



MAP YOUR
MEAL

Explorer's Guide



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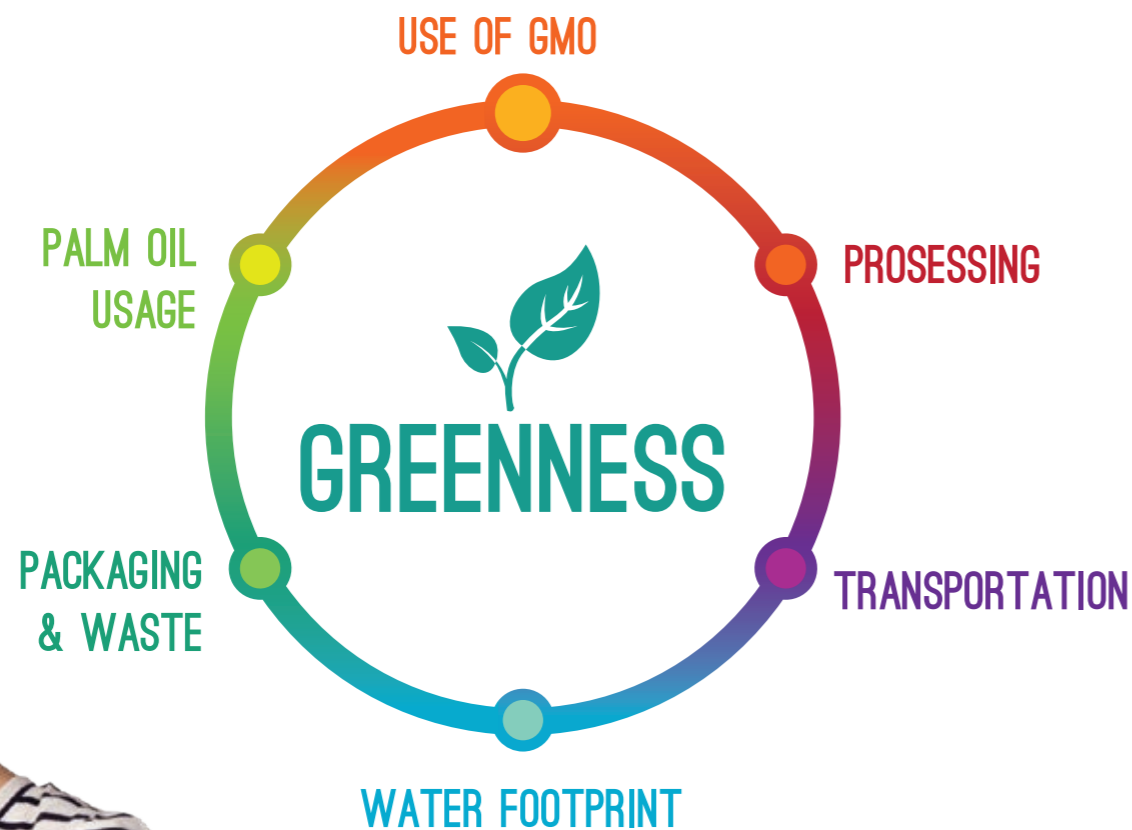
Contents

Introduction	4
Activities by chapter	6
 1. Appetizers	 7
1.1 Global Breakfast	7
1.2 Yes You Can	8
 2. Main Courses.	 11
 2.1 Pizza.	 11
2.1.1 Pizza from Issues.	12
2.1.2 Organic Tomatoes?.....	16
2.1.1 Water in our Pizza.	19
 2.2 Souvlaki.	 21
2.2.1 How much water does it take to make meat for a souvlaki?.....	22
2.2.2 Fair Trade Pepper.	23
 2.3 Sushi.	 27
2.3.1 Exploring Rice.	29
2.3.2 Who caught your Sashimi?.....	31
2.3.3 Put a Label on your Fish.	35
 2.4 Ice cream.	 37
2.4.1 Ice cream tasting and puzzling (2 Parts)	38
2.4.2 Organic & Fair?	45
2.4.3 Inside Ice cream	49
 2.5 Smoothies	 51
2.5.1 How fair is your Banana?	53
2.5.2 What's in your Milk?	57
2.5.3 Mangos on the Road	59
 3. Dessert: Getting Active	 61
 4. Glossary	 62

Introduction

We live in an increasingly interconnected world, where people's lives are linked across continents and countries. Much of our food and its ingredients travel far distances before we put it on our plate. But what do we know about its impact on people and our planet? Food production in our globalized world has a significant impact on our environment, including climate change, as well as on the lives of all those involved in the different stages of production. Global challenges such as social inequalities, poverty and human rights are closely tied to the global food system. Knowing where our food comes from, gives us the opportunity to make informed choices and contribute to amending those challenges rather than reinforcing them.

The Food Explorer's Guide has been developed in the framework of the EU-funded Map Your Meal project, which, through its various activities and tools, helps young people understand the impact of global food production on people and our planet. The Explorer's Guide aims to engage young people, youth workers, trainers, community educators, as well as teachers and offer interactive ways to explore the origins, journeys and impact of our food. It can be used independently, or as an addition to the Map Your Meal mobile phone application, which explores how green and how fair our food products are. Both the mobile phone application and the toolkit examine a list of key issues with regards to Greenness and Fairness, under which we explore respectively the environmental and social impact of our food products.



The Explorer's Guide is structured into three main sections – the Appetizers, the Main Courses and the Desserts. The Appetizers offer general, introductory activities to get participants into the thinking process about food and about how interconnected the food system is. The Main Courses offer five thematic chapters with a variety of activities and methodologies, all used to explore different global issues through the lens of a particular meal. Each thematic chapter begins with an introductory page for the trainer and references for further information and readings on the issue. The activities cover the key issues of the Greenness and Fairness themes, as well as the more general concept areas of sustainability, interdependence and ethical consumption. The Desserts offer ways to take action and engage within the local community and beyond – they aim to encourage learners to become involved themselves.

Our project activities aspire to engage young people, youth workers, trainers, community educators, and the general public. We aspire to generate a strong and active coalition of citizens promoting human rights, equity, and sustainable ways of living.

Activities by chapter

I. Appetizers

I.I Global Breakfast



Activity	General Global Issues			Greenness							Fairness			
	Sustainability	Consumption		Water Footprint	Use of GMO/ Organic Farming	Processing	Transportation	Packaging/ Waste	Palm Oil	Fishing	Labour Rights	Child Labour	Animal Rights	Transparency
2.1.1 Pizza from Issues	X													
2.1.2 Organic Tomatoes?		X	X		X									
2.1.3 Water in Our Pizza		X	X	X										
2.2.1 How much water for a Souvlaki?				X										
2.2.2 Fair Trade Pepper											X			
2.3.1 Exploring Rice	X			X							X			
2.3.2 Who Caught Your Sashimi?		X								X				
2.3.3 Put A Label on Your Fish		X								X				
2.4.1 Ice Cream Tasting and Puzzling		X	X								X	X		
2.4.2 Organic & Fair?		X	X		X						X	X		
2.4.3 Inside Ice Cream			X											X
2.5.1 How Fair is Your Banana											X	X		X
2.5.2 What's in the Milk?					X	X		X					X	X
2.5.3 Mangos on the Road		X	X				X							X

📎 Interconnectedness, sustainability, food

🚩 Interactive Discussion

🕒 10 min

👥 any

📁 laminated cards with YES/NO/I DON'T KNOW answers



- To break the ice
- To introduce the topic
- To understand the enormity and complexity of the food web
- To link personal, local and global

Preparation:

Place the YES/NO/I DON'T KNOW cards on opposite ends of the room

Procedure:

Ask people to say their names and associate them with food product starting with the same letter as their name. Ask people the following questions/statements and instruct them to position themselves according to their response at the equivalent corner with the YES/NO/I DON'T KNOW answers.

- **Did you have breakfast this morning?**
- **Do you produce your own food? Part of it?**
- **I mainly cook my meals.**
- **I usually shop my groceries from the supermarket.**
- **I usually shop my groceries from my local farmers' market.**
- **Price is an important aspect when shopping for food.**
- **Price is the most important aspect when shopping for food.**
- **I know who normally produces the bread and vegetables I eat.**
- **I want to know who normally produces the bread and vegetables I eat.**

Ask volunteers to give examples. Ask if anyone wants to change their position after hearing others speak. Each time participants take their position, ask them more detailed questions trying to unpack some meanings i.e. 'producing food', 'right to food'.

Key to Symbols



Topic(s)
covered
by the activity



Type
of
activity



Duration
of the
activity



Group
size for
the activity



Materials
needed for
the activity



Educational
goals

1.2 Yes You Can

📌 Fairness, greenness, activism social change

🏆 Ranking

🕒 10-45 min

🌸 any

📁 A pair of A5 laminated cards for each group – one states “most impact to poverty”, one reads “least difference to poverty”, sufficient sets (for groups of 4) of 11 laminated solution cards

YES YOU CAN



- To empower and inspire to take action
- To discuss possible solutions to challenges of fairness and greenness
- To prepare ground for future involvement in food related activism

Procedure:

Step 1:

Pose the question “What can I do to make my food greener and fairer?” (written large on a laminate sheet or PowerPoint slide or on white board or blackboard). Give 20 seconds to think about this individually. You can also ask them to close their eyes whilst thinking. Ask them to discuss their thoughts in pairs for 60 seconds.

Step 2:

Explain that you have provided 10 possible answers and that these are written on a set of cards – with one extra card and a pen in case they wish to add their own extra ideas. Read out and show them the 10 cards and ask them to agree, as a group, how to rank the ideas. Explain they should rank them in a line with the one that they think will make most impact on the right, and the one they think will make least impact on the left (or top to bottom). Place the “most impact” and “least impact” cards in position (at top/bottom or right/left). Demonstrate (with the 10 ideas cards turned over so you don’t influence their choices). Give out a set of cards to each group, reminding them that they can add ideas on the blank card with the whiteboard marker. Give them 5 minutes to rank the cards. Make sure that they rank the 10 cards in order.

Step 3:

Ask each group to present their ranking of ideas as well as their own ideas if they added any.

Reflection/Next steps:

You can dedicate some time for reflection or discussion on the ideas and the ranking of each group, depending on the time you want to dedicate and the objectives you have set for the activity. You can also check the chapter ‘Desserts: Getting Active’ for interesting links – carry on research on current initiatives and campaigns and many ideas on how to make an impact through taking action.

📁 Material 1: Solution cards



Persuade your family and friends to buy Fairtrade products.



Find out more about the food you eat (e.g. using a mobile Application)



Sign an online petition against unfair trade rules (e.g. TTIP).



Become vegan/vegetarian.



Donate money to an overseas charity that helps people suffering from hunger or malnutrition.



Least impact

2. Main Course

2.1 Pizza

Background

Pizza is certainly one of the most popular meals world-wide. It's also a cultural phenomenon scaled-up in lifestyle, music and movies. Furthermore, pizza can be seen as a business commodity with a good share in the food market.

Pizza originated locally in Naples (Helstosky, 2008), but has made a cultural expansion throughout the planet mainly as a result of a U.S. influence (even in Italy!). The way of preparation, the ingredients and the cultural practices around pizza vary in the different countries or within the same country. Pizza is thus a great example for the complicated, interconnected and often problematic issues which surround our food.

Agriculture

While basically any product could be found in pizza, there are a couple of ingredients, which are a must – in particular flour and tomatoes, the heart of the pizza. Flour is usually made out of wheat. Growing both wheat and tomatoes is connected to a number of environmental and social issues, even if both crops are widely grown in Europe (the EU has exported 33 million tons of common wheat in 2014-2015). Some of those issues include the usage of land, water and chemicals along with loss of biodiversity, unequal relationships between small farmers and big produces, labour rights violations (Yes, also in the EU!).

Animals

The classic pizza comes with mozzarella although other types of cheese could also be found in different regions throughout the world. Peperoni and other types of meat are often added to the meal even if the classic version (commonly known as margherita) is vegetarian. Chopped anchovy is often spread on the pizza while some editions come with tuna. Animals are all over pizza and are linked to a number of issues including gas emissions, GMO feds, animal treatment, animal rights and sustainable fishery.

Cultural dimensions

Pizza could be a classic example of an intercultural society. Its expansion throughout the world as an 'ethnic' food has contributed to food cultural diversity, but also shaped many cultural stereotypes, particularly on Italians and Americans. The local adaptations, the change in the initial usage, target group and meaning in the different regions, are a fascinating research field. Becoming part of different communities' life, pizza could also be used as a case to explore one marginal and somewhat controversial issue of fairness – cultural appropriation.

Fast food corporations

As already mentioned, pizza has conquered the world and some of the engines of this expansion have concrete names – companies like Domino's and Pizza Hut have brought pizza in places and locations where it otherwise might not catch up. The growing pizza industry poses some important questions on unsustainable (and unhealthy) aspects of fast food, along with fairness considerations around supply chains and taxation.

Donate food to a local food bank.



Grow your own food.



Take part in a demonstration.



Contact your local MP and share your concern.



?

Most impact

2.1.1 Pizza from Issues



📌 Global issues

👥 Small groups work, prioritisation, discussion

🕒 45 minutes to 1 hour

👤 5 – 30 participants

📁 Copies of Material 1: Pizza Template – 1 per small group, Pens/pencils – 1 per small group



- To identify the connections between our food consumption and different global issues
- To discuss possible influence of our food habits and behaviour to different global issues
- To raise awareness about the interconnectedness of the world we live in relation to food

Procedure:

Step 1:

Ask participants if they are aware of the term ‘global issue’. Note down their suggestions and opinions. Make sure the participants understanding is not limited to the notion that global issues are issues, which emerge in different countries around the world. If needed introduce a definition of global issues: Global issues are those that have, or hold the potential for, far-reaching impacts on large numbers of people. Global issues are trans-national, or trans-boundary, in that they are beyond the capability of any one nation to resolve (...) global issues are interconnected, which means that a change in one – whether for better or worse – exerts pressure for change in others. (Wheeler, 2009)

Step 2:

Ask participants if they eat and like pizza, let some of them share what are their favourite types of pizza. Ask them to name some of the common ingredients in pizza.

Step 3: Divide the participants in small groups of up to 5 people per group. Give a copy of Material 1: Pizza Template to each group together with a pen or a pencil. Ask participants to do Part 1 – read through a list of global issues and pick up 8 issues, which they think relate to the production of pizza the most. They need to also agree on an argument for each issue they would put on the pizza. Make sure that all participants are aware of the terms in the Global Issue part and give additional explanations if needed.

Step 4: Ask participants to come together in plenary and present their findings. Put their Pizza Templates next to each other and discuss together similarities and differences within the groups. Ask to listen to some arguments from different groups.

Step 5: Participants should go back to their small groups and work on Part 2 of the Pizza Template. From the 8 issues they have related to pizza in Step 3, they should discuss and decide together which are more important and ‘cut’ their pizza pieces accordingly. Arguments should be prepared.

Step 6: Ask participants to come together in plenary and present their findings. Put their Pizza Templates next to each other and discuss together similarities and differences within the groups. Listen to some arguments from different groups.

Step 7: Participants should go back to their small groups and work on Part 3 of the Pizza Template. From the 8 issues they have related to pizza in Step 3, they should discuss and decide together how strongly they – as pizza-consumers – could influence the different issues and ‘cut’ their pizza pieces accordingly. Arguments should be prepared.

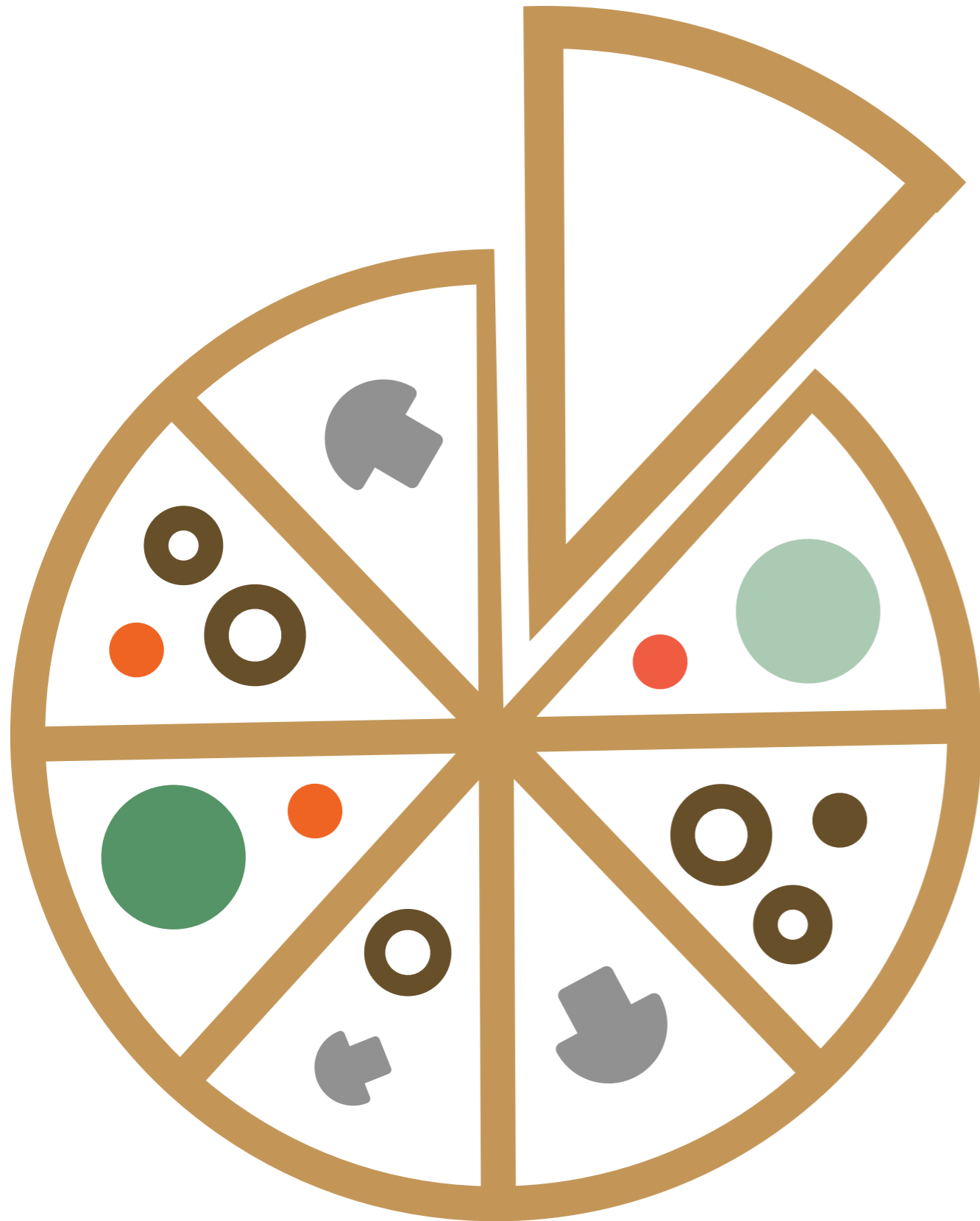
Step 8: Ask participants to come together in plenary and present their findings. Put their Pizza Templates next to each other and discuss together similarities and differences within the groups. Ask participants to compare how the importance of an issue relates to their possibility to influence this issue. Listen to some arguments from different groups. Give some arguments yourself, using the introduction of this chapter. Debrief.

Questions for debriefing and reflection:

- How do you feel about the activity? What was difficult about it?
- Have you made some realizations through the process and what?
- Have you considered the connections of our pizzas to the world before? If not, why do you think?
- What would be the result if similar exercise would be done with other food types, meals, drinks?
- What is our responsibility as consumers towards resolving global issues?
- Do we have influence as consumers on global issues? How can we better use it?

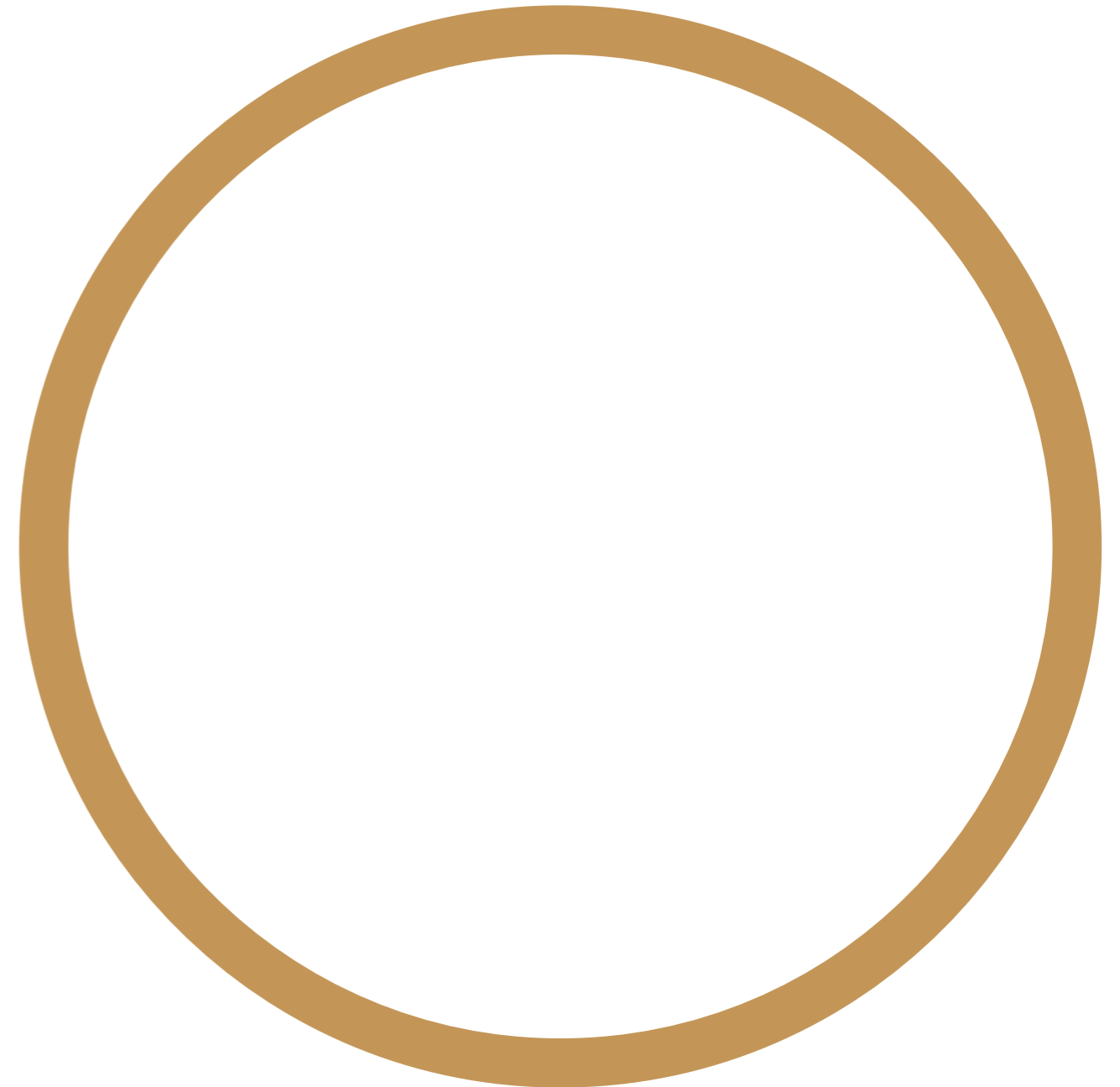
Material 1: Pizza Template

Part 1: Select 8 global issues you feel are strongly connected to the production and consumption of pizza and copy them on the pieces of pizza on the left. Be prepared to explain why.



Global Issues

Environmental pollution, Usage of natural resources, Sustainable development, Biodiversity, Human Rights, Labour Rights, Animal rights, Food security, Poverty and hunger, Sustainable agriculture, Health, Trade, Active citizenship, Intercultural dialogue, Social Justice, Consumerism, Food Waste, Gender Equality, Cultural assimilation



Part 2: Cut the pizza into 8 pieces where the size of each piece shows the importance of the issue – the bigger a piece is, the more important you find it.

Part 3: Cut the pizza into 8 pieces where the size of each piece shows how much influence pizza-consumers (you) have over the issue – the bigger a piece is, the more influence consumers have on its development.

2.1.2 Organic Tomatoes?



📌 Organic and conventional agricultural, food security, sustainability standards, consumer choices

👥 Small groups work, discussion

🕒 45 min

👤 5 – 30 participants

📁 Pieces of flipchart paper, Markers, Material 1: Conventional farming, Material 2: EU Organic Farming Logo Sheet – 1 copy per small group, solution cards



- To explore the difference between organic and conventional agriculture;
- To introduce the idea of sustainability standards as a possible way to work on global issues around food;
- To reflect on the EU organic farming logo standard;
- To reflect on the criticism towards organic farming

Questions for debriefing and reflection:

- How do you feel about the activity? What was difficult about it?
- Have you made some realisations through the process and what?
- Are you usually looking at the labels of the food products you buy? What is it you are looking for and why?
- Do you trust certificates like the EU Leaf Logo and why?
- Do you think there's something missing in the EU Leaf Logo standard and what?
- Organic agriculture products are usually more expensive than those produced conventionally. Do you think this is justified and why? What would be the alternatives for people that can't afford to pay more for organic products?
- Would people be willing to pay more for organic and for what reasons? How can these be communicated?
- Some critics say that with the world population and food insecurity growing, organic production cannot answer the food needs of the world. What do you think about it?

Procedure:

Step 1: Ask participants if they eat and like pizza, let some of them share what are their favourite types of pizza. Ask them to name some of the common ingredients in pizza. Tomatoes should come up quite early in the list.

Step 2: Introduce the two main types of growing crops – organic and conventional farming. Either disseminate Material 1: Conventional farming, or copy its main parts on a poster for everybody to see.

Step 3: Divide the participants in small groups of up to 5 people per group and ask them to study, discuss and reflect on the problems connected to conventional farming in Material 1. Ask them to discuss and agree on a set of requirements if they wanted to consume 'the perfect tomato', i.e. grown in a way that does not contribute to the problems of conventional farming listed. Let them write their requirements on flipchart paper.

Step 4: Ask the groups to present their work and let them ask questions to one another.

Step 5: Let the participants know that similar standards to the ones they were creating already exist. Disseminate copies of Material 2: EU Organic Farming Logo Sheet. Ask the participants to read through, compare and discuss the similarities and differences between the EU Leaf logo standards and their own requirements. Make sure to let them know that the EU Leaf Logo is just one of the existing standards and not necessarily giving the best protection for people and the environment. The comparison and discussion can happen either back in the small groups, or in plenary. Debrief.

Material 1: Conventional farming

Most of the tomatoes we eat were actually grown in Europe – the EU member states produced 16.8 million tonnes of tomatoes in 2014, of which approximately two thirds came from Italy and Spain (Eurostat, 2015).

However, most of the production in EU is still conventional as the organic area represents only 5.4% of total utilised agricultural area in Europe (European Commission, 2013).

What does conventional farming mean?

Some characteristics of conventional farming: rapid technological innovation; large capital investments in order to apply production and management technology; large-scale farms; single crops/row crops grown continuously over many seasons; extensive use of pesticides, fertilizers, and external energy inputs; high labor efficiency; and dependency on agribusiness.

While it brings a lot of advantages, conventional farming is heavily criticized for various issues among which:

- Decline in soil productivity – exhaustion and pollution;
- Pollution of water (salts, fertilizers, pesticides);
- Water scarcity due to overuse of surface and ground water for irrigation;
- Influence on animal life (insects becoming resistant to pesticides, loss of habitat for species, reduced genetic diversity)
- Small farmers with no control over prices and struggling to compete with big farming holdings;
- Loss of small farms, contributing to disintegration of rural communities and localized marketing systems;
- Health of the workers;
- Health of the consumers;
- Inhumane practices for animal treatment.

Adapted from Gold, M. 2007. Sustainable Agriculture: Definitions and Terms <http://afsic.nal.usda.gov/sustainable-agriculture-definitions-and-terms-1>

Material 2: EU Organic Farming Logo Sheet



The EU Organic Farming Logo on a product guarantees that: The production respects nature.

The products are produced in a sustainable way. The operators of organic production are controlled once per year by control bodies or control authorities to ensure that they respect all organic rules and all health and consumer protection rules.

Farm animals are freely grazing in the open-air and they are treated according to enhanced animal welfare conditions.

Genetically modified organisms are not allowed in organic agriculture. For food, there are strict limitations to the use of chemical pesticides and fertilisers, antibiotics Organic agriculture strictly limits the use of food additives and processing aids and other inputs.


Most of the inputs for farm production come from the farm itself using local resources and local knowledge.

Each and every time you buy an organic product from your supermarket, or choose an organic wine at your favourite restaurant, you can be sure they were produced according to strict rules aimed at respecting the environment and animal welfare.

More information on: http://ec.europa.eu/agriculture/organic/index_en.htm

2.1.1 Water in our Pizza




 Water usage in the production of products, sustainability and consumers choices

 Individual work, discussion

 30 min

 5 – 30 participants

 Material 1: Pizza Making Sheet – as many copies as participants, Material 2: Water Footprint Sheet – as many copies as participants, Pens/pencils – as many copies as participants



- To raise awareness on the water usage needed for food production;
- To make a direct link between consumer choice and influence on the environment;
- To reflect on the role and responsibility of consumers in relation to usage of resources in the food production process

Procedure:

Step 1: Ask participants if they eat and like pizza, let some of them share what are their favourite types of pizza. Let them know they will now be able to make their own pizza.

Step 2: Give a copy of Material 1: Pizza Making Sheet to each participant. Explain the participants that they can now make their own pizza – decide and note down which ingredients to include in their pizza and in what quantity.

Step 3: Give a copy of Material 2: Water Footprint Sheet to each participant. Explain that the Water Footprint is a scientific international initiative, which calculates how much water is used for the production of different crops. Ask them to calculate the Water Footprint of the pizza they have ‘prepared’. Let some of them share the results.

Step 4: Ask the participants to try to revise their pizza recipes – change products or quantity. Ask them to recalculate and see the difference. Debrief.

Questions for debriefing and reflection:

- How do you feel about the activity?
- Have you made some realisations through the process and what?
- Have you considered how many resources are being used to produce the food we eat? If not, why do you think?
- Apart from water, what other resources are engaged in the production of food?
- What is our responsibility as consumers for maintaining clean water and save other resources?
- Do we have influence as consumers? How can we better use it?
- How can we make more people aware about the resources used for the food we consume?

🍷 *Material 1: Pizza Making Sheet*

Make your own pizza! Circle the quantity you would like to include for each product.

Product	Grams	Grams	Grams
Wheat	80	120	160
Tomato paste	50	100	150
Dried tomatoes	15	25	35
Eggs	50 (1 egg)	75 (1.5 eggs)	100 (2 eggs)
Virgin Olive oil	20	40	60
Olives	15	25	35
Cheese	60	100	140

🍷 *Material 2: Water Footprint Sheet*

Products	Grams	Litres in Austria	Litres in Bulgaria	Litres in Cyprus	Litres in Greece	Litres in the UK
Wheat	80	65	148	182	132	45
	120	98	221	273	198	68
	160	130	295	364	264	90
Tomato paste	50	7	43	10	17	2
	100	13	86	20	35	5
	150	20	128	30	52	7
Dried tomatoes	15	10	64	15	26	4
	25	16	107	25	43	6
	35	23	150	35	60	9
Eggs	50 (1 egg)	71	253	171	175	74
	75 (1.5 eggs)	106	379	256	262	112
	100 (2 eggs)	142	506	341	350	149
Virgin Olive oil	20	289	289	305	289	289
	40	577	577	610	577	577
	60	866	866	915	866	866
Olives	15	45	45	48	45	45
	25	75	75	80	75	75
	35	106	106	112	106	106
Cheese	60	141	753	436	448	154
	100	235	1255	726	747	256
	140	329	1757	1017	1046	358

IMPORTANT! The Water Footprint is an indicator we use when assessing products in our Map Your Meal app. The amount of water needed for a certain product can vary quite a bit from one country to another, as environmental conditions and production methods are different. You can calculate the water footprint for other countries here: www.waterfootprint.org.

2.2 Souvlaki

Background: Souvlaki (diminutive of the word “souvla”, skewer), is the Greek national “fast food”. It has fans all over the world, since many Greek immigrants managed to survive abroad by selling pita breads stuffed with gyros (meat cooked on a vertical rotisserie) and tzatziki (sauce made of yogurt, cucumber and garlic). Souvlaki consists of small pieces of meat (usually pork, although chicken, beef and lamb may also be used) grilled on a skewer. It is usually served with grilled bread, or wrapped in a lightly grilled pita bread together with chopped vegetables (tomato, onion, lettuce), tzatziki sauce and optionally fried potatoes. Except for the souvlaki restaurants, souvlakia are also sold by street vendors, who grill them on small charcoal grills at various outdoor events.

Nutritional value: Souvlaki was awarded a certificate of “high nutritional value” by the University of Nottingham, providing that the meat is lean and clean, the pita bread is whole wheat, the tomatoes organic, and that there are no additional ingredients like fried potatoes, sauces and oils of questionable quality. Unfortunately, the souvlaki that we usually consume, mainly contain pork meat rich in fat, pitas coated with palm or seed oil (poor quality oils rich in saturated fats) and potatoes pre-fried also in poor quality oils - which means that they contain large amounts of preservatives and fats, responsible for high obesity rates and associated with increased incidence of cardiovascular disease and cancer.

Meat: There are many issues connected to the production (and consumption) of meat, especially when mass-produced. As the global demand for meat keeps rising, animals are increasingly kept in overcrowded farms, treated as industrial product rather than as a living being in its own rights. Apart from concerns about the welfare of the pigs (or other animals), the intense animal farming implies high concentration of antibiotics and often hormones within the animals in order to avoid outbreaks of epidemics – which do not only affect the soil but also remain in the meat, which is then consumed. Their feed is often comprised of cheap grains such as mass-produced, genetically modified soy or corn. The intense farming mechanisms not only of raising the animals but also those providing animal feed add significantly to the destruction of the natural eco-systems, the degradation of soil through monocultures, intense use of pesticides and herbicides, converting natural forests into large-scale farm land for animal feed.

Pita bread: If it was coated with olive oil, then the pita bread would be much more healthy and nutritious. But the restaurant owners mainly use palm or seed oil - poor quality oils, rich in saturated fats. In addition, the high demand of palm oil (an ingredient used in a plethora of products) is responsible for the destruction of forests and their replacement with palm plantations (mostly in SE Asia and S. America). This deforestation leads to an increase of carbon dioxide emissions, biodiversity loss and threatened animal species. Seed oils are also blamed for carcinogenesis in animals and people.

Fried potatoes: Since potatoes are also fried in palm or seed oil, try to totally avoid them or add just a few, replacing them with more chopped up vegetables - lettuce, tomato, onions. Tzatziki sauce is usually made of pure, healthy ingredients – yogurt, cucumber, olive oil, garlic and dill.

Vegeterian Souvlaki: A good alternative for a “greener” souvlaki is to replace the meat with vegetables, fresh or grilled, since the carbon footprint of fresh vegetables is 400 and their water footprint 322. (Tomato’s carbon footprint is just 154, while its water footprint less than 180). Industry poses some important questions on unsustainable (and unhealthy) aspects of fast food, along with fairness considerations around supply chains and taxation.

2.2.1 How much water does it take to make a souvlaki?



📌 Water footprint

🚩 Group Work, Discussion

🕒 35 min

👥 12-24 participants

📁 internet-access to use the waterfootprint, big paper, colourful markers/ other creative art supplies, plastic cups and jugs, water



- To get familiar with the meaning of the water footprint and in general with the environmental “cost” of food production

Procedure:

Step 1: Ask participants to split into smaller groups. Each group will have the task to determine the water footprint of a souvlaki and present it creatively on a poster or hand-made infographic. Ask them to begin by determining what they would put into their souvlaki – chicken? pork? lamb? tomatoes, potatoes, yoghurt? pitta bread? You could bring actual souvlaki on a plate to make it more realistic.

Step 2: Ask the groups to think of ways in which water would be needed to in its production, from sowing crops to ending up in your plate. How would the meat be produced? The bread, vegetables? Grain for the bread and also to feed the livestock. What does that mean for the producers? What are the costs?

Once they have discussed in detail within their group, ask them to use the water footprint calculator together (www.waterfootprint.org) and determine the actual quantities of water.

Step 3: Ask them to put the information into a creative poster or info-graphic. Discuss them in the group. Suggest to them use the posters for awareness raising – what could they come up with? Why is it important to raise awareness about the water footprint?

Questions for debriefing and reflection:

- How do you feel about the activity?
- What issues did you come across in your discussion that were controversial?
- Was it difficult to use the water footprint calculator? Should there be easier ways to find out how much water was needed to produce your food?
- Is vegetarian diet the only one that would be environmentally friendly?
- Would local production represent a key solution for water footprint, reducing a lot the transportation costs?
- We are facing an increasing over-consumption of meat – what are factors that we might need to reconsider in our food education?

2.2.2 Fair Trade Pepper



📌 Labour rights, fair trade, certification system

🚩 Labour rights, fair trade, certification system

🕒 45 min

👥 2-24 participants

📁 photos of spices, Fair Trade criteria info-sheets



- To understand how Fair Trade has an impact on peoples' lives
- To realise that people work hard for unfair wages and without labour rights in the Global South

Procedure:

Step 1: Introducing the concept (5 minutes)

Ask the group a few questions to start a first brainstorming discussion: What is fair trade? Have you ever heard of Fair Trade? What do you know about it? How is it different from regular trade?

Step 2: Photo Show (10 minutes)

Show the photos with the spices and ask the participants to pick the 6 spices that are the most used for preparing souvlaki (Black Pepper – Cumin – Ginger – Oregano – Rosemary – Coriander). Once they pick the correct photos, hand them the information sheet and ask them to read the fair trade standard labour criteria.

Step 3: Working group (30 minutes)

Divide the participants in 6 groups. Ask each group to focus on one Fair Trade labour standard criterion. Can they relate to this? How is this relevant to producers in their own country? How would producers be impacted if these regulations were not in place? How can we assure that they get accepted and respected widely? Ask participants to structure their thoughts on a flipchart paper/ poster and present to the plenary.

Questions for debriefing and reflection:

- How do you feel about the activity?
- What was surprising or unexpected?
- How can you contribute fairer trading practices?
- What would be good ways to promote fairly traded spices?



Fair Trade Labour Criteria

OPPORTUNITIES FOR DISADVANTAGED AND MARGINALISED PRODUCERS

Poverty reduction through trade forms a key part of the organisation's aims. Fair Trade supports marginalised small producers, whether these are independent family businesses, or grouped in associations or co-operatives. It seeks to enable them to move from income insecurity and poverty to economic self-sufficiency and ownership.

Market access for marginalised producers Many producers are excluded from mainstream and added-value markets, or only access them via lengthy and inefficient trading chains. Fair Trade helps producers realise the social benefits to their communities of traditional forms of production. By promoting these values (that are not generally recognised in conventional markets) it enables buyers to trade with producers who would otherwise be excluded from these markets. It also helps shorten trade chains so that producers receive more from the final selling price of their goods than is the norm in conventional trade via multiple intermediaries.

CAPACITY BUILDING

Fair Trade seeks to increase positive developmental impacts for small, marginalised producers.

Fair Trade organizations develop the skills and capabilities of their own employees or members. Organisations working directly with small producers develop specific activities to help these producers improve their management skills, production capabilities and access to markets - local / regional / international / Fair Trade and mainstream as appropriate. Organisations, which buy Fair Trade products through Fair Trade intermediaries in the South assist these organisations to develop their capacity to support the marginalised producer groups that they work with.

Capacity building & empowerment Fair Trade relationships assist producer organisations to understand more about market conditions and trends and to develop knowledge, skills and resources to exert more control and influence over their lives.

GENDER EQUALITY & NO DISCRIMINATION

Fair Trade organizations do not discriminate in hiring, remuneration, access to training, promotion, termination or retirement based on race, caste, national origin, religion, disability, gender, sexual orientation, union membership, political affiliation, HIV/Aids status or age.

There is a clear policy and plan to promote gender equality that ensures that women as well as men have the ability to gain access to the resources that they need to be productive and also the ability to influence the wider policy, regulatory, and institutional environment that shapes their livelihoods and lives. Organisational constitutions and by-laws allow for and enable women to become active members of the organisation in their own right (where it is a membership based organisation), and to take up leadership positions in the governance structure regardless of women's status in relation to ownership of assets such as land and property. Where women are employed within the organisation, even where it is an informal employment situation, they receive equal pay for equal work. The organisation recognises women's full employment rights and is committed to ensuring that women receive their full statutory employment benefits. The organisation takes into account the special health and safety needs of pregnant women and breast-feeding mothers.

The organisation respects the right of all employees to form and join trade unions of their choice and to bargain collectively. Where the rights to join trade unions and bargain collectively are restricted by law and/or political environment, the organisation will enable means of independent and free association and bargaining for employees. The organisation ensures that representatives of employees are not subject to discrimination in the workplace.

NO CHILD LABOUR

Fair Trade organizations adhere to the UN Convention on the Rights of the Child, and national / local law on the employment of children. The Fair Trade movement ensures that there is no forced labour in its workforce and / or members or homeworkers.

Organisations who buy Fair Trade products from producer groups either directly or through intermediaries ensure that no forced labour is used in production and the producer complies with the UN Convention on the Rights of the Child, and national / local law on the employment of children.

Any eventual involvement of minors in the production of Fair Trade products (including learning a traditional art or craft) is always disclosed and monitored and does not adversely affect the children's well-being, security, educational requirements and need for play.

FAIR PAYMENT

A fair price is one that has been mutually agreed by all through dialogue and participation, which provides fair pay to the producers and can also be sustained by the market. Where Fair Trade pricing structures exist, these are used as a minimum. Fair pay means provision of socially acceptable remuneration (in the local context) considered by producers themselves to be fair and which takes into account the principle of equal pay for equal work by women and men.

Fair Trade marketing and importing organisations support capacity building as required to producers, to enable them to set a fair price.

GOOD WORKING CONDITIONS

Fair Trade organisations provide a safe and healthy working environment for employees and / or members. It complies, at a minimum, with national and local laws and ILO conventions on health and safety. Working hours and conditions for employees and / or members (and any homeworkers) comply with conditions established by national and local laws and ILO conventions.

Fair Trade Organisations are aware of the health and safety conditions in the producer groups they buy from. They seek, on an ongoing basis, to raise awareness of health and safety issues and improve health and safety practices in producer groups.

2.3 Sushi

Background Information

The original form of sushi, known as narezushi, originates from Southeast Asia and described fish that was salted and wrapped in fermented rice, which was then stored for months for preservation. The fermentation of the rice prevented the fish from spoiling. The fermented rice was discarded and fish was the only part consumed. The term sushi comes from an antiquated grammatical form no longer used in other contexts, and literally means "sour-tasting", a reflection of its historic origin as a fermented food. Today's sushi has little in common with this original form of preparation.

Modern sushi, made out of rice, raw fish, seaweed and vegetables, has become very popular across Europe, with many sushi restaurants and sushi take-away places in most towns. But how green and how fair is the sushi we like to eat? The following activities will look at its two main ingredients, rice and fish (such as salmon and tuna).

Rice

Rice is a key staple food for nearly half of the world's population. It is grown on around 144 million farms, most of them smaller than 1 hectare. People have cultivated rice for about 10,000 years and there are around 40,000 different rice varieties globally with different shapes, colours, and varying nutrients. Rice production is one of the most important economic activities worldwide, and yet only around 7% of all rice production is exported from its country of origin.

Based on population projections from the United Nations and income projections from the Food and Agricultural Policy Research Institute (FAPRI), global rice demand is expected to rise from 439 million tons (milled rice) in 2010 to 496 million tons in 2020, to 555 million tons in 2035. In order to meet the increasing demand, several forms of high yield rice have been developed, increasing the output per hectare and allowing for multiple harvests per year. However, these come with other challenges, such as higher pressure on the ecosystem and less time for the soil to recover, loss of indigenous crops, changes in nutritional values, ownership of seeds and royalties payable by farmers.

Fish

There are many different types of fish that can be found in sushi, the most common ones to us are probably salmon and tuna. For the purpose of these activities, we look at fish in general, and the challenges that the fishing industry creates. Fishing has been a common economic activity for millions of families around the world. However, greater demand for fish, as well as large-scale fishing techniques have created a threat for marine life as well as for the fishermen. 158 tonnes of seafood are caught every year. On average, we consume 14 kg of seafood annually, and for around 2 billion people, seafood remains the main source of food in their diet. As populations are growing, the demand for seafood increases. The commercial fishing industry is utilizing ever bigger trawlers and nets, catching larger amounts of fish, and literally scraping the floor of the ocean in order to catch seafood – and with it killing the vegetation and marine life needed to retain the ecosystems of the oceans. The modern industrial fishing mechanisms also result in fish being caught at an age before they have the opportunity to reproduce, thus not allowing the population to recover itself. High amounts


of by-catch add to this problem. As seas are being increasingly overfished, small fishermen face more and more economic challenges and are very vulnerable to poverty. An additional problem is the high amount of marine pollution – around 80% of all our waste (created on land) eventually ends up in the oceans, including industrial waste, household waste, pesticides, fertilizers, toxins and even radioactive materials. This increased pollution is fatal for fish and any other creatures living in the ocean. Due to lower numbers of wild fish, fish farms – aquacultures – are contributing to meeting the consumers' demands for fresh fish. When kept clean and environmentally friendly, these fish farms do not pose a problem to the oceans, however in most cases they contribute to the pollution as they involve chemicals, antibiotics; and farmed fish tend to escape and disrupt the balance of the natural food chain.


Sustainable Fishing Labels: There are two main labels (set by ISSF), depending if it concerns wild-capture fisheries (MSC) or sea farms (ASC). These labels monitor the production process of a certain product and apply strict criteria in regards to sustainable fishing (allow fish populations and the ecosystems on which they depend to remain healthy and productive for the future) minimizing environmental impact and effective management in case of fisheries, and harvesting from approved waters, following feed regulations, handling and processing under sanitary conditions in case of sea farms. MSC ecolabel and ASC label are the most popular and internationally recognized certification systems for consumer awareness.




2.3.1 Exploring Rice




 Global Issues and the interconnectedness

 Group work

 60 min

 10-30 participants

 Flipchart paper, markers, coloured pencils/ crayons, world map, development compass rose



- To explore the diversity of rice
- To explore the impact of rice production on farmers, the environment and ask questions about their interrelations

Procedure:

Step 1: Start this activity with a short interactive quiz. Ask the participant to think about rice; about different dishes they have eaten that contained rice. Did they taste differently? Was the rice prepared in different ways? Ask them to imagine how many varieties of rice exist globally, without saying the number out loud. Then ask all participants to stand in a line, according to the number of rice varieties they picked. Once the line is formed, ask them all to say their number. Reveal the answer: there are over 40,000 varieties of rice.

Step 2: Next ask participants to form groups of four. Hand each group a copy of the world map and a few coloured pencils/ crayons. Ask the groups to colour the 10 countries with the highest rice cultivation. With a different colour, ask them to mark the 5 main countries of rice export to the EU. Last, ask them to colour 5 rice producing countries within Europe. This is only to get participants more familiar with the global scale of rice production.

Step 3: Reveal the answers and let participants compare with their maps. Top 10 Rice cultivation countries (as of 2016): China, India, Indonesia, Bangladesh, Vietnam, Thailand, Myanmar, Philippines, Brazil, Japan. 5 main exporting countries to the EU: India, Cambodia, Thailand, Pakistan, USA. EU rice producing countries: Italy, Spain, Greece, Portugal, France, Romania, Bulgaria, Hungary.

Step 4: Now tell the participants that you want to explore the issue of rice and that you will start by asking questions. For this they will use the Development Compass Rose. Ask participants to split into groups of four or five per group. Hand each group a flipchart paper, markers and a copy of the Development Compass Rose.

Step 5: Encourage them to write as many questions about rice as they can think of. Some might fit under 'Nature' or 'Society' etc., others might be more in-between, such as 'North-East', which would be relevant both to nature/ the environment and to economy. Give each group 20 minutes to develop their questions. You can give them prompts, such as "you might want to think about global prices of rice, export/import regulations, about climate change/ draughts, about genetically modified varieties of rice that are supposedly more resistant and nutritious"

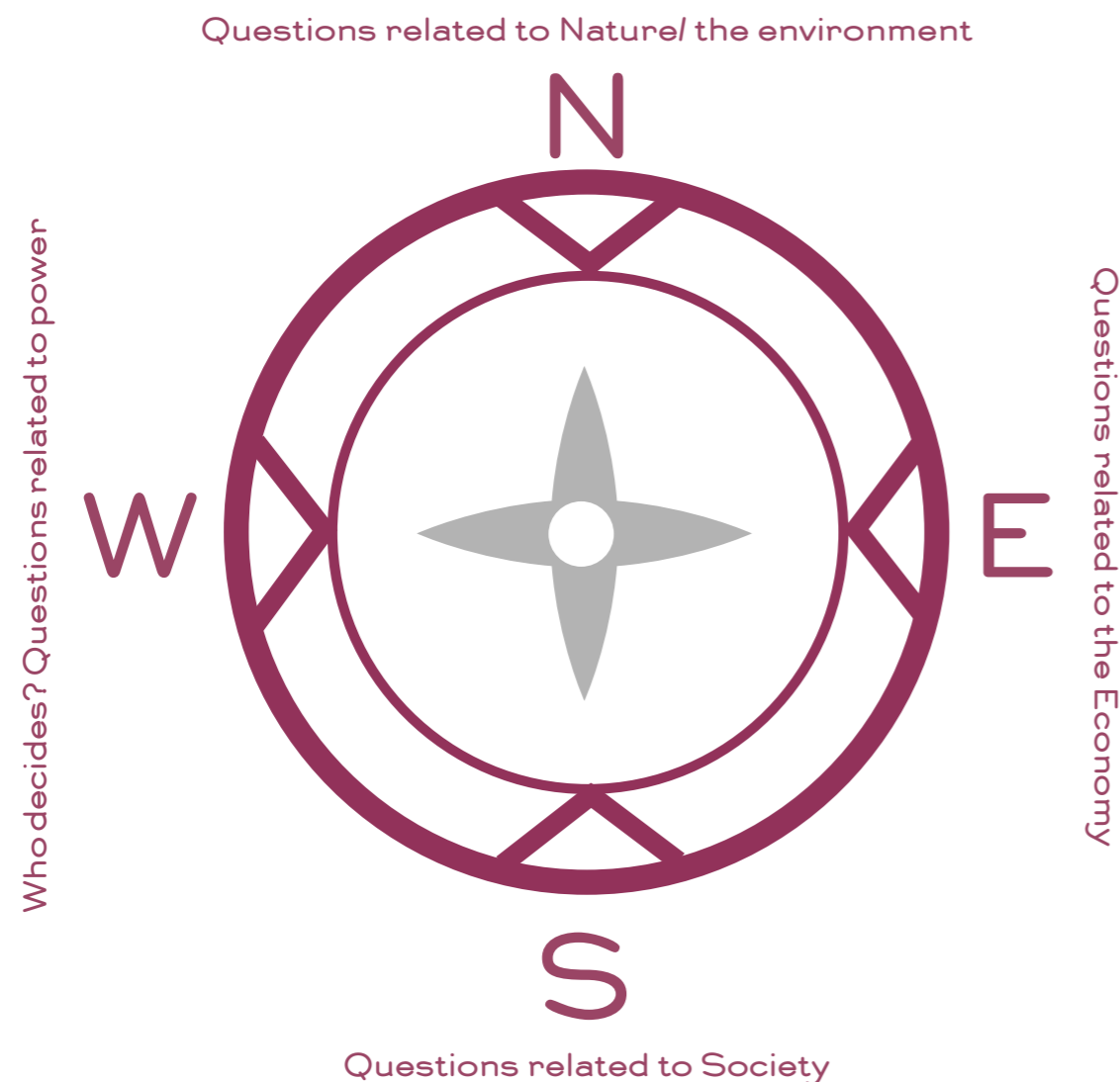
Step 6: Then present and discuss the results in plenary. Allow time for comments, questions and feedback.

Questions for debriefing and reflection:

- Did you like the activities?
- What did you like/ not like?
- What was difficult? why?
- Was there anything surprising or new?

Next steps:


As a next step you could ask participants to do their own research, answering some of the questions posed during this activity.




2.3.2 Who caught your Sashimi?




 Sustainable Fishing

 Group work

 60 min

 10-30 participants

 Flipchart paper, markers, Statements, Discussion Cards



- To explore different fishing practices and their impact on marine life
- To explore the impact of unsustainable fishing on the environment as well as on fishing communities

Preparation:

- Copy and cut the statements referring to sustainable and unsustainable fishing.
- Copy and cut the Discussion Cards, or write the discussion points on large colourful cards

Procedure:

Step 1: Start this activity by talking about sushi and asking the group if they know where the fish comes from and how it was caught. What do they know about fishing practices? Have they ever gone fishing? How did they manage to catch fish? Take notes on a white-board or flipchart collecting their responses.

Step 2: If you work with a larger group, split in small groups of 4. If you want to look at this activity for individual reflection, no further preparation is required. Hand each group a pile of statements in random order.

Step 3: Ask each group to read the statements out and make sure that everyone in the group understands them. Then ask the group to sort the statements according to sustainable and unsustainable ways of fishing.

Step 4: In plenary, prepare one flipchart paper for the sustainable ways and one for the unsustainable ways and gather the statements from the different groups. Looking at the two lists, which methods do they think are used predominantly? What impact do they have?

Step 5: Having discussed the impact a bit, move to the next step, the Discussion Cards. Hand one Discussion Card to each group, along with a flipchart paper and some markers. Depending on the number of participant, you may want to re-structure the groups. Ask each group to discuss their card, looking at impacts on the environment/ marine life as well as impact on people that are affected (directly or indirectly). Ask the groups to write down their thoughts on the flipchart. Give each group 10 minutes.

Step 6: Hang up all the flipcharts along with their discussion cards and ask everyone to walk around and read all the cards and discussion points. Allow time for questions to the groups.

Step 7: Next, ask everyone to pick one flipchart that they think represents the biggest impact of unsustainable fishing and ask them to stand next to it. Ask volunteers to share their thoughts. Allow for discussion and explain that there is not one correct answer.

Questions for debriefing and reflection:

- Did you like the activities?
- What did you like/ not like?
- What was difficult? Why?
- Was there anything surprising or new?
- What is our own role and impact with regards to unsustainable fishing?
- How could sushi – or fish consumption in general become more sustainable?

I. Sustainable or Unsustainable Ways of Fishing?

Dive Collection A very selective method of fishing where divers collect seafood like shellfish or lobster by hand.
Hook and Line Fishing Similar to traditional fishing methods, boats set out short fishing lines with one or just a few baited hooks. This fishing method doesn't damage the environment and is relatively selective.
Purse Seining (Salmon) Involves a net that can be closed around a school of fish like a bag. Purse seining is quite selective and does not damage the environment.
Gillnetting Involves a wide rectangular net towed at the surface, which fish swim into and become tangled in. Gillnetting has little impact on the environment and generally produces little by-catch.
Harpooning A very selective fishing method where fishermen target and spear individual fish
Beam Trawling A type of bottom trawling where the bottom of the net is stabilized with a beam that damages the sea floor as the net is dragged.
Trawling Another type of bottom trawling where the net is held open by floats rather than a beam.
Bottom Longlining A fishing line as long as 150 km with many baited hooks on it is weighted to rest on the ocean floor. Longlining is associated with a lot of by-catch and may damage the environment when it is hauled in.
Midwater Trawling Similar to bottom trawling except that the net is dragged in midwater away from the bottom. Although this avoids damaging the ocean floor, these nets still associated with a lot of by-catch.
Surface Longlining Involves a very long fishing line with many baited hooks. Although not destructive, longlining has very high rates of by-catch and poses a major threat to sharks and sea turtles.
“Otter” Trawling Another type of bottom trawling where the net is held open by rectangular boards rather than a beam.
Dredging (Scallops) Scallop dredges are dragged along the seafloor and pick up everything in their path. Once again, this has a high impact on the environment and produces a lot of by-catch.

Note: the first five methods are considered sustainable.
* adapted from Seachoice.org for healthy oceans: An Educator's Guide for Grades K-6. 2011.

2. Discussion Cards: Impact of Unsustainable Fishing in Senegal

Depletion of Maritime Life

- Fish populations are shrinking due to overfishing – fish are caught in large numbers and many times are caught before they reproduce, thus not allowing the population to recover
- The high amount of by-catch takes a big toll on fish populations other than the targeted ones. Globally, up to 40% of the overall amount of fish caught is considered by-catch, whereas in Senegal, by-catch can reach up to 75%.
- By-catch is most often dumped back into the sea, already dead

International Trawlers vs Local Fishing Boats

- The seas have become a contested territory with large international fishing trawlers emptying the seas and leaving little if anything for local fishermen
- Fishermen have to go further and further out as the waters close to the shore are depleted
- Overfishing has led to 80% unemployment in the Senegalese fishing sector
- Many Senegalese fish factories had to close down

Illegal Fishing


- It is estimated that 37% of West Africa’s catch is illegal.
- Senegal loses over 300million USD per year due to illegal fishing by international trawlers


EU Fishery Agreements


- Senegal was the first Sub-Saharan African country that signed a fishery agreement with the European Community in 1979. As the Senegalese fishing sector collapsed due to overfishing, the agreement was not renewed in 2006
- In 2015 a new agreement was signed between Senegal and the EU, providing for up to 38 EU boats catching mainly tuna to enter Senegalese waters in exchange for 8,69 million EUR EU payment to Senegal
- Local fishermen were not consulted when negotiating the agreement

2.3.3 Put a Label on your Fish



 Sustainable Fishing

 Field research at supermarket, discussion groups

 30 min + visit to super market

 5-30 participants

Paper, pens, camera, post-its



- To explore the diversity of eco-labels for fisheries
- To investigate the sustainability of locally available fish products
- To discuss the challenge of sustainable fish consumption

Procedure:

Step 1: Start this activity by introducing the concept of eco labels on food and particular fish products. Ask participants to get together in groups of three and spend ten minutes discussing the benefits and challenges of eco labels, especially on fish products. Ask them to write their answers on post-it notes. Stick all the post-its on two differently designated spaces on the wall, and read and briefly discuss their thoughts. Did the group find more advantages or more challenges?

Step 2: Next, ask the participants which eco-labels for fisheries they know, and start a list. Mention the MSC and ASC labels if participants have not mentioned them.

Step 3: Now send the participants to a local super market. Their task is to check as many fish products as possible – ideally all available, and take a note of the labels discovered on the packages. Fish products can include canned fish, frozen fish or fresh fish. You could ask them to take photos of the labels they find, or to simply write them down, including the product they find them on.

Step 4: When participants have returned, ask them to sit in small groups and discuss their findings. What labels did they see? How many of the fish products had a label? What implications do these labels have on the consumer? Gather feedback in plenary and reflect on the exercise together.

Questions for debriefing and reflection:

- Did you like the activity?
- What did you like/ not like?
- What was difficult? Why?
- Was there anything surprising or new?
- Do you feel you can make responsible choices with regards to consuming sustainable seafood?
- What would you expect from fishery eco labels? How could they become widespread?
- What is our own role and impact with regards to unsustainable fishing?
- How could sushi – or fish consumption in general become more sustainable?

2.4 Ice cream

Background Information

The long journey of ice cream

Ice cream tastes good and sweet and is very cool! Did you ever think about how long an ice cream or its ingredients travel before you enjoy it? What is the connection with child labour in Ghana? Where do the ingredients come from? And why should you care about it? You can find the answers to these questions by following the long journey of the ice cream.

Chocolate

While chocolate is growing in popularity, little attention is given to where cocoa, one of the primary ingredients comes from and under what conditions it is produced. Cocoa originally grew in Latin America. Nowadays, it is produced throughout the tropical belt around the world. Due to low cocoa world prices, its production often leads to impoverishment and exploitation of the workers on the cocoa plantations.

Vanilla

Vanilla is a flavour derived from orchids originally from Mexico. Vanilla is the second most expensive spice after saffron, because growing the vanilla seed pods is very labour-intensive. Half of the vanilla produced globally comes from Madagascar. More than 20.000 children are working in the production of vanilla. Working conditions are very poor and most of the children cannot attend school.

Sugar

Around 80 per cent of the world's sugar is derived from sugar cane, grown in approximately 100 countries and involving millions of small-scale farmers and plantation workers in the global south. The remaining 20 per cent of the world's sugar supply comes from sugar root, grown in the temperate zones in the north. Cutting sugar cane is a very hard job, after a few years most workers are sick and cannot work anymore. Sugar is one of the most valuable agricultural commodities in the world.

Milk

Approximately 150 million households around the globe are engaged in milk production. In most countries in the global south, milk is produced by smallholder farmers, and milk production contributes to household livelihoods, food and nutrition security. Very limited amount of the milk and dairy products of the global south enter the European Union, because of strict importing policies. Within the European Union, milk is mainly produced through large-scale industrial farming. Producers are not obliged to disclose on the label of their products if the animal feed used for the milk production contains genetically modified organisms (GMOs). Taste GMO in your ice cream?

Wheat

Wheat is grown on more hectares than any other food crop, and is of the most important sources of calories and protein for humans in many parts of the world. While many farmers grow their wheat on relatively large farms, many others, for example in South Asia, Ethiopia, and Eritrea, are poor in resources, with little land. The demand for quality wheat products in the global south is rising due to increasing populations and urbanization. However, industrialised farming systems impose major constraints on the environment and the future capacity to produce.

2.4.1 Ice cream tasting and puzzling (2 Parts)

Part I: Ice cream tasting

📌 Sustainable development, consumption and production, nutrition and agriculture, world economy and international trade

🚩 Blind tasting in small groups, discussion in small groups and plenary; puzzle with pictures and short texts

🕒 30 min

👥 30 participants

📁 Approx. 5 big or 15 small cups with several ice creams (for example local, vegan, organic, fair), 6 fabrics to cover their eyes, approx. 30 bowls and spoons



- To raise awareness of fair trade and organic products
- To reflect our own consumer behaviour, and
- To make connections between different countries, people and other creatures more visible

Step 3: After all participants of the group have finished the “blind tasting”, there should be a discussion on the two following questions: Which ingredients are the ice creams made of? With which people and other organisms is this ice cream connected to?

Step 4: After that talk about your experiences with the “blind tasting” with the entire group in the plenary (circle of chairs), discuss together about ingredients and global aspects, focus especially on “organic” and “fair”.

Questions for debriefing and reflection:

- What is the meaning of pleasure/well-being/satisfaction for all? (e.g: fair or ecological ice cream, or for example: vegan ice cream without animal exploitation)

Overview: This exercise introduces the topics of Fair Trade and Sustainability. With blind tasting of different types of ice cream we create a tasty approach and build up a connection to the ingredients of global agriculture. It is possible to combine this exercise with the Map your Ice Cream Photo exhibition.

Preparation: Prepare 6 stops for ice cream tasting: every stop has one table, 5 chairs, 3 bowls, 1 fabric to blindfold, 5 spoons, put several ice creams into the bowls that every stop has 3 types of ice cream.

Procedure:

Step 1: get into 6 small groups (each 2 to max. 5 participants). Each group goes to an “ice cream-tasting-stop”. Within each group there is one person who has his/her eyes covered and is given a spoon full of ice cream by another person.

Step 2: The blindfolded person should guess which type of ice cream she/he has tasted and which ingredients it is made of. Still with eyes covered the group discusses which countries, people and other organisations may be involved in the production of the ice cream (for further information check e.g.: Map your Ice-Cream exhibition)

Part 2: Puzzling the main ingredients

📌 Sustainable development, consumption and production, nutrition and agriculture, world economy and international trade

👥 Blind tasting in small groups, discussion in small groups and plenary

🕒 10 min

👥 30 participants

📁 6 sets of images and text cards, one for each of the small groups



·To make connections between different countries, people and other creatures more visible



Preparation:

Participants get into 6 groups. Each group is given 1 set of images and text cards (Material 1.2).

Procedure:

Step 1: In the first step the participants sort out the 3 cards that belong to each ice cream's ingredient in a logical order. [Ingredients: cocoa, vanilla, sugar, milk, wheat].

Step 2: After that, each person chooses different pictures and tries to figure out to which text they belong to.

Step 3: The created picture-text combinations are read out together within the small group. Accuracy is checked.

Step 4: As a last step each group separates on the one hand information that was rather new for the group, on the other hand information that was familiar. Which problems are being addressed?

Step 5: Optional: choose one ingredient/raw material per group and find out further information about it. (See tips in exercise 2)

Questions for debriefing and reflection:

- Which new information derives from the pictures?
- Which problems are brought up? (Working conditions, child labour, industrial vs. small-scale farming and agriculture, etc).

This exercise does not include a lot of information on basic knowledge. For further studies we recommend to continue with the second exercise (including tips for research on background info of individual raw materials.)

Material 1.2: Puzzling main Ingredients



CACAO GROWER FROM BELIZE HOLDS A SPLIT CACAO POD

Cocoa is the primary source of income for 5.5 million smallholder farmers. In some countries of West Africa such as Ivory Coast and Ghana, up to 90% of the farmers rely on cocoa for their primary income.

James Rodriguez, Mimundo.org



PROCESSING COCOA BEANS IN GHANA

The use of child labour is a way to keep costs down. Currently, up to 2 million children are working on cocoa plantations in West Africa, more than 500,000 of them involved in hazardous child labour.

Christina Schröder / Südwind



PROCESSING COCOA BEANS IN GHANA

When cocoa pods are ripe and cut from the trees by hand, the beans undergo a process of fermentation, drying, cleaning and packing. Farmers sell the sacks to intermediaries who resell them to exporters

Christina Schröder / Südwind



CURIOUS COWS IN THE US

Not all cows live on green meadows. Many animals are now raised through factory farming, which raises a lot of question for the animals' wellbeing, but also for the environmental impact.

George Thomas



A MAN AND A CALF SHARE MILK IN INDIA

India is the world's largest milk producer, with 16 percent of global production, followed by the United States of America, China, Pakistan and Brazil.

ILRI/Stevie Mann



COLLECTING MILK FROM SMALL PRODUCERS FOR THE LOCAL MILK FACTORY IN BULGARIA

Milk is very much connected to trade on both local and global level. Big producers disrupt local markets, while import and export of milk in and out the European Union is still a controversial issue.

Greg Stanoev



FARMERS LOADING SUGAR CANE ON CART IN PARAGUAY.

Around 80 per cent of the world's sugar is derived from sugar cane, grown in approximately 100 countries and involving millions of small-scale farmers and plantation workers in Global South.

Fair Trade Austria



ALEXIA, SUGAR CANE FARMER AND FAIR TRADE PROJECT MANAGER AT WORTHY PARK, JAMAICA.

There is a high risk that EU sugar market reforms coming into effect in 2017 could push 200,000 small holder farmers into poverty over the next five years.

Nicola Frame/Fairtrade Foundation



SUGAR CANES CLOSE UP

The global sugar industry is vast and complex and, traditionally, the international trade laws that govern sugar imports have made it difficult for smallholder farmers to compete with powerful, wealthy producer countries.

Dider Gentilhomme/Fairtrade International



GROWING VANILLA IN MADAGASCAR FAIRFOOD INTERNATIONAL

Originally from Mexico and imported in the 19th century to Africa and Asia, Vanilla is the only orchid that produces an edible fruit. Each vanilla flower is pollinated by hand.

<http://www.fairfood.org/project/vanilla-madagascar/>



EXTRACTING BOURBON VANILLA FROM THE SOURCE, MADAGASCAR

After harvesting, the pods are dried, fermented, massaged and sorted. This makes vanilla a very labour-intensive crop and consequently, the most expensive spice after saffron. Global vanilla production is estimated to be 2 tons per year.

<http://pronatec.com/en/products-organicraw-materials/vanilla/organic-vanilla.html>



SORTING VANILLA, MADAGASCAR

The production of vanilla by small-scale farmers is allegedly plagued with problems of unsustainable farm gate prices and child labor. Child labor in vanilla production affects about one-third of all children in Madagascar between the ages of 12 and 17 years.

<http://pronatec.com/en/products-organicraw-materials/vanilla/organic-vanilla.html>
<http://pronatec.com/en/products-organicraw-materials/vanilla/organic-vanilla.html>



HARVESTING WHEAT IN NEPAL

Wheat is the most important crop in the region of Europe and Central Asia. More than 80 million hectares of land are dedicated to growing wheat, of which 240 million tonnes were produced in 2010.

Ms. Mine Alpar / Turkey



CLEANING WHEAT GRAIN IN ETHIOPIA

Wheat is cultivated on the one hand in enormous agribusiness enterprises; on the other hand, there are many small farmers who cultivate wheat on the smallest scale for instance in South Asia, Eritrea or Ethiopia.

Breda Jurecko (Jurecko) / Maribor-Race-Slovenija



SIEVING WHEAT IN INDIA

The agribusiness destroys the environment with its big plantations and put pressure on small farms. Wheat represents about half of the grain harvested in the EU both in terms of cultivated surface as in terms of quantity produced.

Umesh Pant / India

2.4.2 Organic & Fair?



📌 Sustainable Development, consumption and production, nutrition and agriculture, economy and world trade, natural resources

👥 Teamwork, group discussion, web research

🕒 40 min

👤 30 participants

📁 5 different product packages per group (for product groups milk, sugar, cocoa, vanilla, wheat; fairtrade/organic/conventional), cards – material 1, research sheet/questions– material 2, posters and pens



• To develop awareness of Fair trade products, local products, organic products and to achieve deeper knowledge on these issues

Overview: The participants form equally sized groups and receive the instruction to have a look on possible ice cream ingredients (cocoa, vanilla, milk, sugar, wheat) and put them -regarding sustainability- in three categories: “fair trade”, “conventional agriculture”, “organic agriculture”, have a discussion and find out more about the primary products through a variety of web-pages.

Preparation: prepare 5 tables for 5 groups with products (empty packages)

Procedure:

Step 1: At the beginning someone reads out the task. Then the participants form 5 groups. Each group works on a different product group (for example: group A on milk, group B on sugar and so on) and gets at least 5 different product packages (for example, organic milk, conventional milk, etc). In the next step, ask participants to link the products to three categories: “fair trade”, “conventional agriculture”, “organic agriculture”.

Step 2: Then discuss with the participants: Why are attributes like ‘fair’ important regarding ice cream? Do young people know about central critical points behind the production of our food?

Step 3: Additional tasks: find out more facts and deeper information about the single ingredients of ice cream through web-research – research questions for further work see material 2.

Possible product selection list:

cocoa: Benco, fair trade cocoa, Alnatura organic cocoa, FT chocolate, dried cocoa;

vanilla: vanilla sugar, vanilla bean (conventional), vanilla powder, organic vanilla, FT vanilla;

milk: long life milk, conventional milk, organic milk (supermarket), organic milk (farmer`s market);

sugar: beet sugar, cane sugar, FT sugar, organic sugar;

wheat: flour, starch;

Discussion/reflection/further work

These questions are well suited for starting a discussion:

- Which products cannot be produced in this country and why?
- What are the most criticised facts behind products and production companies?
- Is it always possible to choose between conventional products and organic and/or fair trade products? What does the “Fair Trade” or “Organic” logo stand for?

Web – pages for research:

- Cocoa and chocolate: www.makechocolatefair.org;
- Vanilla: <http://www.fairfood.org/project/vanilla-madagascar/>;
- <http://pronatec.com/en/products-organicraw-materials/vanilla/organic-vanilla.html>

Research – questions for further work:

- Which product do I work on? Which page did I get Information from?
- 5 important pieces of information for the product I didn't know before:
- The 3 central points of criticism:
- The most interesting fact in my opinion:
- The biggest problem I see:
- Who is giving me this information/owner of the webpage:

📖 Material 1: Organic & Fair? (Scale up when copying)

Cluster the products on the table according to the 3 categories!
How was the food processed (organic/conventional)? Do they have fair trade ingredients?

Fair Trade

Organic farming

Conventional farming

I work on this product:	I checked this page out:	5 important pieces of information for the product I didn't know before:	The 3 central points of criticism:	The most interesting thing - in my opinion:	The biggest problem I see:	Who is giving me this information/ owner of the web-page:

2.4.3 Inside Ice cream

- 📌 Sustainable development, food quality, healthiness of food-stuff, food labelling
- 🗺️ research in a supermarket in small groups (can be home-exercise) and analysis of ingredients. Presentation of results.
- 🕒 1h and 30 min
- 👥 max 30 participants
- 📁 One smartphone or camera per group. For the analysis the availability of a computer may be helpful. Flipchart paper and pens



- To think about aspects such as quality, labelling and healthiness of food,
- To reflect personal priorities

Overview: Critical analysis of ingredients of ice cream asking the question: Which information about the product do we get out of it?

Procedure:

Preparation: teams choose the type of ice cream their group goes for. It would be better to select comparable items (not too specific).

Step 1: The groups visit a supermarket and take pictures of different packages of ice cream – min. 3 per type to compare. Make sure that the list of ingredients and the brand is visible on the pictures.

Step 2: List prices, select cheaper products as well as more expensive ones (consider the packaging units, e.g. 500 g/€ x 1 kg/€ x).

Step 3: Back at the training room: Have a detailed look at the products and their ingredients. Are there big differences?

Step 4: Do an analysis of the list of ingredients respectively following aspects: health, ingredients, labelling, and country of origin. Also try to find out if it is produced by a big food company.

Step 5: Discussion in groups: Which product has low or high quality and why do you think so? What are important criteria and how important is the price?

Step 6: Every group: Choose your subjective “winner product” out of your selection and present it to the others! Give reasons for your choice.

Step 7: Optional: choose one ingredient/raw material per group and find out further information about it. (See tips in exercise 2)

Discussion/reflection/further work

- Natural vs. artificial flavours: Artificial flavours can often taste stronger than natural flavours– and we are already used to it. Try strawberry ice cream of lower quality compared to a fresh strawberry!
- Web-research: How is food labelling regulated by law in your country/within the EU ?
- Interdependency/interrelations of food companies: Does the brand belong to a big food company?

2.5 Smoothies

Bananas

Bananas are the favourite fruit in our grocery basket and the most often consumed fresh fruit in the world and are grown by millions of small-scale farmers and plantation workers in tropical regions. Bananas are grown both on small family farms and much larger commercial plantations. The banana industry provides employment for thousands of people in Latin America, the Caribbean, Southeast Asia, and West Africa. It generates vital foreign exchange earnings that governments depend on to improve health, education, infrastructure and other social services.

The trade in bananas is a cornerstone of many Global South' economies, but the social and environmental problems in the industry are many and complex. This is due to the ways in which bananas grown for export are being produced as well as the importing markets structure. Reports about problems in the banana industry often highlight the woefully poor situation of workers: low wages, precarious employment, restrictions on the right to organise themselves and the handling of unhealthy and environmentally hazardous chemicals without adequate protection, to name a few. For smallholder farmers dependent on growing bananas for a living, challenges abound too – with rising costs of production but stagnation in prices, and the severe impacts of changing climate and weather patterns making production unpredictable and unsustainable. On top of that European supermarkets use their oligopolic power for bargaining, which further deteriorates the situation of the producers.

Fairtrade works to support both banana farmers and workers employed on plantations. According to the WFTO (World Fairtrade Organization), their 'vision is to work with the banana trade to create more value for producers and ensure they get a decent price and decent pay for the hard labour that goes into growing our favourite fruit'. Bananas carrying the FAIR-TRADE Mark have been produced by small farmer organisations or plantations that meet Fairtrade social, economic and environmental standards. Despite success in building the market for Fairtrade bananas in the UK and globally, severe challenges continue to cripple the trade. Organizations involved in Fair Trade campaign to end the supermarket banana price wars in the UK is a step towards creating a more sustainable approach across the industry.

Source: <http://www.fairtrade.org.uk/en/farmers-and-workers/bananas>

Mangos

Mango is a juicy stone fruit commonly cultivated in many tropical and subtropical regions. Almost half of the world's mangoes are cultivated in India alone, with the second-largest source being China. The international mango market has grown fast and becomes increasingly diverse and competitive. However, the growing demand for mangoes has not always benefitted local producers, especially smallholder farmers. This is due to the fact that exporters prefer to work with suppliers that can provide large volumes of mangoes with consistent quality.

They are widely used, such as in a mango banana smoothie. An average mango travels more than 4000 miles to get to our supermarket as compared to an apple that can grow just a few miles away from your hometown. How is it possible that it costs only £1/€1? What are the impacts of having a mango rather than an apple?

Food is responsible for a quarter of the distance lorries travel in the UK, and shoppers drive around 12 billion miles a year to buy it. Government puts the social and environmental costs of food transport at £9 billion a year, with well over half this figure resulting from congestion.

Transport shapes what we eat, how it is made, who benefits and even where we live, not just how quickly and efficiently food gets to us. Transport is one of the most visible parts of current food system. This visibility has helped to make food distribution a lightning rod for wider concerns about the food system, transport and sustainable development with ‘food miles’ as the key word when it comes to discussing food and climate change. The concept of “food miles” roughly measures “the distance food travels from where it is grown or raised to where it is ultimately purchased by the consumer or end user. Its underlying assumption is that locally produced food or food grown within a short radius from where it is consumed will ease carbon emission. However, focusing only on the concept of food miles, ignores the costs of production, the mode and scale of transport, and the importance of other inputs such as capital and labour. Nonetheless, the notion has become popular with many organizations setting their standards for green and fair certification to incorporate food miles into their standards (including a ban on air freighted goods). And while the contribution that food transport makes to our climate, with a particular focus on airfreight cannot be underestimated, when it comes to sustainability global food distribution networks have an impact on environment, economy, culture and communities around the world.

2.5.1 How fair is your Banana?



🗒️ Labour rights, Fair Trade, Certification systems, living wage

🚩 Research in a supermarket in small groups (can be home-exconcept stretching, P4C (Philosophy for Children) dialogue, Fair Trade workers case studies as stimulus

🕒 60 min

🌿 Max. 15

📁 Lipchart paper, markers, copies of case studies worksheets, A5 papers, ball of string



- To reflect on the concept of work, whether it is a right, a duty or something else
- To realize that people work hard the whole day for food they are exporting & not receiving a fair share of the value chain
- To get to know about the working conditions in the Global South
- To see what might be the arguments behind the different concepts like fair pay, minimal wage, living wage

Procedure:

Step 1: Read out the quotation from the FairTrade Foundation: “Fairtrade is about better prices, decent working conditions and fair terms of trade for farmers and workers”. Ask participants what they think about the statement. Ask them to make a one-sentence comment. Then ask everyone about what their initial thoughts on the meaning of the word ‘work’ are.

Step 2: When participants finish sharing their ideas introduce the SPEC worksheet. Explain how it works: in the centre of the worksheet write the word ‘WORK’ and then in each quarter of the worksheet write: Synonyms/Opposites, Popular phrases/usages, Connected ideas and Examples/situations. Divide participants into groups of 4 and ask each group to fill in their own worksheet. After they finish ask groups to present their worksheets to other groups.

Step 3: Next ask participants to get into pairs and give each pair a case study and excerpt on Fair Trade standards referring to Labour rights worksheets to read.

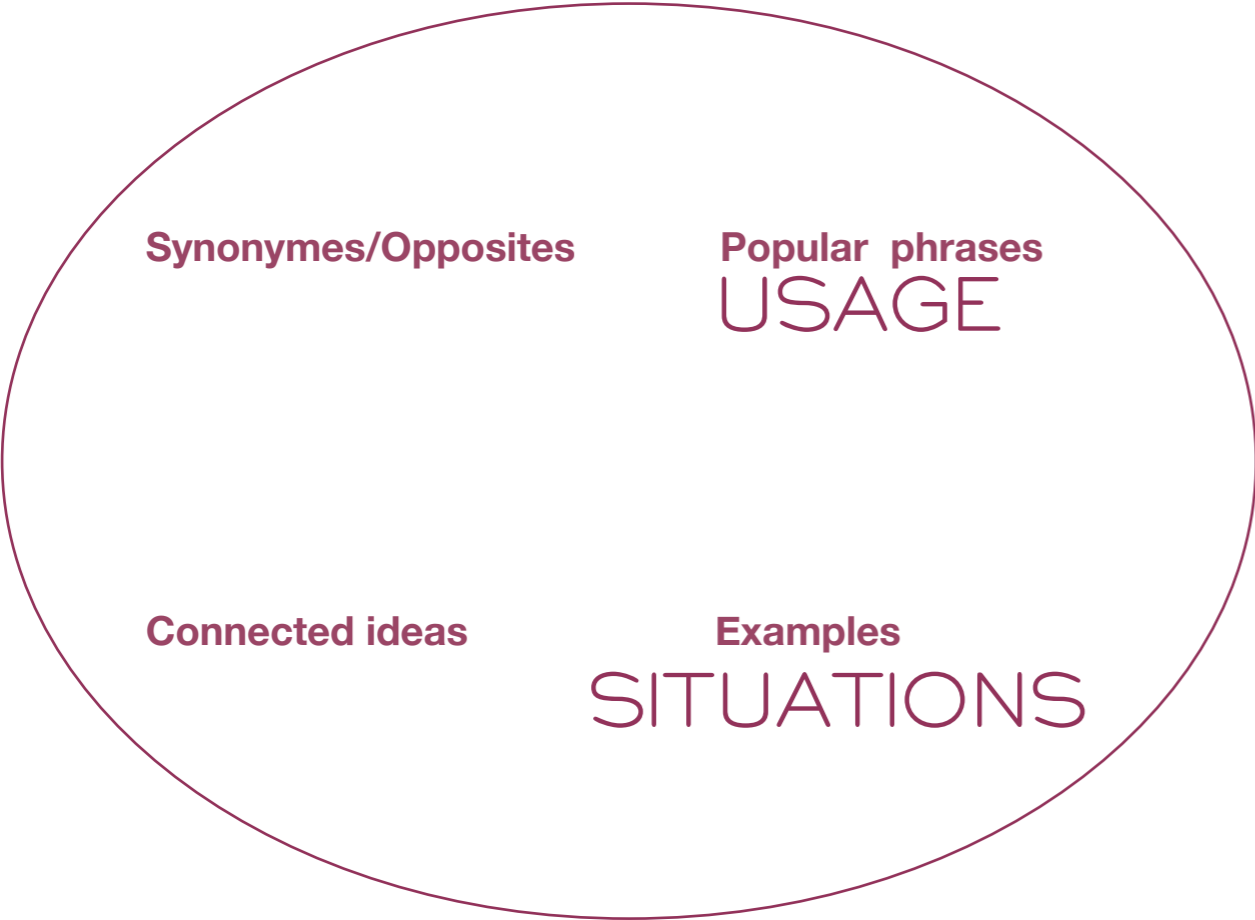
Step 4: After 5 mins ask participants to share their first thoughts and comments on the materials they have read in their group. After hearing from them, ask volunteers to share their first thoughts.

Step 5: After they finish ask them to think of what questions come to their mind now. Ask participants to write down their questions on the A5 pieces of paper. Then ask them to place their A5 papers on the floor and have a look at the questions. Next ask them to vote on the question they want to focus on during the enquiry.

Reflection:

P4C session on the question selected by participants
Once the dialogue is getting to an end encourage participants to share their final thoughts within the plenary. Use a ball of string to show how their ideas connect.

 **Material 1: SPEC WORKSHEET**



CASE STUDY I

Dorothy Agard, WINFA, St Lucia

Dorothy Agard has been a banana farmer for 10 years and produces 75 cartons (1.4 tonnes) of bananas a week with the help of five full-time workers. Dorothy is a member of her local Fairtrade group, part of the Windward Islands Farmers Association (WINFA), which represents banana farmers from St Lucia, St Vincent & the Grenadines, Dominica and Grenada. WINFA was Fairtrade certified in 2000 and has a membership of 3,500 banana farmers.

More than 85% of bananas grown in the Windward Islands are Fairtrade certified and it is access to Fairtrade market that has enabled its export banana industry to survive in the increasingly hostile global commercial environment.

Fairtrade Standards ensure farmers receive a price per box of bananas that covers their costs of production. In addition, WINFA receives the Fairtrade Premium of \$1.00 per box to fund community improvements and business development, including diversification into other agricultural products and alternative income generation schemes.

Liberalisation of the global banana trade has led to increased global production and put the Windward Island's banana export industry under increasing competition from lower-cost bananas grown on vast plantations in Latin American and western Africa. These bananas are on the frontline of a 10-year supermarket price war in the UK, which has resulted in loose bananas today selling for almost 40% less in 2014 than 10 years ago, while production costs have risen.

As well as devaluing the fruit in the eyes of shoppers, this continuous downward pressure on prices squeezes the incomes and living standards of banana farmers and workers who are caught in the crossfire. This is undermining the industry's ability to invest in a more sustainable and fair banana trade for the future.

Low retail prices mean farmers like Dorothy struggle to cover the costs of running small family farms that use more socially and environmentally friendly methods with fewer agrichemicals than many plantations, but have higher overall costs because of the hilly terrain, lower yields and higher costs of labour, transport and quality control. For many plantation workers, low retail prices mean long hours, low wages, trade union repression, poor health and safety standards and exposure to the intensive use of agrochemicals, which are harmful to both workers and the environment.

Source: <http://www.fairtrade.org.uk/en/farmers-and-workers/bananas/dorothy-agard>

CASE STUDY 2

Aimeth Fernández Angulo, ASOBANARCOOP, Colombia

Aimeth grows bananas on her small farm of 1.3 hectares which produces around 67 boxes (1.2 tonnes) of bananas a week. She has also been employed by ASOBANARCOOP for 26 years, using her skills as a trained economist and extensive experience in business management. Aimeth has risen from head of administration to manager of the co-operative where her role includes ensuring the organisation continues to meet Fairtrade and GlobalGap certification standards. Aimeth is a member of the Education Committee which organises various training programmes funded by the Fairtrade Premium. As a member of her co-operative's education committee, Aimeth works directly with Fairtrade on health issues, environmental workshops and programmes aimed specifically at the elderly and children.

ASOBANARCOOP was set up in 1987 by 17 small-scale farmers who formed an association to collectively export their bananas and improve their livelihoods. The association was formally registered as a co-operative in 2002 and now has 44 members, including 11 women, who farm a total of 135 hectares. The average farm size is three hectares with an average annual yield of 30 tonnes of bananas per hectare, providing 80% of farmers' incomes. The co-operative now has five full-time employees while farmers employ 58 permanent and 673 seasonal and temporary workers for the weekly harvest and associated packing activities.

The banana industry traditionally provides around 80% of employment in Magdalena but large-scale palm oil plantations are now displacing bananas with the loss of many jobs. Farmers are under constant pressure to sell their land to big business and some unscrupulous landowners are grabbing water resources and diverting water from farmers' land to force them to sell.

In recent years banana producers in the region suffered an economic crisis, mainly related to market demands for producers to meet sustainable certification and quality requirements. ASOBANARCOOP has put in place a strategy for the economic and social development of members and their communities. With the support of the Fairtrade Premium, the co-operative has been able to strengthen and support its members in improving farm infrastructure, retaining certifications and marketing their bananas on better terms.

Meeting Fairtrade Standards was reported to have a positive impact on the environment, leading to improvements in farm infrastructure, productivity and banana quality. The decision to end the use of agro-chemicals to protect the environment has increased local employment as more workers are hired to help with manual weeding. Hired workers also benefit from higher wages, provision of personal protective equipment and access to good quality health services.

Source: <http://www.fairtrade.org.uk/en/farmers-and-workers/bananas/aimeth-fernandez-angulo>

2.5.2 What's in the Milk?



📋 GMO labelling, recycling and reusing, use of pesticides in the production, existence of animal ingredients in the product, free range farming, organic farming, supermarket price wars

📁 Concept stretching, P4C dialogue, product choices cards

🕒 60 min

👥 15 participants

📄 Cut copies of 'product labels' worksheet



- To observe and reflect on the relation between our values and actions/ ethical living and consumerism
- To understand better the themes of greenness and fairness
- To get familiar with particular labels and certification systems and their meaning
- To discuss whether it is possible to live an ethical lifestyle in the consumerist

Procedure:

Step 1: Ask participants to imagine they are in a supermarket. They are in the dairy products section, on the shelves there are all types of milk but they need to choose only one and continue shopping. Spread the cards on the floor. They have 1 minute to make a choice.

Step 2: Encourage participants to pick their milk. Ask them to read out information on the product and say why they chose a particular product, what quality of the milk chosen is most important for them and why. Invite them to think of values that informed their choice.

Step 3: Once all the participants shared their choices and explanations ask them to randomly swap cards and think again what might be the argument supporting the new choice.

Step 4: Repeat the procedure a third time. As a facilitator keep noting down arguments shared by the participants to support their opinions. If needed, ask participants additional information about how they infer the information from the labels, how do they know about what a label stands for etc.

Step 5: Next ask participants to group products under greenness or fairness headings. Ask for reasons."

Page 47/55 in Word file

Questions for debriefing and reflection:

- Discuss different categories of arguments/reasons people have for their consumers' behaviour
- Do our consumer choices remain the same or change; if yes, then when, how, why, should they change?
- How our values link to our consumer choices? Do they matter when we shop?
- Is it possible to live an ethical lifestyle in the consumerist culture? How?

"Once the dialogue is getting to an end encourage participants to share their final thoughts at the plenary."

Page 47/55 Word file

Cow milk tetra pack, II, supermarket brand, EU green leaf logo	Cow milk tetra pack, II, Red tractor logo (or other national supporting local production logo)	Cow milk tetra pack, II, supermarket brand, EU green leaf logo
Cow milk bottled, II, Red tractor logo (or other national supporting local production logo), I I, free range farming	Cow milk Plastic bottle, II, supermarket brand, EU green leaf logo,	Cow milk tetra pack, II, Red tractor logo (or other national supporting local production logo), II, Organic Soil Association logo, EU green leaf logo
Cow milk tetra pack, II, supermarket brand, EU green leaf logo, product of famers cooperative	Cow milk Glass bottle, II, supermarket brand, product of famers cooperative, fresh	Cow milk Plastic bottle, II, supermarket brand, EU green leaf logo, product of famers cooperative, long life UHT
Oat milk tetra pack, II, Red tractor logo (or other national supporting local production logo), II, Organic Soil Association logo, EU green leaf logo	Soya milk , tetra pack, II, Protterra foundation logo I I, Organic Soil Association logo, EU green leaf logo	Cow milk tetra pack, II, Red tractor logo (or other national supporting local production logo)
Oat milk tetra pack, II, supermarket brand	Soya milk , tetra pack, II, supermarket brand	Cow milk tetra pack, II, supermarket brand
Oat milk tetra pack, II, supermarket brand, EU green leaf logo	Soya milk, tetra pack, II, supermarket brand, EU green leaf logo	Oat milk tetra pack, II, Red tractor logo (or other national supporting local production logo)
Cow milk tetra pack, II, Red tractor logo (or other national supporting local production logo), II, Organic Soil Association logo, EU green leaf logo	Cow milk tetra pack, II, supermarket brand	Soya milk , tetra pack, II, Protterra foundation logo
I don't care, choose the first I see	I don't buy any milk at all.	

2.5.3 Mangos on the Road



📄 Transportation of ready products and ingredients' distribution, export, import, sustainability, subsidies, sustainability

📖 Mind map on the basis of cartoons, Philosophy for Children – P4C dialogue

🕒 45 min

👥 15 participants

📁 Copies of cartoons' worksheet, post it notes, pens, flipchart and markers



- To have a better understanding of sustainability in the global food system
- To unpack the concept of food miles and its impact on climate
- To see how complex global food systems are

Overview:

Our food travels more than we do! It is a fact and part of the reality of globalized economy, but the issue of food miles alone is not the best way to assess whether the food we eat is sustainable.

Procedure:

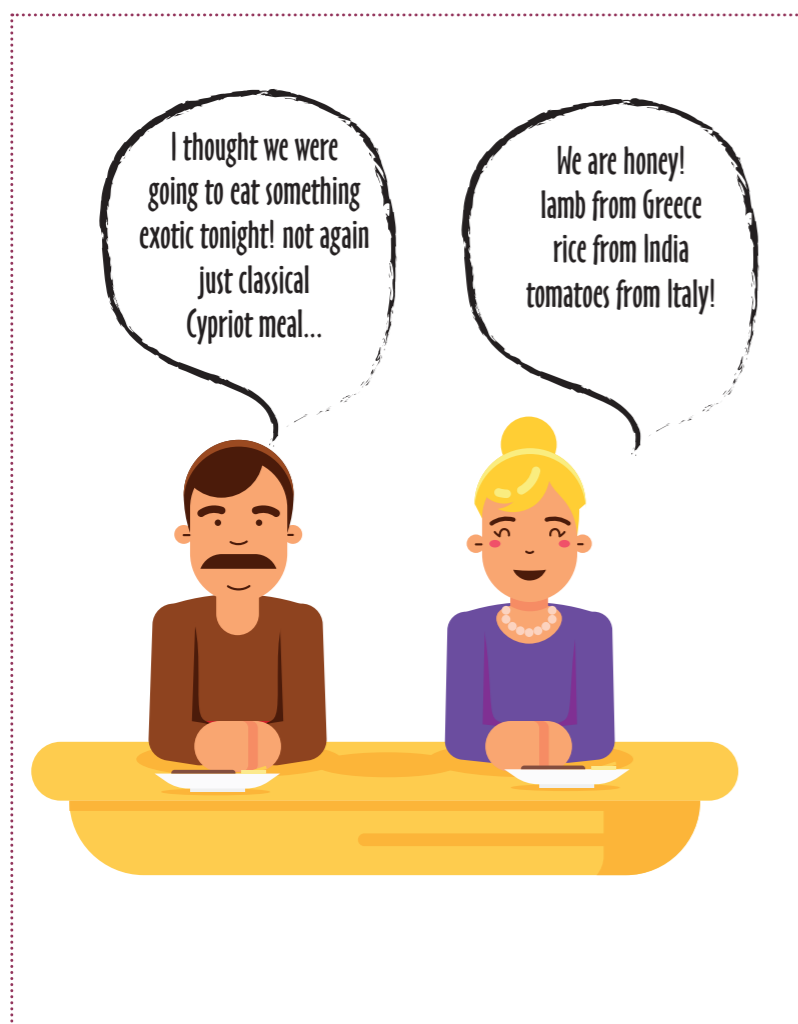
Step 1: Ask participants to split into 4 groups. Explain that each group will look at 1 sets of same 2 cartoons about food and food products. Distribute the sets.

Step 2: As groups examine their cartoons, ask participants to write down on the post-it notes any comments, questions, associations and thoughts that come to their minds as they see the images and stick the post-it next to each cartoon. Tell them there are no right and wrong answers and that it is their time to use visual clues to think about food and sustainability.

Step 3: Ask groups to have a walk around the room to see comments from other groups. Then invite groups back to their cartoons and see if they want to make any changes, write extra questions, make new comments or links between ideas. After groups have conferred, ask them to prepare a short (1min) brief about what they think is the issue represented by the cartoons.

Questions for debriefing and reflection:

After all groups had their presentation. Ask participants to write down questions that come to their mind after hearing all presentations. As a facilitator you can also note down your questions, especially if the information and opinions presented are untrue or controversial. Use P4C to challenge these in a dialogue.



3. Dessert: Getting Active

Here is a list of ideas for your own activities. This list is not exhaustive and you might know of other already existing initiatives that could be relevant in this context.

- ▶ Local & fair cooking classes
- ▶ Story/article about project topic in youth organization's newsletter, blog, social media; school magazine etc.
- ▶ Working with local socially engaged artists/musicians
- ▶ Murals/graffiti/sculptures (upcycling/re-using)
- ▶ Introducing FT during a community event
- ▶ Sharing ideas from active local activists
- ▶ Count and promote your own 'slavery footprint' www.slaveryfootprint.org
- ▶ Finding out the origin of food products
- ▶ Reducing consumption of 'inconvenient' goods
- ▶ FT breakfast/lunch/picnic – family, friends, community, intergenerational event
- ▶ Simulation events (UN Summits)
- ▶ Join a network that already exists
- ▶ Sustainable Christmas?
- ▶ Flashmob – public performance
- ▶ Make a video promoting local and seasonal food or Fairtrade products
- ▶ Creative outputs for an exhibition (art/photography) to show to your community
- ▶ Engaging with the media (local press, radio, tv, web)
- ▶ Creation of a Food Explorers' Magazine or a Food Activists' Blog
- ▶ Letters/petitions to local authorities, local supermarkets etc.
- ▶ Arranging meetings (Question Time) with people in power (journalists, MPs, CEOs, Supply Chain Managers of supermarkets)
- ▶ Organise a debate in school and with invited guests
- ▶ Link activities to global dates
- ▶ Food waste audit and management (in university, school, home, shops, supermarkets – reducing, thinking about where it goes, preventing waste, composting etc)
- ▶ Setting up a cooperative
- ▶ Enterprise learning
- ▶ Advocate towards having only fresh, local and seasonal food at your university's/school's canteen
- ▶ Learn about the Sustainable Development Goals (SDGs)

4. Glossary

Agribusiness: The part of the economy devoted to the production, processing, and distribution of food, including the financial institutions that fund these activities. Agribusiness emphasizes agriculture as a big business rather than as the work of small family farms.

Animal Rights: The philosophy of allowing non-human animals to have the most basic rights that all sentient beings desire: the freedom to live a natural life free from human exploitation, unnecessary pain and suffering, and premature death.

Biodiversity: The term biodiversity refers to the variety of life on Earth at all its levels, from genes to ecosystems, and the ecological and evolutionary processes that sustain it. Biodiversity includes not only species we consider rare, threatened, or endangered, but every living thing—even organisms we still know little about, such as microbes, fungi, and invertebrates. Biodiversity is important everywhere; species and habitats in your area as well as those in distant lands all play a role in maintaining healthy ecosystems.

Certification: A process by which an independent agent assesses and verifies that the claims made by a product, service, etc. are valid, in accordance with established requirements or standards.

Child Labour: Work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

(All work performed by children under the age of 18. Fairtrade differentiates between the employment of children below the age of 15 by the producer and members of producer organizations, and children helping out on family farms. Children sometimes carry out small tasks, which could be beneficial to their development, such as learning a skill, having a responsibility, and/ or contributing to their or their families' well-being or income. However, if children are helping out on family farms, Fairtrade requires that they do so only if they work after school or during holidays, the work they do is appropriate for their age, they do not work long hours and/or under dangerous or exploitative conditions, and are supervised and guided by an adult family member.)

Conventional agriculture: *see industrial farming

Dumping: In reference to international trade, is the export by a country or company of a product at a price that is lower in the foreign market than the price charged in the domestic market. As dumping usually involves substantial export volumes of the product, it often has the effect of endangering the financial viability of manufacturers or producers of the product in the importing nation.

Fair trade: The term Fair Trade defines a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. It contributes

to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in developing countries. Fair trade is also certification scheme that evaluates the economic, social and environmental impacts of the production and trade of agricultural products, in particular: coffee, sugar, tea, chocolate, and others. Fair Trade principles include: fair prices, fair labor conditions, direct trade, democratic and transparent organizations, community development and environmental sustainability.

Fair Trade Premium: An amount paid to producers in addition to the payment for their products. The use of the Fairtrade Premium is restricted to investment in the producers' business, livelihood and community (for a small producer organization or contract production set-up) or to the socioeconomic development of the workers and their community (for a hired labour situation). Its specific use is democratically decided by the producers.

Food System: A food system gathers all the elements (environment, people, inputs, processes, infrastructures, institutions, etc.) and activities that relate to the production, processing, distribution, preparation and consumption of food, and the outputs of these activities, including socio-economic and environmental outcomes (HLPE, 2014. Food losses and waste in the context of sustainable food systems. A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security, Rome 2014).

Fair wage: A wage that ensures minimum acceptable living with dignity standards /paying workers enough so that they can cover the basic costs required for a dignified, healthy life.

FLO: Fairtrade International (FLO) is a multi-stakeholder, non-profit organization focusing on the empowerment of producers and workers in developing countries through trade. FLO provides leadership, tools and services needed to connect producers and consumers, promote fairer trading conditions and work towards sustainable livelihoods. Fairtrade Labeling Organizations International eV is the legally registered name for 'Fairtrade International'.

Food Security: Food security takes place when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food which meets their dietary needs and food preferences for an active and healthy life (World Food Summit, 1996). The multidimensional nature of food security includes food availability, access, stability and utilization.

Food Waste: Refers to discarding or alternative (non-food) use of food that is safe and nutritious for human consumption along the entire food supply chain, from primary production to end household consumer level. Food waste is recognized as a distinct part of food loss because the drivers that generate it and the solutions to it are different from those of food losses. (FAO, 2014)

Global South: Refers to developing countries, which are located primarily in the Southern Hemisphere.

GMO: A genetically modified/engineered organism means an organism in which the genetic material has been changed through modern biotechnology in a way that does not occur naturally by multiplication and/or natural recombination. For instance, a plant may be given fish genetic material that increases its resistance to

frost. Another example would be an animal that has been modified with genes that give it the ability to secrete a human protein.

ILO: The International Labour Organization is the international organization responsible for drawing up and overseeing international labour standards. The main aims of the ILO are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues. An International Labour Convention has the force of international law. States that ratify the convention are required to incorporate its principles into national law and to ensure the implementation of the law.

Industrial farming: also called factory farming by opponents of the practice, is a modern form of intensive farming that refers to the keeping of livestock, such as cattle, poultry (including in "battery cages") and fish at higher stocking densities than is usually the case with other forms of animal agriculture—a practice typical in industrial farming by agribusinesses. The main products of this industry are meat, milk and eggs for human consumption. There are issues regarding whether factory farming is sustainable and ethical. It may also refer to systems which include the use of synthetic chemical fertilizers, pesticides, herbicides and other continual inputs, genetically modified organisms.

Intermediaries: In trade, they act as a conduit for goods or services offered by a supplier to a consumer.

International trade law: Includes the appropriate rules and customs for handling trade between countries. In 1995, the World Trade Organization, a formal international organization to regulate trade, was established. It is the most important development in the history of international trade law.

Labeling: The provision of information about the content of food products through packaging.

Living Wage: It is based on and calculated according to the amount an individual needs to earn to cover the basic costs of living. Because living costs vary in different parts of the world, there is a different rate for each country.

Minimum wage: A wage, which respects the minimum wage regulations. Some countries have a legal minimum wage, but this does not always reflect either a living or a fair wage.

Monopoly: A market containing a single firm that has or is close to total control of the sector.

MSC and ASC labels: Two complementary fishery certification programs to contribute to the health of the world's oceans. MSC (Marine Stewardship Council) refers to fish, which has been responsibly caught by a certified sustainable fishery. ASC (Aquaculture Stewardship Council) stands for responsibly farmed seafood. The on-package labels demonstrate to consumers that their fish and seafood limit their impacts on the environment and the community.

Oligopoly: A market structure in which a few firms have the large majority of market share and dominate. When a market is shared between a few firms, it is said to be highly concentrated.

Organic agriculture: Organic agriculture is a holistic production management system which promotes and enhances agroecosystem health, including biodiversity, biological cycles, and soil biological activity. It emphasizes the use of management practices in preference to the use of off-farm inputs, taking into account that regional conditions require locally adapted systems. This is accomplished by using, where possible, cultural, biological and mechanical methods, as opposed to using synthetic materials, to fulfil any specific function within the system. Organic farming *see organic agriculture.

Smallholder farmers: Small-scale farmers, pastoralists, forest keepers, fishers who manage areas varying from less than one hectare to 10 hectares. Smallholders are characterized by family-focused motives such as favouring the stability of the farm household system, using mainly family labour for production and using part of the produce for family consumption.

Sustainability: Use of resources, in an environmentally responsible, socially fair and economically viable manner, so that by meeting current usage needs, the possibility of its use by future generations is not compromised.

Sustainable Development: A term which stands for meeting the needs of present generations without jeopardizing the ability of future generations to meet their own needs – in other words, a better quality of life for everyone, now and for generations to come. It offers a vision of progress that integrates immediate and longer-term objectives, local and global action, and regards social, economic and environmental issues as inseparable and interdependent components of human progress.

Value chain: The process by which businesses receive raw materials, add value to the raw materials through various processes to create a finished product, and then sell that end product to customers.

Water footprint: It measures the amount of water used to produce each of the goods and services we use. It can be measured for a single process, such as growing rice, for a product, such as a pair of jeans, for the fuel we put in our car, or for the entire supply chain.

WFTO: The World Fair Trade Organization is a global network of Fair Trade organizations and WFTO associates representing the fair trade supply chain from producer to retailer. It operates in over 70 countries across 5 regions (Africa, Asia, Europe, Latin America and North America and the Pacific Rim) with elected global and regional boards.

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