. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption.
3. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change.

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to develop a vision and plans for their own economic life based on an analysis of their competencies and contexts.
2. The learner is able to contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally, for more sustainable human settlements.
3. The learner is able to communicate the need for sustainable practices in production and consumption.

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to engage with new visions and models of a sustainable, inclusive economy and decent work.
2. The learner is able to act critically in their role as an active stakeholder in the market.
3. The learner is able to connect with local groups working toward biodiversity conservation in their area.

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Food transition - What is wrong with our food system? - Transition theory - how does the multi-level perspective looks like? - What is your vision on the food system? - Which factors determine the transition? - What does this transition mean to you?	Engagement and discovery	- Guided discussion - Interactive presentation on the transition theory	- Video of food transition (English subtitled) will be homework - Presentation	2 hours
Re-rooting the Dutch Food system - How important is biodiversity? - Ecology VS technology - How do cities and their hinterland interact? - What is a circular food system? How does it look like? - What kind of foodscapes do we have in the Netherlands? - How does a healthy, sustainable and diverse diet look like? - What is the role and effect of the Dutch food system on global level?	Reframing the system / new context	- Guided discussion on vision - Cooperation learning - Critical observation	- Vision written by Wageningen University and Research - We will create an interactive learning document which tells the vision on re-rooting the food system, it will look like this	2 hours

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Radical change - Who are the farmers and producers who do it differently? - What makes it a success? - How does this contribute to the transition? - What could be done better? - Which are the good practises from other countries? - What role does traditional and cultural knowledge play in the transition?	Inspiration	- Story telling - Video's - Showing examples Guided discussion	- Showing examples of radical change - How do we apply the theory of a circular economy to farming? A new way of using the donut economy model developed by Kate Raworth - Grond Verbond: An alliance between farmers and citizens to take care of our landscape together.	1 hour
Make the transition by yourself - If you were the Minister of Agriculture, what would you do? - What would be your recommendations regarding food policy - How would the world of agriculture look like?	Activation	- Work session - Pitch session	Reframing workshop / U-theory	2 hours

BRASOW

Planting Ideas for a healthy life

Educational Context:	High School / Non-formal Learning Context
Type of tool:	High School HEALTHY DIETS WORKSHOPS OTHER: Informing campaign on the link between food and climate change Non-formal Learning Context: ACTION RESEARCH WORKSHOP
Proposed by:	Brașov Metropolitan Agency and URBAN2020 Association (linked third party)
Realized in collaboration with:	"Andrei Bârseanu" National Economic College
Duration:	4 hours (divided in 2 sessions of 2 hours each)
Where:	Classroom/BMA Headquarter
Target:	14-18 years
Topics covered:	The impact of the food system on climate change, The impact of food habits on your health Changing how food is consumed (with reference on the short chains)
Sustainable Development Goals covered:	3, 11, 12
School Subjects covered :	Quality of products and services, Ethics and professional communication, Consumer protection, Market analysis, Critical thinking, multidisciplinary approach

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands the need for sustainable agriculture to combat hunger and malnutrition worldwide and knows about other strategies to combat hunger, malnutrition and poor diets (SDG 2).
2. The learner understands basic physical, social and psychological human needs and is able to identify how these needs are currently addressed in their own physical urban, peri-urban, and rural settlements (SDG 11).
3. The learner understands how individual lifestyle choices influence social, economic and environmental development (SDG 12).

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to reflect on their own values and deal with diverging values, attitudes, and strategies in relation to combating hunger and malnutrition and promoting sustainable agriculture (SDG 2).
2. The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle (SDG 11).
3. The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behaviour in light of the needs of the natural world, other people, cultures and countries, and future generations (SDG 12).

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to change their production and consumption practices in order to contribute to the combat against hunger and the promotion of sustainable agriculture (SDG 2)
2. The learner is able to promote low-carbon approaches at the local level (SDG 11).
3. The learner is able to promote sustainable consumption patterns (SDG 12).

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
The impact of food habits on your health - What does it mean healthy food for you? Do you realise that each of you has at least a slightly different opinion about this? - What would you think if I told you that some food is bad not only for your weight, but more important for your health (both physically and mentally)?	**Knowledge transfer** - The trainer should encourage them to engage in the debate no matter which is their opinion - it is important for them to feel comfortable. - The trainer should lead the discussion from fast food (which should be an obvious unhealthy food) to lesser-known unhealthy foods such as meat, any kind of sugar and dairy products.	- Brainstorm - Debate - Cooperation learning	- www.menti.com - Healthy food images (like fruits, vegetables, nuts) - Food pyramid (adapted to nowadays reality) - Poster and markers - A useful methodology - Video exemplifications	45 min
The impact of the food system on climate change - What do you think is the link between food and climate change? - Do you know what is the environmental footprint? - Do you know that everything that you are consuming (both food and non-food products) has an environmental footprint?	**Engagement** - The trainer engages the students by giving them the opportunity to expose their knowledge or to express their opinion about the topic. - After the students are basically familiar with the topic, they are encouraged to think about all the things they used or eaten during the day.	- Brainstorming - Personal reflexion and exchange of opinions	- Poster and markers - Video exemplification - Also Useful - and a game	45 min

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Changing how food is consumed (with reference on the short chains) - Where does your family shop for daily food? - Have you ever thought that in an area of several km there are local producers who can provide a clean staple food? - Have you ever had a meal made from local ingredients? - Have you ever thought how it would be to grow some of your own food?	**Mobilization for change** - Encourage students to have an input. - Short presentation of local food providers. - Culinary experience with local ingredients - Short presentation of micro gardening concept and practical exercise - each student should plant their own pot of herbs (from seeds or seedlings) and take care for the plant to grow.	- Student contribution - Presentation - Tasting atelier - Practical exercise	- PowerPoint - www.menti.com - www.mural.com - Example: the local initiative “Adopt a farmer” - Dishes made with local ingredients - Pots, soil, labels, water: Video exemplification	30 min

Other Info:

The Box of SUGGESTIONS for the implementation

The trainer should create a friendly atmosphere. Students should understand that, on one hand the solution is within each of us and on the other hand, a sustainable diet (both for the planet and for own health) is not about eating only greens, but having a balanced diet based on fruits, vegetables, grains and nuts. Regarding the practical exercise, they should be encouraged to take care of their own pots - this could be accomplished by offering a reward for the most developed 3-5 pots (after 1-2 month), consisting in attending the SWS, without any further selection process.

The Box of Bibliography - Web references – Other Sources for further study

1. Cowspiracy documentary and relevant information on their website: https://www.cowspiracy.com/
2. Earthlings documentary
3. What the health documentary and relevant information on their website: https://www.whatthehealthfilm.com/about
4. Forks over knives book or documentary and relevant information on their website: https://www.forksoverknives.com/
5. Game changer documentary and relevant information on their website: https://gamechangersmovie.com/
6. Diet fiction documentary and relevant information on the website: https://wholefoodplantbasedresources.com/diet-fiction/
7. Kiss the ground documentary and relevant information on the website: https://kisstheground.com/
8. Social media pages of the documentaries mentioned above.
9. China study book and the website of the author - Dr. Collin Campbell: https://nutritionstudies.org/
10. Joaquin Phoenix speach after winning the Oscar for Best actor in 2020: https://www.youtube.com/watch?v=LUlllT8rCj4
11. Moby speech on TEDx Talks: https://www.youtube.com/watch?v=6DgUb9w8mOY
12. Liaison Horizon2020 Project – Ambassadors of Innovation: https://www.youtube.com/channel/UC6EKMM7Gh4wkhfA98RK9AMg
13.CFS Principles for Responsible Investment in Agriculture and Food Systems First Draft, Committee on World Food Security, 2019 http://www.fao.org/fileadmin/templates/cfs/Docs1314/rai/FirstDraft/CFS_RAI_First_Draft_for_Negotiation.pdf
14. Enabling sustainable food systems: Innovators' handbook. FAO and INRAE, Rome, 2020: http://www.fao.org/policy-support/tools-and-publications/resources-details/en/c/1308923/
15. How to green the world's deserts and reverse climate change (reintroduce grazing) - Allan Savory: https://www.youtube.com/watch?v=vpTHi7O66pI

BRASOW

Transition of the European food system towards a low carbon circular future

Educational Context:	University / Non-formal Learning Context
Type of tool:	University: INTERACTIVE DIGITAL WORKSHOP
Proposed by:	Brașov Metropolitan Agency and URBAN2020 Association (linked third party)
Realized in collaboration with:	University “Transilvania”Brasov – Faculty of Alimentation and Tourism
Duration:	4 hours (divided in 2 sessions of 2 hours each)
Where:	University Classroom/BMA Headquarters
Target:	18-25 years
Topics covered:	The impact of the food system on climate change, The impact of food habits on your health Changing how food is consumed (with reference on the short chains)
Sustainable Development Goals covered:	3, 11, 12
School Subjects covered :	Faculty of Alimentation and Tourism

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands the socio-political-economic dimensions of health and wellbeing and knows about the effects of advertising and about strategies to promote health and well-being (SDG 3).
2. The learner understands the role of local decision-makers and participatory governance and the importance of representing a sustainable voice in planning and policy for their area (SDG 11).
3. The learner understands how individual lifestyle choices influence social, economic and environmental development (SDG 12).

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to encourage others to decide and act in favour of promoting health and well being for all (SDG 3).
2. The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle (SDG 11).
3. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer (SDG 12).

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to publicly demand and support the development of policies promoting health and well-being (SDG 3).
2. The learner is able to co-create an inclusive, safe, resilient and sustainable community (SDG 11).
3. The learner is able to act critically in their role as an active stakeholder in the market (SDG 12).

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
The impact of the food system on climate change - What do you think is the link between food and climate change? - Do you know what is the environmental footprint? - Do you know that everything that you are consuming (both food and non-food products) has an environmental footprint?	**Engagement** - The trainer engages the students by giving them the opportunity to expose their knowledge or to express their opinion about the topic. - After the students are basically familiar with the topic, they are encouraged to think about all the things they used or eaten during the day.	- Icebreaking exercise - Brainstorming - Personal reflexion and exchange of opinions	- Poster and markers: www.menti.com www.mural.com - Video exemplification - Also Useful - and a game	60 min
How would a sustainable food system look like? - Generating concept ideas for the sustainable food system (local-regional production chain) and mapping of sustainable food resources within the territory **Key questions** - How can young people get actively involved in their communities to trigger a more sustainable pathway on food system/ chain?	- Splitting the participants in small groups (4/5 persons). - Each small group has to analyse some images/ videos as critical observatories and has to recognize some common features of them. - Each group will explain their interpretation of what they see to the whole audience. - Based on the results, each group will eventually envision a project for a future community garden.	- Critique observation and cooperation learning - Based on concepts and principles of sustainable agriculture, including climate-resilient practices, organic farming, biodynamic farming, permaculture and agro-forestry	- PPT presentation - Poster and markers, Sheets to fill in www.menti.com www.mural.com - Knowledge on sustainable food (agriculture, organic agriculture and permaculture, community supported agriculture, dietary choices and habits) - Design principles for envisioning and cultivating vegetable community gardens and grow organic food	60 min

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
How can we change starting today? - Specialized training sessions to provide students with engaging skills in the sector of sustainable food. - Have you ever had or cooked a meal made from local ingredients?	- Guided interactive discussion aimed at changing the mindset of students – building engaged communities (local food governance) - Culinary experience with local ingredients	- Specialised training sessions in the form of interactive discussions - Tasting atelier	- Practical knowledge on behavioural change and easy to do steps starting today (best practice examples) - Growing habits for operating changes - Building communities of engaged food citizens - Dream management session - Dishes made with local ingredients	60 min

Other Info:

The Box of SUGGESTIONS for the implementation

The trainer should create a friendly and playful learning environment for explaining to the university students the importance of choosing responsibly produced food, using an accessible language, accompanied by short videos and ppt-s, to help them better understand the concepts and orient their interest in further involvement. The trainer should focus on raising awareness of future alimentation specialists in order to facilitate the transition towards sustainable behaviour in food consumption, since they will become the voices for behavioural change. The sessions should be based on UNESCO SDGs and EU sustainability agenda and also explain how individual behaviour drives systemic change.

The Box of Bibliography - Web references – Other Sources for further study

1. Cowspiracy documentary and relevant information on their website: https://www.cowspiracy.com/
2. Earthlings documentary
3. What the health documentary and relevant information on their website: https://www.whatthehealthfilm.com/about
4. Forks over knives book or documentary and relevant information on their website: https://www.forksoverknives.com/
5. Game changer documentary and relevant information on their website: https://gamechangersmovie.com/
6. Diet fiction documentary and relevant information on the website:\ https://wholefoodplantbasedresources.com/diet-fiction/
7. Documentary on agriculture and climate: https://www.youtube.com/watch?v=PO1-Z7kEyzo
8. China study book and the website of the author - Dr. Collin Cambell: https://nutritionstudies.org/
9. Joaquin Phoenix speach after winning the Oscar for Best actor in 2020: https://www.youtube.com/watch?v=LUlllT8rCj4
10. Moby speech on TEDx Talks: https://www.youtube.com/watch?v=6DgUb9w8mOY
11. Thank you for the rain: https://www.youtube.com/watch?v=PO1-Z7kEyzo
12. Before the flood: https://www.youtube.com/watch?v=D9xFFyUOpXo
13. Tomorrow: https://www.youtube.com/watch?v=0SI-Kyam_Jk
14. Super size me: https://en.wikipedia.org/wiki/Super_Size_Me
15. Liaison Horizon2020 Project – Ambassadors of Innovation: https://www.youtube.com/channel/UC6EKMM7Gh4wkhfA98RK9AMg
16. CFS Principles for Responsible Investment in Agriculture and Food Systems First Draft, Committee on World Food Security, 2019 http://www.fao.org/fileadmin/templates/cfs/Docs1314/rai/FirstDraft/CFS_RAI_First_Draft_for_Negotiation.pdf
17. Enabling sustainable food systems: Innovators' handbook. FAO and INRAE, Rome, 2020: http://www.fao.org/policy-support/tools-and-publications/resources-details/en/c/1308923/
18. How to green the world's deserts and reverse climate change (reintroduce grazing) - Allan Savory: https://www.youtube.com/watch?v=vpTHi7O66pI

WARSAW

How I can support food systems transformation and reduce climate change

Educational Context:	High School
Type of tool:	High School: EXHIBITION WORKSHOPS OTHER: INTERACTIVE LECTURE (OPTIONAL)
Proposed by:	City of Warsaw
Realized in collaboration with:	Expert or NGO specialized in food systems and climate change In cooperation with the Youth Climate Strike (tbc)
Duration:	To be defined (either 45 or 90 minutes)
Where:	High school
Target:	14-18
Topics covered:	Food carbon footprint, sustainable diets, circular economy, food loss and waste prevention/ reduction, urban and pre-urban agriculture
Sustainable Development Goals covered:	11, 12 (12.3)
School Subjects covered :	History, Biology

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

- The learner understands the current climate change (and the nexus with food systems) as an anthropogenic phenomenon resulting from the increased of greenhouse gasses emissions (SDG 2, 13).
- The learner is able to evaluate and compare the sustainability of their and other settlements' systems in meeting their needs particularly in the areas of food (and climate change) (SDG 11 – 2)
- The learner understands how individual lifestyle choices influence social, economic and environmental development. (SDG 12 – 1)

HEART

Socio-emotional learning objectives (awareness, values and skills)

- The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behaviour in light of the needs of the natural world, other people, cultures and countries, and future generations (SDG 12 – 3)
- The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle (SDG 12 – 5)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

- The learner is able to co-create an inclusive, safe, resilient and sustainable community. (SDG 11 – 4)
- The learner is able to promote low carbon approaches at the local level/ The learner is able to promote sustainable production patterns (SDG 12 – 3)
- The learner is able to act critically in their role as an active stakeholder in the market (SDG 12 – 4)

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
- Climate change and food systems (definition, context, nexus...). - What exactly climate change is? - What do the Science say?	Phase 1: introduction on the issue, engagement	Presentation + exercise	- **About climate change:** **Films on youtube** With English subtitles Last documentary film starring a Polish professor of Physics explaining his fight for climate change issues to be acknowledged) - **IN POLISH** **Books/ publications and articles** Świat na rozdrożu, Marcin Popkiewicz Nauka o klimacie, Aleksandra Kardaś, Marcin Popkiewicz, Szymon Malinowski About food: Polityka na talerzu (Politics on plate- about food sovereignty, agroecology...) Atlas rolny, Heirich Boell Stiftung Warsazawa (Also available in English) - **Websites**	30 min

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
- Analysis on the effects of food systems on climate change and how climate change impacts food systems as well (= particularity of this dimension) - Agriculture, processing, distribution, consumption, food waste	Phase 2 (core phase): analysis and deconstruction	Presentation + exercise		30 min
Potential solutions the learners can develop and implement to reduce the impact of food systems on climate change (sustainable consumption patterns, reducing food waste, food carbon footprint...)	Phase 3 (core phase): new context and creative activation as global citizen	Presentation + exercise		30 min

Other Info:

The Box of Bibliography - Web references – Other Sources for further study

- "It's Okay to Panic" (2020) - Last documentary film in Poland (with English subtitles): https://www.youtube.com/watch?v=osm5vyJjNY4&vl=pl

-The agriculture atlas: https://eu.boell.org/en/agriculture-atlas-2019)

WARSAW

Change your meal, save the planet!

Educational Context:	Non-formal Learning Context
Type of tool:	Non-formal Learning Context: INTERACTIVE DIGITAL WORKSHOP ACTION RESEARCH WORKSHOP
Title of the GCE Card:	TBD
Proposed by:	City of Warsaw
Realized in collaboration with:	Slow Food Poland
Duration:	Number of workshops: 3 workshops
Where:	Online (due to the pandemic)
Target:	15 – 19 years old
Topics covered:	Food systems, climate change....
Sustainable Development Goals covered:	11, 12

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands the current climate change and its nexus with food systems and the importance of cooperation and access to science (SDG 13-17)
2. The learner knows about strategies and practices of sustainable production and consumption. (SDG 12 -4)
3. The learner understands how individual lifestyle choices influence social, economic and environmental development. (SDG 12 -1)

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to communicate the need for sustainable practices in production and consumption. (SDG 12 -1)
2. The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community (SDG 11 – 2)
3. The learner is able to contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally, for more sustainable human settlements (SDG 11-4)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to communicate the need for sustainable practices in production and consumption. (SDG 12 -1)
2. The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community (SDG 11 – 2)
3. The learner is able to contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally, for more sustainable human settlements (SDG 11-4)

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
1.Knowledge about how food systems and our food consumption pattern impact climate change? - What exactly is climate change? - To what extent does the food system affect the climate? - What is the environmental impact of the whole food system: agriculture, transport, packaging and food waste?	**Phase 1. Introduction and engagement** Aim: To ensure basic knowledge, to show the link between food system and climate change, and to show different food systems approach: sustainable solutions and alternatives.		- High school optional lecture from the project "We Are the Weather. Saving the Planet Begins at Breakfast" Jonathan Safran Foer - "Youth in Motion for Climate Action! A Compilation of Youth Initiatives in Agriculture to Address the Impacts of Climate Change	150 min
2.How the human mind reacts to difficult information and how to encourage change? **Example:** - Why is change so hard? What are the factors that can make it easier or more difficult? - How our mind reacts to the news that are difficult or opposite to our world view, self-opinion? - Why don't the people change if they know their behaviour is harmful? - How can people react when we talk about climate change? - How to build the narration so there is less opposition towards it?	**Phase 2. Discovery and analysis, become an active and global citizen** Aim: ensure basic knowledge to select an appropriate narrative for the film	- Discussion - Brainstorming - Why - Poll - Video - Group work	- "Don't Even Think About It: Why Our Brains Are Wired to Ignore Climate Change", George Marshall - "The Dragons of Inaction: Psychological Barriers That Limit Climate Change Mitigation and Adaptation" Robert Gifford - "The Climate Change Empowerment Handbook. Psychological strategies to tackle climate change" Australian Psychological Society - "Klimatyczne ABC" Magdalena Budziszewska, Aleksandra Kardaś, Zbigniew Bohdanowicz - "Samodzielny umysł" Harald Welzer	150 min

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
3.Elaboration of a digital campaign - What kind of narrative do you want to follow? - What is a good narrative to avoid mind reactions - What is a good narrative to encourage change? - How to develop persuasive communication?	**Phase 3: Work for a sustainable and a right future** Aim: define what and how (narrative) the learners would like to tell, show them how to do it efficiently	- Brainstorming - Role play - Storytelling - Framing analysis	- "Opowieści o Polsce. Retoryka narracji" Jacek Wasilewski - "Prowadzeni słowami. Retoryka motywacji w komunikacji publicznej" Jacek Wasilewski, Adam Skibiński	150 min

Other Info:

The Box of SUGGESTIONS for the implementation

- Be empathetic with students/pupils/participants. Just like other people they can react with defence mechanism when they get difficult information
- Share your own examples, experiences - it will open the students/pupils/participants to share their own ones.

The Box of Bibliography - Web references – Other Sources for further study

"Don't Even Think About It: Why Our Brains Are Wired to Ignore Climate Change", George Marshall.
"We Are the Weather. Saving the Planet Begins at Breakfast" Jonathan Safran Foer
"Youth in Motion for Climate Action! A Compilation of Youth Initiatives in Agriculture to Address the Impacts of Climate Change
http://www.fao.org/3/ca5746en/CA5746EN.pdf
https://www.youtube.com/watch?v=ut3URdEzlKQ
https://www.voicesofyouth.org/climate-action
https://www.conservation.org/carbon-footprint-calculator#/
https://docs.google.com/document/d/1RldW5qi_Rddp9T77V6yd8kjWIL65-WIoVTEnK4UsPil/edit
https://unesdoc.unesco.org/ark:/48223/pf0000219752
https://oxfamilibrary.openrepository.com/handle/10546/620725
https://www.mdpi.com/2071-1050/12/10/4127/htm
"The Dragons of Inaction: Psychological Barriers That Limit Climate Change Mitigation and Adaptation" Robert Gifford
"The Climate Change Empowerment Handbook. Psychological strategies to tackle climate change" Australian Psychological Society

MOLENBEEK

How to grow and cook your own food

Educational Context:	Non-formal Learning Context
Type of tool:	Non-formal Learning Context: - URBAN GARDEN - OTHER: Practical workshops
Proposed by:	Municipality of Molenbeek-Saint-Jean
Realized in collaboration with:	Parckfarm and Kiosque à graines
Duration:	Initially held in spring and summer 2021 and 2022 (possibly to be continued in 2023)
Where:	Urban gardens of Molenbeek
Topics covered:	Effective solutions to promote sustainable consumption behaviour, how to grow and cook your own food, urban and peri-urban agriculture, self-food production on little spaces, Social Cohesiveness, Short Food Chains
Sustainable Development Goals covered:	2, 8, 11, 12

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands the need for sustainable agriculture to combat hunger and malnutrition worldwide and knows about other strategies to combat hunger, malnutrition and poor diets. (SDG 2)
2. The learner knows the basic principles of sustainable planning and building and can identify opportunities for making their own area more sustainable and inclusive. (SDG 11)
3. The learner knows about strategies and practices of sustainable production and consumption (SDG 12)

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to communicate on the issues and connections between combating hunger and promoting sustainable agriculture and improved nutrition. (SDG 2)
2. The learner is able to communicate the need for sustainable practices in production and consumption. (SDG 12)
3. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer. (SDG 12)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to change their production and consumption practices in order to contribute to the combat against hunger and the promotion of sustainable agriculture. (SDG 2)
2. The learner is able to develop criteria and make responsible consumption choices as a means to support fair working conditions and efforts to decouple production from the impact of natural hazards and environmental degradation. (SDG 8)

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Presentation	First, it is necessary to explain and present the framework of the work to come, to specify the rules of the game, what is expected of everyone.	In circle: name game “your name is ...” with 1, then 2, then 3 apples exchanged in the circle + introduction the project and introduction of the facilitator briefly	- 3 apples or small balls or small cloth bags filled with sand or rice - Poster board with the programme (first fixed dates, brief content) - Post-it notes for questions, ideas, etc.	15 min
Phase 1: Expressing representations	Because a project does not start from scratch, the identification of representations allows the group to become aware of what each person knows, feels and imagines about the theme or object in question. Thus, by listening to others, our own vision of the theme is broadened, and the project starts on a solid foundation, one that each person holds within him or herself and becomes aware of by expressing it.	“Photo language” (free expression of my connection to food / the garden via a chosen photo) or words thrown out brainstorming of all the words evocative of the theme) or “Speed dating” or “3-minute meetings” in pairs around questions like: - what I ate last before coming - my favourite food - a plant I grew Then, in a large circle, each person introduces the person to whom they have asked questions and vice versa	- Series of photos closely or distantly related to the theme (number of people x min. 3 ⇒ if 10 people: bring 30 very different images) - Large board + markers - As many chairs as there are people, set up in 2 rows and facing each other (these will then be rearranged in a circle)	Workshop 1: 1 hour

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Phase 2: Awakening	The educator then offers the opportunity to raise questions, to sharpen curiosity, to broaden the possibilities of learning, by making the group experience a process of contact with the field, the theme or the object. A few encounters, activities or reflections open the doors to many different paths.	Workshop 1: In teams, with writing materials, find plants in the vegetable garden or - Blind taste test of different apple juices or different waters or ... - Complete a small sensory graph - Share your sensations, preferences, find out who was what, share some information and answer questions. Workshop 2: Everything you need to know about growing chicory / growing 10 roots in a household bucket that will produce 10 beautiful chicory plants, hidden under a kitchen sink! Workshop 3: Visit of the urban farm Workshop 4: Cooking workshop with chicory	- Writing with the names of the plants - Initiate, via a “self-socio-constructed” dynamic, what we know/don’t know about the vegetable garden... - Small glasses (as many as there are people) / upper support to hide the content with a hole to insert a straw / straws (1 per person) / 4 waters or 4 very different juices - Small questionnaires with sensory graphs for the 4 tastings + pens or pencils (1 per person) - Buckets, potting soil, chicory roots, good knives or small secateurs, watering can with spout, cloth to cover buckets	Workshop 1: 1 hour Workshops 2, 3, 4

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Phase 3: Defining the project together	The awakening phase has broken down the representations and provoked many questions and impressions. It is then necessary to express them, share them, analyse them, group them by theme and identify possible projects.	- Set out the questions. - Organise the questioning - Define a project together - Draw up an action plan		Workshop 5
Phase 4: Implementing the project	The project is then carried out on all the fronts developed previously. We set out to research, investigate... in action. These give rise to a synthesis, which provisionally concludes with a structuring of what has been discovered, learned or created.	Research, experiment, visit, dream, create, manipulate. Synthesise and structure.		Workshops 6 to 10
Phase 5: Act and participate	Phase 5: Act and participate Environmental education can hardly be achieved without learning about eco-citizenship. This is why a phase of involvement in the life of one's community, one's neighbourhood, one's structure (school, training centre, leisure centre, etc.) or simply the place where the internship takes place will give life and civic sense to the project. It is an information campaign, a local development, a river clean-up, a planting, a technical modification... that becomes a reality.	Act and participate		Workshop 11 to 17

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Phase 6: Transmit	The communication of a work or a completed work is part of the learning process. Communicating is learning to say, to synthesise, to keep the essential, and to help memorise by the exercise of formulation. It also means participating in civic life (we inform about what we have discovered or invented). Exhibition, show, conference... the means are varied.	To spread		Workshops 18 & 19
Phase 7: Evaluate	Evaluation, throughout the project, allows us to readjust to current events and to events that arise without having been foreseen, to reorganise, if necessary, to take a step back from the action, and to be better equipped for a future project. When you get there, everything is not finished. It's just a piece of learning that's been built up. You realise that the project has not revealed all its territories, that what has been learned or created calls for other projects, that the enthusiasm revealed by the autonomy and responsibility of each person makes you want to continue with these methods...			

Other Info:

The Box of SUGGESTIONS for the implementation

Pour répondre à ces intentions et objectifs, l'animatrice-formarice-accompagnatrice a décidé de mettre en oeuvre la pédagogie du projet, directement inspirée / copiée de l'ouvrage "Alterner pour apprendre - Entre pédagogie de projet et pédagogie de l'écoformation"

Descripif : https://www.reseau-idee.be/outils-pedagogiques/fiche.php?media_id=243

Téléchargement : https://frene.org/wp-content/uploads/2020/09/alterner-apprendre-07.pdf

"The Climate Change Empowerment Handbook. Psychological strategies to tackle climate change"

Australian Psychological Society

MADRID

Training in sustainable food. Actions

Educational Context:	High School / Non-formal Learning Context
Type of tool:	High School: HEALTHY DIETS WORKSHOPS EXHIBITION WORKSHOPS Non-formal Learning Context: OTHER: HEALTHY DIETS WORKSHOPS and EXHIBITION WORKSHOPS
Proposed by:	Madrid City Council
Realized in collaboration with:	- MUNICIPAL CONSUMER INSTITUTE (Madrid City Council) www.madrid.es/consumo - UPM (Polytechnic University of Madrid). The purpose of the virtual co-creation platform CoLab.upm is to create a collaborative context that enhances the collective intelligence of thousands of people to drive the transition towards more sustainable, efficient and participatory models. https://madrid-colab.xcolab.org/ - Observatory for a Culture of the Territory https://observatorioculturayterritorio.org/wordpress/ - European Youth. -They will help us coordinate the political dimension of the program, creating a panel that includes young students and politicians, so that the demands on food policies that come out from the worktables with the students (from the university and from the high schools) reach the European Parliament. https://equipoeuropa.org/

- Ours 5 environmental educators from different projects
- A doctor from Madrid Salud
- Norte Joven Association https://nortejoven.org/
- Tomillo Foundation https://tomillo.org/
- Madrid Agroecología

Duration: With each ally/agent of the campaign we will do different workshops and sessions. Each of them has designed contextualized times and schedules Along the years 2020, 2021 and 2022.

Target (age): People from 15 to 20 years old

Where:
- Dehesa de la Villa Environmental Education Center
- Retiro Park Environmental Education Center
- Norte Joven School
- Madrid Matadero Cultural Center
- Medialab-Prado
- Waste treatment center that in Madrid is called “Parque Tecnológico de Valdemingómez
- Community gardens of Madrid Municipality
- Madrid Cooking School (unconfirmed yet)
- Headquarters and offices of our partners/agents
- High school classrooms

Topics covered: 1) How do we produce our food? monoculture, deforestation, pesticides, fertilizers, meat, fishing, etc.

2) How do we transport and distribution food? Where do we buy?

3) Advertising: Labelling and packaging

4) What do we eat and drink? what is a healthy menu?

In relation to the conceptual map under construction, we intend to address practically all the issues related to the map, both in the production, distribution and consumption of food, as well as in the food system.

Sustainable Development Goals covered:

- 3 Health & Wellness
- 4 Quality education
- 10 Reduction of inequalities
- 11 Sustainable cities
- 12 Responsible production and consumption
- 13 Actions for climate
- 14 Submarine life
- 15 Terrestrial ecosystem life
- 17 Alliances to achieve the objectives

School Subjects covered: Social sciences and natural sciences

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner knows conceptions of health, hygiene and well-being and can critically reflect on them, including an understanding of the importance of gender in health and well-being. (SDG 3)
2. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc.). (SDG 12)
3. The learner is able to evaluate and compare the sustainability of their and other settlements' systems in meeting their needs particularly in the areas of food, energy, transport, water, safety, waste treatment, inclusion and accessibility, education, integration of green spaces and disaster risk reduction. (SDG 11)

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to communicate the need for sustainable practices in production and consumption. (SDG 12)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to plan, implement and evaluate consumption-related activities using existing sustainability criteria. (SDG 12)
2. The learner is able to participate in and influence decision processes about their community. (SDG 11)

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Workshop 1: Do you ever though that we pollute by eating? Learning (from theory to practice). - Relationship between climate change and food. - The discrimination between a sustainable plantation or farm from an unsustainable one - Visit to Valdemingómez Waste Center **Workshop 2: Less meat and sugar and more vegetables Learning:** - Relationship between health and diet. - Visit to communitarian garden. **Workshop 3: Learn to run your own campaign** - Communication techniques workshop	Training in food and climate change: There will be 3 workshops in which we will bring together the 40 ambassadors. The first two workshops will try to achieve objectives 1, 2, and 3. There will be an exhibition with power point and videos, a dynamic of work by subgroups and a visit to the facilities (in the first workshop in the Technology Park of Valdemingómez (www.madrid.es/ valdemingomez) and in the second one to a community garden). Subsequently, in order to adequately achieve and develop objective 4, we will do a communication techniques workshop, in which the 32 students and the 8 teachers will learn to use communication tools such as video, photography, journalistic interview with politicians, etc., so they will be able later to carry out their sustainable food campaigns aimed at their mates, teachers and family members	Peer to peer (peer-to-peer campaigns): In each school there will be 10 ambassadors for Sustainable Food (8 students + 2 teachers). This group will oversee promoting the project at the school, collecting and making proposals to the rest of the educational community to raise awareness and acquire more sustainable and healthy eating habits. The methodology will entail monitoring the change in student habits through a (challenge) that shows the number of sustainable menus and the number of sugary drinks they eat each week. We have taken into account all the success factors of healthy eating programs - Multi stakeholder approach (multiple socio-educational agents involved) - Multi disciplinarity (transversality) - Specific and scalable impact - Involvement of teachers - Active participation of students - Positive discrimination - Creativity and innovation	- Power points presentation, tablets with video editing programs, surveys, campaign products made by themselves (videos, posters, etc.). - Itinerantly exhibitions on sustainable food will be exhibited in each school for at least 15 days. These exhibitions will have activities and dynamics associated with their content that can be carried out by all the teachers and classrooms of the schools. - At least 5 files and 1 online game, type escape room, will be designed each year so that students can delve into the contents of the workshops. These cards will have various levels of difficulty so that they can be used by all teachers with all students of the schools. We will work with the global graphic line designed for the campaign. They will be produced in Spanish and translated into English.	5 hours for each workshop

Other Info:

The Box of SUGGESTIONS for the implementation

It seems important to us to influence the health aspect. The great increase in overweight Spanish children and youth (25%) is very important to us.

We believe that food wave is very important because it addresses the relationship with climate change, but the approach with health will also mark our project. There is an obesogenic environment in our homes: sedentary family culture, there is little cooking, good behavior is rewarded through unhealthy meals, meat is considered the best nutrient, few fresh products are consumed, there is hardly any time for sport, trips to school are in many cases motorized, TV commercials invite people to eat and drink fast food, food policies use sales logic based on intensive marketing strategies, etc.

On the other hand, the school seems to us the ideal environment to change habits because many have a canteen, they have knowledge and human resources that can be used in the project, school programs can curb external pressure, and above all, because it is the ideal environment. to involve families (parents are ultimately the ones who decide what their children should eat).

The Box of Bibliography - Web references – Other Sources for further study

1. Origin of food

- Fed up agriculture: https://www.youtube.com/watch?v=yaAQRfxpSjI
- Nature 2018 Pursuing sustainable productivity with millions of smallholder's farmers: https://www.nature.com/articles/nature25785
- Nature 574, 296 (2019) Counting the hidden $12-trillion cost of a broken food system: https://www.nature.com/articles/d41586-019-03117-y#:~:text=The%20world's%20food%20system%20costs%20trillions%20in%20poor%20health%20and%20ecological%20damage.&text=There's%20an%-20unfolding%20tragedy%20at,governments%2C%20food%20manufacturers%20and%20agribusinesses.
- The Guardian: the unstoppable rise of American chicken: https://www.theguardian.com/environment/2020/aug/17/from-farm-to-factory-the-unstoppable-rise-of-american-chicken
- https://www.foodandlandusecoalition.org/fable/
- https://sustainablefoodtrust.org/
- https://sustainablefoodtrust.org/key-issues/true-cost-accounting/
- https://www.youtube.com/watch?v=ljuJhQtLYt8
- https://www.ted.com/talks/erin_baumgartner_big_data_small_farms_and_a_tale_of_two_tomatoes
- A global food crisis may be less than a decade away: https://www.ted.com/talks/sara_menker_a_global_food_crisis_may_be_less_than_a_decade_away?referrer=playlist-how_we_can_feed_the_future&language=en
- Vertical agriculture: https://www.youtube.com/watch?v=LiNI-JUFtsA, https://www.youtube.com/watch?v=WOQHwjnOTng

2. Deforestation
- https://www.youtube.com/watch?v=o_4qvQvy5×0
- Deforestation https://www.youtube.com/watch?v=iWWsstJLTuE
- Deforestation. Boston University:
https://www.youtube.com/watch?time_continue=4&v=TH0OCU11aw0&feature=emb_logo
- Ten myths about deforestation WWF - World Wide Fund for Nature:
https://www.youtube.com/watch?time_continue=4&v=P_bJjPR4Xog&feature=emb_logo
- https://www.youtube.com/watch?v=-wkdH_wluhw
- https://www.standard.co.uk/comment/comment/why-we-need-to-talk-about-orangutans-not-just-climate-change-a4534426.html
- https://www.facebook.com/bbc/videos/370529074114531
- https://www.facebook.com/bbc/videos/2822673871300070

3. FAO: Sustainable agriculture
- http://www.fao.org/agroecology/en/
- https://www.youtube.com/watch?time_continue=1&v=OgJlnRNyEDY&feature=emb_logo

4. Aquaculture
- https://www.youtube.com/watch?v=fu5wvD9iDyU
- https://www.cefas.co.uk/

5. Hunger/Social
- Ending hunger now: https://www.ted.com/talks/josette_sheeran_ending_hunger_now?referrer=playlist-how_we_can_feed_the_future&language=en
- How we're using DNA tech to help farmers fight crop diseases: https://www.ted.com/talks/laura_boykin_how_we_re_using_dna_tech_to_help_farmers_fight_crop_diseases?referrer=playlist-how_we_can_feed_the_future&language=en
- Nature 2020 Averting hunger in sub-Saharan Africa requires data and synthesis
https://www.nature.com/articles/d41586-020-02281-w
- Leftovers: https://www.facebook.com/bbc/videos/743182492913391

6. Emmissions
- https://www.youtube.com/watch?time_continue=1&v=OgJlnRNyEDY&feature=emb_logo

7. Health, obesity, pesticides and additives
- Video Fed up: https://www.youtube.com/watch?v=Y647tNm8nTI&t=1s
- Obesity and poverty: a new public health organization:
https://www.who.int/nutrition/publications/obesity/9275115761/en/
- WHO: Taken actions on childhood obesity
https://www.who.int/nutrition/publications/obesity/taking-action-childhood-obesity-report/en/

- The Key to Mental and Cognitive Health Is Diet
https://bigthink.com/videos/drew-ramsey-on-brain-health-and-nutrition
- How the US is Exporting Obesity January 2018 https://www.youtube.com/watch?v=fJGPM94iKKQ
- The Guardian: You have pesticides in your body https://www.theguardian.com/environment/commentisfree/2020/aug/11/pesticide-danger-organic-food-roundup-study
- Food Additives, Food Standards Agency food.gov.uk
https://www.youtube.com/watch?time_continue=47&v=JU51f737Obg&feature=emb_logo
- Evaluating the safety of food additives WHO, JECFA:
https://www.youtube.com/watch?time_continue=5&v=GsijNEiEvnI&feature=emb_logo
- OIE: https://www.oie.int/en/animal-welfare/oie-standards-and-international-trade/
- How climate change could make our food less nutritious. Kristie Eby: https://www.ted.com/talks/kristie_ebi_how_climate_change_could_make_our_food_less_nutritious?referrer=playlist-how_we_can_feed_the_future&language=en
- http://www.actiononsugar.org/sugar-awareness-week/sugar-awareness-week-2015/

8. Education
- Want kids to learn well? Feed them well: https://www.ted.com/talks/sam_kass_want_kids_to_learn_well_feed_them_well?referrer=playlist-how_we_can_feed_the_future&language=en

ZAGREB

Our Good Food – trainings on sustainable and solidarity food systems

Educational Context: University / Non-formal Learning Context

Type of tool: University:

FRONTAL LECTURE

ONLINE LECTURE

Non-formal Learning Context:

URBAN GARDEN

ACTION RESEARCH WORKSHOP

SITE VISITS

PRACTICAL WORKSHOPS

LECTURING

PARTICIPATORY GAMES AND WORKSHOPS

MOVIE SCREENING

Proposed by: Green Network of Activist Groups /Zelena mreža aktivističkih grupa (ZMAG)

Realized in collaboration with:

- City of Zagreb
- Faculties from University of Zagreb (Faculty of Agriculture, Faculty of Political Science ...)
- Croatian Youth Network
- Volunteers' Centre Zagreb (VCZ)
- School Strike for Climate Zagreb
- NGO Tatavaka
- NGO Vestigium
- NGO Food Network
- Four Wheel Coffee Roaster Company
- Government Office for Cooperation with NGOs

Topics covered:	Food and climate relation, ecological footprint with food focus, short supply chains, local public policies for sustainable food, Social Communication in food campaigns, food waste, urban gardening, Healthy and Sustainable Diet, Good Cases from Global South, Soil matters, urban composting, seasonal food and culinary, detox, food as integral part of sustainable development, youth activism in food
Sustainable Development Goals covered:	1, 2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, 16, 17
University Departments Involved:	Short Supply Chains and Solidarity Economy

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (especially regarding food and climate). (SDG 12)
2. The learner knows about strategies and practices of sustainable production and consumption. (SDG 12)
3. The learner knows principles of sustainable agriculture and understands the need for legal rights to have land and property as necessary conditions to promote it. (SDG 2)

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to communicate on the issues and connections between combating hunger and promoting sustainable agriculture and improved nutrition. (SDG 2)
2. The learner is able to collaborate with others to encourage and to empower them to combat hunger and to promote sustainable agriculture and improved nutrition. (SDG 2)
3. The learner is able to reflect on their own values and deal with diverging values, attitudes and strategies in relation to combating hunger and malnutrition and promoting sustainable agriculture. (SDG 2)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to evaluate and implement actions personally and locally to combat hunger and to promote sustainable agriculture. (SDG 12).
2. The learner is able to evaluate, participate in and influence decision-making related to public policies concerning the combat against hunger and malnutrition and the promotion of sustainable agriculture. (SDG 12).

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Thematic on food and climate change nexus - Explanation on climate justice - What is climate justice and connection with food sector - How climate and food interrelated with other SDGs - Cases from global South	- Most important challenges in food sector - Food and climate – how they are connected? - The soil will save us - Climate Collage workshop - Ecological footprint – how to measure and where is food on it? - Four Wheel Coffee Roaster – local roastery with fair trade coffee - Movie Kiss the Ground	- Interactive lectures - Participative workshops - Study visits - Movie screening and discussion	- https://center-forneweconomics.org/publications/fifty-million-farmers/ - The Climate Collage https://climatecollage.org - https://www.overshootday.org/how-much-does-food-contribute-to-our-ecological-footprint/ - https://kiss-thegroundmovie.com/	18 hours
Support local alternative food systems - Why it is important (social, economic, political level) to support Solidarity Short supply chain systems and Community Supported Agriculture models - Presentation of different models - Situation in Croatia with CSA groups	- Solidarity short supply chains - Social and solidarity economy in food – Cooperative for Food Economy - Edible urban balconies and windows - Urban gardens in Zagreb - Association Vestigium – CSA model in local community	- Interactive lectures and presentations - Participative workshops - Study visits	- https://urgenci.net/wp-content/uploads/2016/05/Overview-of-Community-Supported-Agriculture-in-Europe-F.pdf - https://urgenci.net/wp-content/uploads/2021/01/Urgenci-rapport-Enacting-ResilienceFINAL-FINAL.pdf	10 hours

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Fight against waste - Explanation of food waste - What causes food waste and what are main consequences - How to approach to food waste in urban environment and what youth can do about it	- How much food we throw away in Croatia? - Composting in flat	- Interactive lectures and presentations - Participative workshops	- https://foodprint.org/issues/the-problem-of-food-waste/	6 hours
Social communication - How to use communication tools and new media activism for food and climate nexus - Difference between online and offline campaign	- Offline campaign – Food Network – how we manage to put food waste on national agenda - How to communicate sustainable food campaign – media and PR work	Interactive lectures and presentations	- https://udruga-delta.hr/Arhiva/Aktivnosti/Mreza-hrane	8 hours
Policies & youth activism - How we can shape urban food public policies - Rural-urban connection - Youth activism for local food public policies	- Urban Public policies for food and youth - Changemaker – youth activism in local community - Recycled Estate – youth and activism in local community	- Interactive lectures and presentations - Participative workshops - Study visits	- The Milan Pact - Milan Urban Food PolicyPact https://www.milanurbanfoodpolicypact.org https://action.storyofstuff.org/survey/change-maker-quiz/ - https://www.zmag.hr/en/about-us/recycled-estate.html	12 hours

Other Info:

The Box of SUGGESTIONS for the implementation

For a successful outcome, educators should create interactive and inclusive learning atmosphere using different forms like interesting and open for debate lectures, participative workshops, study visits, movie screening and discussion for participants to understand the interconnection between food, climate change, sustainability, social justice and solidarity. It is important to present all the problems connected to this theme but also practical and functional solutions to those problems. Very important is to present suggestions and step to step approach how to be an active part of those solutions by making sustainable everyday decisions in food consumption and by participating in local food activism and policies.

PEST

Solvers and Challenges

Educational Context:	High School
Type of tool:	High School OTHER: DISCUSSION PLATFORM AND CHALLENGE
Proposed by:	Pest County
Realized in collaboration with:	Schools, Local farms, food processing and food distribution companies and societies
Duration:	4 hours (divided in 2 meetings of 2 hours each) plus online challenge with discussion opportunity and consultation by mentors
Where:	Schools
Topics covered:	Changing how food is consumed, changing how food is produced, changing how food is distributed
Sustainable Development Goals covered:	12 (2,4)

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc.).(SDG 12)
2. The learner knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc.). (SDG 12)
3. The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production. (SDG 12)

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to communicate the need for sustainable practices in production and consumption. (SDG 12)
2. The learner is able to envision sustainable lifestyles. (SDG 12)
3. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer. (SDG 12)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to plan, implement and evaluate consumption-related activities using existing sustainability criteria. (SDG 12)
2. The learner is able to promote sustainable production patterns. (SDG 12)
3. The learner is able to challenge cultural and societal orientations in consumption and production. (SDG 12)

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Food in our life: What does food mean to us, to our lifestyle and culture? **Food from farm to fork:** What do you know about agriculture, food production and distribution? **Food and climate change:** How many greenhouse gas emissions does your meal generate? Do you accept the challenge of talking about it?	**1. ENGAGEMENT** The educator stimulates a discussion on how the participants are confident with food and agriculture and its impact on climate change. The focus of the final part of the discussion is that even if you are not expert, as a customer you are an agent and with your choices you can have an impact.	- Brainstorming on different diets, national meals, fast food, school canteen etc - Brainstorming on food production, distribution and consumption etc - Become a climate gourmet! Calculate the carbon footprint of your usual meals - Educational agreement	- Posters markers, laptop and projector, presentations (ex.: quizzes for national meals, popular diets etc...) - Posters markers, laptop and projector, photos (ex. agricultural activities, live animal transport, deep-freezing, local markets, supermarkets - Klimagourmet game https://game.klimagourmet.de/	45 min
Food and innovation: What are the current innovative and sustainable methods in agriculture food production and distribution?	**2. DISCOVERY** The educator introduces some good practices as examples of innovative and sustainable practices from the world (possibly from Food Wave partners) and stimulates discussion on local/regional best practices. A representative of an innovative and sustainable local/regional/ national start-up/enterprise/ introduces their activities.	- Brainstorming on global and local best practices. - Interactive presentation and if possible, followed by a field visit later.	Posters markers, laptop and projector, photos, presentations, short videos.	45 min

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Food and possible solutions: Can we make it better?	**3. DECONSTRUCTION** The educator together with the guest stimulates a discussion on sustainable practices.	Structured dialogue on the comparison between the innovative practices and the current practices with emphasis on climate and food waste.		30 min
Food challenge How to make it better?	**4. ACTIVATION** Students register for the discussion platform where they can take part in an online challenge. A solvers contest event is organised from the successful participants of the online challenge.	- Online questioner based on a short video or animation about farm to fork. Participants have to make decisions at the different stages of the process. - Five teams formed from the students achieved the best results at the online round. They got a new challenge from the enterprises involved in previous phase. The teams work out the ideas with the mentorship of the entrepreneurs about how their business model can be more effective and can be applied on a larger scale. They present their ideas at an event and discuss it with fellow students. The best idea and presentation are chosen by an expert jury and by the popular vote of the audience.	- Online platform, online questionnaire, and background material prepared by experts based on the information from previous stages. Maximum 30 minutes to fill in the questionnaire, which is open for at least two weeks and can be completed at any time at school or at home. - Well-written task for the challenge and background material. Food related prizes for all 5 teams.	- 30 minutes to fill in the questionnaire, which is open for at least two weeks. - 2 hours

Other Info:

The Box of SUGGESTIONS for the implementation

Although the project is partially a contest, the main idea is to make participants aware and learn about the topic in a game-filled way. So rather concentrate on the infotainment, the character than on competition. Successful sustainable enterprises' involvement aims not only to transfer first-hand information but also to promote them as role models.

The Box of Bibliography - Web references – Other Sources for further study

Kate Raworth (2017). Doughnut economics: seven ways to think like a 21st-century economist. New York, United States: Random House.

We have choosen, here, only some suggestions: https://www.goodreads.com/shelf/show/food-systems

ZAGREB

Support local alternative food systems

Educational Context:	University / Non-formal Learning Context
Type of tool:	University: FRONTAL LECTURE ONLINE LECTURE Non-formal Learning Context: ACTION RESEARCH WORKSHOP SITE VISITS PRACTICAL WORKSHOPS LECTURING PARTICIPATORY GAMES AND WORKSHOPS
Proposed by:	Green Network of Activist Groups /Zelena mreža aktivističkih grupa (ZMAG)
Realized in collaboration with:	- City of Zagreb - Faculty of Agriculture Zagreb - Volunteers' Centre Zagreb (VCZ) - NGO Vestigium - Four Wheel Coffee Roaster Company - High schools
Duration:	May 2021 – June 2022
Where:	Zagreb, Recycled Estate Zagrebačka County
Topics covered:	Food and climate relation, ecological footprint with food focus, short supply chains, local public policies for sustainable food, Good Cases from Global South
Sustainable Development Goals covered:	1, 2, 3, 8, 9, 10, 11, 12, 13, 15, 17
School Subjects covered:	II Gymnasium, VII Gymnasium,...
University Departments Involved:	Faculty of Agriculture

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (specially regarding food and climate). (SDG 12)
2. The learner knows about strategies and practices of sustainable production and consumption. (SDG 12)
3. The learner knows principles of sustainable agriculture and understands the need for legal rights to have land and property as necessary conditions to promote it. (SDG 2)

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to communicate on the issues and connections between combating hunger and promoting sustainable agriculture and improved nutrition. (SDG 2)
2. The learner is able to collaborate with others to encourage and to empower them to combat hunger and to promote sustainable agriculture and improved nutrition. (SDG 2)
3. The learner is able to encourage others to engage in sustainable practices in consumption and production. (SDG 2)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to evaluate and implement actions personally and locally to combat hunger and to promote sustainable agriculture. (SDG 2)
2. The learner is able to evaluate, participate in and influence decision-making related to public policies concerning the combat against hunger and malnutrition and the promotion of sustainable agriculture. (SDG 2)
3. The learner is able to change their production and consumption practices in order to contribute to the combat against hunger and the promotion of sustainable agriculture. (SDG 2)

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Thematic on food and climate change nexus - Explanation on climate justice - What is climate justice and connection with food sector - How climate and food interrelated with other SDGs - Cases from global South	- Most important challenges in food sector - Food and Climate – how they are connected? - Four Wheel Coffee Roaster – local roastery with fair trade coffee	- Interactive lectures - Participative workshops - Study visits	https://center-forneweconomics.org/publications/fifty-million-farmers/	10
Support local alternative food systems - Why it is important (social, economic, political level) to support Solidarity Short supply chain systems and Community Supported Agriculture models - Presentation of different models - Situation in Croatia with CSA groups	- Solidarity short supply chains - Social and solidarity economy in food – Cooperative for Food Economy - Urban gardens in Zagreb - Association Vestigium – CSA model in local community	- Interactive lectures and presentations - Participative workshops - Study visits	- https://urgenci.net/wp-content/uploads/2016/05/Overview-of-Community-Supported-Agriculture-in-Europe-F.pdf - https://urgenci.net/wp-content/uploads/2021/01/Urgenci-rapport-Enacting-ResilienceFINAL-FINAL.pdf	10

Other Info:

The Box of SUGGESTIONS for the implementation

For a successful outcome, educators should create interactive and inclusive learning atmosphere using different forms like interesting and open for debate lectures, participative workshops, study visits, movie screening and discussion for participants to understand the interconnection between food, climate change, sustainability, social justice and solidarity. It is important to present all the problems connected to theme of local alternative food systems but also practical and functional solutions to those problems. Very important is to present suggestions and step to step approach how to be an active part of these systems and participating in local food activism.

The Box of Bibliography - Web references

Urban Gardening https://www.youtube.com/channel/UCbYFhcKSE2mWYB0yD_Qr_8A
https://www.ecoliteracy.org/food-and-sustainability
https://foodandclimate.ecoliteracy.org/interactive-guide/page_0004.xhtm
https://centerforneweconomics.org/publications/fifty-million-farmers/
https://urgenci.net/wp-content/uploads/2016/05/Overview-of-Community-Supported-Agriculture-in-Europe-F.pdf

ZAGREB

Choose a sustainable diet

Educational Context:	University / Non-formal Learning Context
Type of tool:	University: FRONTAL LECTURE INTERACTIVE LECTURE Non-formal Learning Context: INTERACTIVE EXHIBITION SITE VISITS PRACTICAL WORKSHOPS LECTURING
Proposed by:	Green Network of Activist Groups /Zelena mreža aktivističkih grupa (ZMAG)
Realized in collaboration with:	City of Zagreb Faculties from University of Zagreb (Faculty of Agriculture...)
Duration:	May 2021 - June 2022
Where:	Zagreb Recycled Estate Zagrebačka County
Topics covered:	Food and climate relation, Healthy and Sustainable Diet, seasonal food and culinary, detox, food as integral part of sustainable development
Sustainable Development Goals covered:	1, 2, 3, 11, 12, 13, 14, 15

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (especially regarding food and climate). (SDG 12)
2. The learner knows about strategies and practices of sustainable production and consumption and put them on practice daily. (SDG 12)

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to communicate on the issues and connections between combating (SDG 2).
2. The learner is able to collaborate with others to encourage and to empower them to combat hunger and to promote sustainable agriculture and improved nutrition. (SDG 2)
3. The learner is able to encourage others to engage in sustainable practices in consumption and production. (SDG 12)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to evaluate and implement actions personally and locally to combat hunger and to promote sustainable agriculture. (SDG 12).
2. The learner is able to evaluate, participate in and influence decision-making related to public policies concerning the combat against hunger and malnutrition and the promotion of sustainable agriculture. (SDG 12).
3. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them. (SDG 13).

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Thematic on food and climate change nexus - Explanation on climate justice - What is climate justice and connection with food sector - How climate and food interrelated with other SDGs - Cases from global South	- Most important challenges in food sector - Food and Climate – how they are connected?	- Interactive lectures - Participative workshops - Study visits	On many topics we have already prepared materials since we are working a lot on food and climate nexus, agroecology and solidarity economy. We will adjust our materials with suggested ones from Food Wave project where needed. When we are doing lecture about food production and its challenges, we can refer to this material: https://centerforneweconomics.org/publications/fifty-million-farmers/	10
Choose a sustainable diet - Why sustainable diet is crucial for climate, environment and our activism - What are consequences of unhealthy and unsustainable diet - How we can use sustainable diet for acitvism in local community	Healthy diet – how to prepare real food and love to cook	- Interactive lectures and presentations - Participative workshops	For the sustainable diet theme, we will use our own materials and participative workshops where we will teach participants how to prepare real food and create a healthy relationship with it.	10

Other Info:

The Box of SUGGESTIONS for the implementation

For a successful outcome, educators should create interactive and inclusive learning atmosphere using different forms like interesting and open for debate lectures, participative workshops, study visits, movie screening and discussion for participants to understand the interconnection between food, climate change, sustainability, social justice and solidarity. It is important to present all the problems connected to the theme of sustainable diet, but also practical and functional solutions to it. Very important is to present suggestions and step to step approach how to use know-how and practical skills to implement sustainable diet every day.

The Box of Bibliography - Web references - Other Sources for further study

Urban Gardening https://www.youtube.com/channel/UCbYFhcKSE2mWYB0yD_Qr_8A

https://www.ecoliteracy.org/food-and-sustainability

https://foodandclimate.ecoliteracy.org/interactive-guide/page_0004.xhtm

https://centerforneweconomics.org/publications/fifty-million-farmers/

https://urgenci.net/wp-content/uploads/2016/05/Overview-of-Community-Supported-Agriculture-in-Europe-F.pdf

https://urgenci.net/wp-content/uploads/2021/01/Urgenci-rapport-Enacting-ResilienceFINAL-FINAL.pdf

https://www.hsph.harvard.edu/nutritionsource/sustainability/

http://www.fussabdrucksrechner.at/schulen/index.html

ZAGREB

Fight against waste

Educational Context:	Non-formal Learning Context
	Non-formal Learning Context:
Type of tool:	INTERACTIVE EXHIBITION
(= GCE activities implemented	INTERACTIVE DIGITAL WORKSHOP
according to a methodology	ACTION RESEARCH WORKSHOP
and using supporting materials)	PRACTICAL WORKSHOPS
	LECTURING
Proposed by:	Green Network of Activist Groups /Zelena mreža aktivističkih grupa (ZMAG)
Realized in collaboration with:	City of Zagreb
	Volunteers' Centre Zagreb (VCZ)
	NGO Food Network
	Campaign "I better citizen"
Duration:	May 2021 - June 2022
Where:	Zagreb
	Recycled Estate Zagrebačka County
Topics covered:	Food and climate relation, Social Communication in food campaigns, food waste, urban gardening, Soil matters, urban composting
Sustainable Development Goals covered:	1, 2, 3, 10, 11, 12, 13, 15

Learning Objectives

HEAD

Cognitive learning objectives (knowledge and skills)

1. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (especially regarding food and climate). (SDG 12)
2. The learner knows about strategies and practices of sustainable production and consumption. (SDG 12)
3. The learner knows principles of sustainable agriculture and understands the need for legal rights to have land and property as necessary conditions to promote it. (SDG 2)

HEART

Socio-emotional learning objectives (awareness, values and skills)

1. The learner is able to communicate on the issues and connections between combating hunger and promoting sustainable agriculture and improved nutrition. (SDG 2)
2. The learner is able to collaborate with others to encourage and to empower them to combat hunger and to promote sustainable agriculture and improved nutrition. (SDG 2)
3. The learner is able to encourage others to engage in sustainable practices in consumption and production. (SDG 2)

HANDS

Behavioural learning objectives (knowledge+skills+awarness=competencies)

1. The learner is able to evaluate and implement actions personally and locally to combat hunger and to promote sustainable agriculture. (SDG 12).
2. The learner is able to evaluate, participate in and influence decision-making related to public policies concerning the combat against hunger and malnutrition and the promotion of sustainable agriculture. (SDG 12).
3. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them. (SDG 13).

Sub-activities, Methodology and Materials

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Thematic on food and climate change nexus - Explanation on climate justice - What is climate justice and connection with food sector - How climate and food interrelated with other SDGs - Cases from global South	- Most important challenges in food sector - Food and Climate – how they are connected? - The soil will save us	- Interactive lectures - Participative workshops - Study visits - Movie screening and discussion	On many topics we have already prepared materials since we are working a lot on food and climate nexus, agroecology and solidarity economy. We will adjust our materials with suggested ones from Food Wave project where needed. When we are doing lecture about food production and its challenges, we can refer to this material: https://center-forneweconomics.org/publications/fifty-million-farmers/	6

Specific topics	Main Phases	METHODOLOGY	Supporting Materials	Duration of the Phase
Fight against waste - Explanation of food waste - What causes food waste and what are main consequences - How to approach to food waste in urban environment and what youth can do about it	Healthy diet – how - How much food we throw away in Croatia? - Composting in flat	- Interactive lectures and presentations - Participative workshops	We are working on food waste with more focus on advance actions with aim to avoid it in the first place. Through CSA model teaching about seasonal and fresh food, at our educational centre on the farm we developed workshop about composting that is also suitable for urban living environment. One example of materials that we are using for this topic is here: https://foodprint.org/issues/the-problem-of-food-waste/	6
Social communication - How to use communication tools and new media activism for food and climate nexus - Difference between online and offline campaign	- Offline campaign – Food Network – how we manage to put food waste on national agenda - How to communicate sustainable food campaign – media and PR work	Interactive lectures and presentations	Food Network created one of the most successful offline campaigns in the last few years on food waste in Croatia. We will use their campaign as a case study for social communication. https://udruga-delta.hr/Arhiva/Aktivnosti/Mreza-hrane	6

Other Info:

The Box of SUGGESTIONS for the implementation

For a successful outcome, educators should create interactive and inclusive learning atmosphere using different forms like interesting and open for debate lectures, participative workshops, study visits, movie screening and discussion for participants to understand the interconnection between food, climate change, sustainability, social justice and solidarity. It is important to present all the problems connected to the food waste theme but also practical and functional solutions to those problems. Very important is to present suggestions and step to step approach how to be an active part of these solutions by and by participating in local food waste activism and policies.

The Box of Bibliography - Web references - Other Sources for further study

https://foodprint.org/issues/the-problem-of-food-waste/

Urban Gardening https://www.youtube.com/channel/UCbYFhcKSE2mWYB0yD_Qr_8A

https://www.ecoliteracy.org/food-and-sustainability

https://foodandclimate.ecoliteracy.org/interactive-guide/page_0004.xhtm

https://centerforneweconomics.org/publications/fifty-million-farmers/

https://urgenci.net/wp-content/uploads/2016/05/Overview-of-Community-Supported-Agriculture-in-Europe-F.pdf

https://urgenci.net/wp-content/uploads/2021/01/Urgenci-rapport-Enacting-ResilienceFINAL-FINAL.pdf

https://www.hsph.harvard.edu/nutritionsource/sustainability/

http://www.kristinohlson.com/books/soil-will-save-us

http://www.fussabdrucksrechner.at/schulen/index.html

Concept and coordination:
Elisa Lenhard

Cooperation with:
Valeria Schiavoni

Graphic design and layout:
Lilian Visintainer Pinheiro

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