



TOOLKIT for Project Coordinators

A DAILY PLATE OF PEACE AND NON-VIOLENCE



This toolkit was created during the project **“A daily plate of peace and non-violence: How our values should and can be represented in our food consumption”** in 2018/19.

The following participants of these three events have contributed to the publication:

Adriana Molenda, Ágota Rákos, Aongus Ó Muirí, Borbala Lipka, Christin Bühler, Cristina Roldán Calero, Dora Stilin, Dorina Pusztai, Dorota Skotak, Elena Lovato, Esther Wawerda, Franceso Godano, Gaëtan Vandenplas, Georgina Lannin, Hasnae El Hiyany, Ildikó Járđi, Leonie Jäger, Maria J. Trujillo, Martin Murphy, Matteo Nasuti, Mira Weinberger, Miriam Mlynarczyk, Patryk Dziekanowski, Paula Vera, Sara Ligarotti and Viktoria Zimmer.

The following organisations were part of the project:

SCI Austria, SCI Germany, SCI Hungary - ÚTILAPU, SCI Italy, SCI Madrid, SCI Poland, VCZ Croatia, VIA Belgium and VSI Ireland.

The publication was edited by Simon* Jakob and Valerie Weidinger, who facilitated the activities. It was developed together with the cookbook of the same name.

We thank all involved participants and organisations, SCI Germany, SCI Italy and SCI Austria as hosting organisations and ERASMUS+ for this opportunity!



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The idea for this project was born by the team together with Steffi Koch, a long-standing and dedicated supporter of SCI. During the course of this project we had to say goodbye to Steffi and are mourning her passing.

This toolkit is dedicated to her and her memory. Thank you for all your efforts and ideas to make the world a more peaceful and sustainable place for us all!

Valerie, Simon*, John and the whole Team!

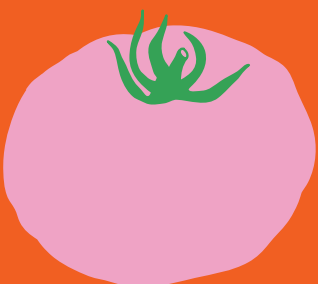
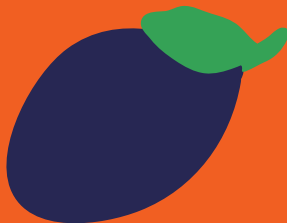
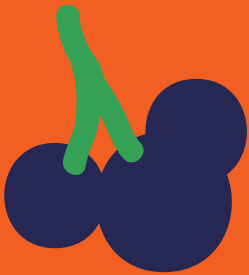
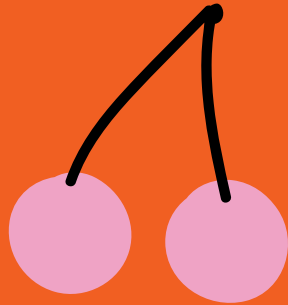
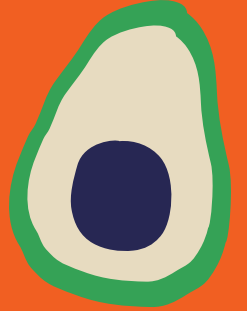
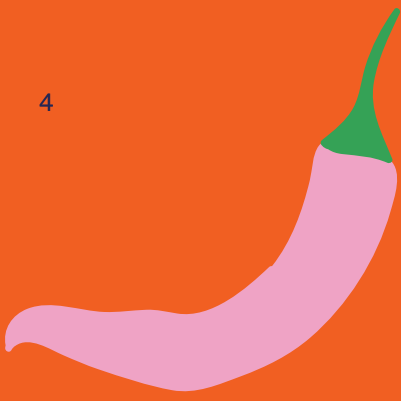


TABLE OF CONTENTS

GENERAL INTRODUCTION	6
GUIDELINES FOR A PROJECT	8
Before the project	8
During the project	9
After the project	12
METHODS FOR STUDY PARTS	14
KNOWLEDGE PAGES	43
MORE INFORMATION	55

GENERAL INTRODUCTION

WHY THIS TOOLKIT

First we eat, then we do everything else...

M.F.K. Fisher

Eating is one of the most important things you do and for sure it's also important in volunteer projects and youth exchanges. Cooking and Eating can bring a group together, it can show you how similar and how different people are, it helps you to get satisfied and happy, as well as to keep your physical and mental strength during an intensive project. Many values can be represented in our food consumption - and food is connected to climate change, to social injustice, to capitalism and exploitation as well as to peace.

Since its foundation almost 100 years ago, Service Civil International (SCI) has worked for the goal of a culture of peace and non-violence. In order to adopt a holistic approach to this goal, food consumption and its impact on social inequalities and the environment planet must be addressed as crucial issues. The project "A daily plate of peace and non-violence: How our values should and can be represented in our food consumption" (Erasmus+ funded) aimed to strengthen a sustainable and just food consumption on SCI projects and in the environment of all participants. The project raised awareness and promoted critical reflection of current practices of food consumption as a key part of youth exchanges, seminars, trainings and other volunteer projects.

The project was divided in 5 stages: We had a training in November 2018 on the problems and challenges of our global food system in Witzenhausen, Germany. There, we also talked about the connection of the topics to SCI and started to develop a structure for our outcomes - this toolkit and the combined cookbook. The participants left this project part with research questions to investigate at home and with their organisations.

ABOUT SCI

Service Civil International (SCI) is an organisation dedicated to promoting a culture of peace through volunteer activities. It operates by organising international voluntary projects on several topics connected to peace, social justice and sustainable development, open to people of all ages and backgrounds. The organisation was founded in 1920, in the aftermath of World War I, as a form of social engagement opposing warfare, military culture by means of concrete action rather than simple protest (hence its motto: "deeds not words"). Since then, it has grown into an international body, consisting today of 43 branches and an ever growing number of partner organisations over the world.

SCI believes in the possibility of solving conflict through practical, non-violent, inclusive cooperation aimed at overcoming mistrust, isolation and injustice, promoting individual and social empowerment and sustainable economic, social and environmental practices.

The main activities of the organization consist in the organisation and management of international volunteer-work projects (so-called "camps") as well as national and international workshops, trainings and seminars - including European Union-funded projects) on a variety of concrete topics related to its mission, including environment protection, peace and disarmament, community life, antiracism and antifascism, youth empowerment, elderly solidarity, disabilities, migration, gender equality, art, culture and history, and more.

In March 2019 we held a seminar in Rome, Italy, where we have gone deeper into topics that we did not discuss during the training, such as gender and food consumption at volunteering projects. Most of our time was spent on working on the toolkit and the cookbook. We developed a clear structure, messages and content. This was tested over the summer of 2019 in the volunteer projects of the partner organisations.

Finally, we met in Krems, Austria, in September 2019 and had a look at the feedback to the two publications. This feedback was included and the publications were finalized. The strategy for dissemination was defined.

This toolkit that you are reading is meant to be used together with the cookbook. While the cookbook gives you the information you need to provide your participants/ volunteers with balanced food that will keep them active and healthy during the project, this toolkit serves you with methods and information to reflect with your participants/ volunteers on why you are putting an effort into consuming food in a certain way.

The aim of this toolkit is to give you tools and methods to discuss the topics of a peaceful food consumption and to help you implementing food sustainability in your projects.

In the following pages you will find:

- a set of practical guidelines for the organization and management of the project food-wise: they are divided in “before”, “during” and “after” the project (p. 8-13);
- a list of non-formal education tools (methods) that you can use to talk about food sustainability within the project (a study-part) or other food-related topics (p. 14);
- some “knowledge pages” with background information on the topics of this toolkit (p. 43);
- a list with useful links to videos, movies, background literature or other toolkits.

THE ROLE OF THE COORDINATOR

The project coordinator has an essential role in contributing to the positive social and ecological impact of a workcamp. Regardless of what kind of work is done by the participants of the workcamp and what the main topics of the study part are, one thing is certain: participants eat. It means that FOOD is, one way or another, present on the workcamp, and it is the project coordinators' role to be informed of WHAT PARTICIPANTS WILL EAT and take care of it accordingly. “What participants will eat?” contains many questions, to which you should give more than a short thought already before the project:

- Who will be responsible for food shopping? Project coordinator? Participants taking shopping shifts? Someone from the hosting organization?
- Who will deal with food preparation? Participants themselves taking cooking shifts? Hosting organization? Or maybe meals will be bought in a canteen/restaurant?
- What kind of food will be available at the workcamp? What kind of products will we get/buy to prepare meals?

Very often it is up to the project coordinator to decide how this aspect of the workcamp will be organized. While planning and managing food arrangements for the project, you should always make sure that choices made in this area do not only take into account factors such as availability, budget and nutritive needs but also contribution to peace, social justice and ecological sustainability.

While preparing for the project, coordinators should gain some basic knowledge on how food consumption influences our natural environment, health and social development and what consumer choices we can make in order to minimize its negative impacts and support eco-friendly and socially just alternatives. When well informed and aware, you can share this information with participants easily, inspire them to reflect on this topic and, hopefully, introduce changes in their own consumer habits already after the project. If the participants have practical experience of conscious consumption during the project, it will be a lot easier for them to make it present in their lives afterwards. The role of a project coordinator is to create conditions on the workcamp which will help them gain this experience.

In the following you can find advices, experiences and tricks on how to organize the food in a project, before, during and after it.

BEFORE THE PROJECT

It can be very helpful to start the preparation concerning food beforehand together with your other preparing activities.

FOOD AVAILABILITY IN THE PLACE OF THE PROJECT:

One of the first things to do is to get in touch with the local partner and ask them for possible options regarding providing food to the participants. Be ready to take your own initiative and propose some eco-friendly, as well as inclusive solutions, which would take into consideration different participants special nutritive needs and plant-based meals. Research and contact local food organizations/producers (eg. food cooperatives, local farmers, Community Supported Agriculture Projects). If possible, visit the place of the project before the workcamp (ideally before preparing the Infosheet) in order to have a better understanding of the local conditions and to meet the locals in person.

TIP - Food order in advance: If it's possible, place a large food order in advance with one of the local suppliers! You can order a large quantity of nonperishable, fast-consuming food that you will surely be needing, like fruits and vegetables, rice, millet, pasta, and so on. This way, you will save up on money and time for groceries!

FOOD INFORMATION IN THE INFOSHEET:

When you make up the Infosheet, introduce information about the food consumption approach you will be following during the project. Explain briefly what sustainable food consumption is and include a request for participants to bring recipes and ideas for meals, which would go along with this approach.

SCHEDULE FOR THE PROJECT:

Plan the daily schedule for the project. Make sure that apart from work, study part- and free-time activities there is time for shopping, cooking and cleaning. Think of how these tasks will be arranged every day (e.g. daily shifts) Remember the schedule is going to be the base of the project's unfolding, but keep in mind to be flexible. Try to include some study parts on the topic in the first days of your schedule.

CONTACT WITH THE PARTICIPANTS:

Get in touch with participants to confirm information they have given in their applications about possible food allergies and special food needs. On this occasion, encourage them again to bring recipes for plant-based meals, preferably using locally produced and seasonal food. You can share with them information on what fruit and vegetables are grown in the region where the project takes place and what types of food are locally produced. It may give them some inspiration!

PLAN YOUR STUDY PARTS:

Take your time to prepare some study parts. Experiences showed, that it's much easier to implement a sustainable diet in a group if you discuss the topic and the reasons in a studypart session. You can find a lot of inspiration in the method-part of this toolkit (p. 15). Think about: Which topics do you want to discuss? Which topics are fitting to the project topics? Remember that for some workshops you need some deeper knowledge. Think about materials needed and how to get them.

DURING THE PROJECT

BEFORE PARTICIPANTS ARRIVE

As the project coordinator, you will - hopefully! - get to the place before all the other participants. It's always a good idea to get to know the place before the participants arrive. If you want to ensure food sustainability, make sure to find the suitable shops where food and other necessities can be bought, to get to know the kitchen and available utensils/appliances, as well as understand the local waste management practice.

SHOPS

If you could not do it before, search for local food producers from which it could be possible to order food, e.g. fruit and vegetables. Try to use organic and seasonal supplying options as much as possible. If you managed to place a large food order beforehand remember to collect it!

KITCHEN

Try to get to know the kitchen where food preparation will take place during the project. Have a look at all the available utensils and appliances. If you see something missing, you will have time to ask the local project organization for help. For example, possibilities of using an oven or a dish washer if there is one, or where and how the food can be organised and stored in the best way.

PLANNING THE MEAL SCHEDULE

Depending on where and when the work will be carried out, it is possible that it won't be necessary for every meal each day to be prepared by the participants themselves. In some cases, a number of meals can be provided by the local organisation at the campsite, or similar. Keeping that in mind while planning the schedule, the camp coordinator can prevent overbuying and wasting food.

WASTE

It is very important to understand correctly how waste management works in the place where the project is held. Remember that waste management systems can be considerably different from place to place! So ask the locals in which way the waste is being separated and taken care of, and set up a clearly marked set of waste bins (general waste, organic, plastic, paper, glass, metal, etc.) according to it. This way there will be less confusion once all the participants arrive (especially if it is many of them!).

WHEN PARTICIPANTS ARRIVE / AT THE START OF THE PROJECT

1) Presenting the food arrangements to the participants. Group Agreement

During the presentation of the project, take some time to talk about:

- why it is important to ensure responsible food consumption during the project;
- what the food arrangements during the project will be: how food will be purchased, how the cooking will be organized, and so on.
- You can make up some “rules” concerning food consumption and add them to the “group agreement” of the basic rules to follow during the project. It is very helpful to combine this with a study part on the topics. You can find help in the method part, especially the method “sustainable food in our project”

2) Task division

It is important to include food arrangements in the division of the tasks that the participants will be responsible for during the project (together e.g. with cleaning, time-keeping, taking pictures and so on).

The main food related tasks concern grocery-shopping and cooking. Therefore, if the project allows it, it is a good idea to have a “shopping team” and a “cooking team” as well as a “cleaning kitchen team” for each day. Cooking teams can be split in a “breakfast team”, a “lunch team” and a “dinner team”. Try to alternate as many people as possible in these teams, so that everybody can be involved in the different tasks. You can also have a team responsible for coffee/tea breaks, and one responsible for cleaning after meals.

3) Explore the kitchen with the participants.

Take some time to show the kitchen to the participants, so that everybody can get acquainted with it, see what products are available (particularly, what utensils you can use, etc. If it is possible, you can start organizing the space together: storage room, waste management, and so on.

If you have managed to place the “big food order” beforehand, you can all start using your creativity to cook it, since people are going to be getting hungry!

It can be useful to make a list of the main food labels (vegan, organic, fair trade, etc.), and to put it up in the kitchen. Remember that some countries can use different labels. You can find a list of the main labels in the cookbook.

WASTE MANAGEMENT

Waste management systems can vary considerably from region to region, and sometimes from town to town. So take your time to explain to the participants how the local system works, make sure that they understand it and that they follow it, hopefully using the bins you set up upon arrival to the project site in a correct way.

Food waste can also be a big topic and problem. So try to calculate the food in advance and motivate the participants to use leftovers.

ALLERGIES AND INTOLERANCES

Ask the participants if they have any food-related allergies or intolerances (in case they have not specified it in the infosheet for the project). Make a list of them and put it on the kitchen wall where it is visible.

4) Explore the local shops with the participants

When you get a chance, show the participants where the shops/markets nearby are, and inform them about possible issues/problems (e.g. the use of plastic bags).

DURING THE PROJECT

1) Find the time for food in the schedule

Did you make time for food arrangements in the schedule you planned before the project? That's great, but you know how hard it is to stick to the plans! So make sure not to sacrifice your food needs when you are working: ensuring food sustainability is part of the project, and it requires time, energy and organization as much as the rest of your work.

Try to work around the schedule in a way that the shopping team has enough time for groceries, and the cooking team has enough time to prepare and cook their meal. If you are running late with the program, and you don't want to cut it short, one or two participants, or the coordinators themselves, can start preparing the meal while the rest of the group finishes working.

2) Shopping

Make sure to buy your food according to basic sustainability principles: local, seasonal, bio/organic, fair-trade, plant-based. Aim at buying in the local/bio shops and markets you have spotted as much as possible. Allow for variety (and for the recipes that the participants want to cook), but try not to end up with too many "unsustainable" products, and not to waste the food you already have. The shopping team and the cooking team should coordinate to avoid mixups and food waste.

TIP: The shopping team can make a shopping list together with the people who will be cooking the next day, so that everything is ready in advance. For this reason, it is also a good idea for participants to sign up for shopping team one day, and then sign up for one of the cooking teams the following day.

3) Cooking, Kitchen management

Finally, we are at the heart of our toolkit, in the kitchen! If everything has gone according to plan, there will be a cooking team each day, equipped with time and sustainable products, who will be able prepare a healthy, fair and tasty meal for the whole group.

You will find all the information specifically related to nutrition and cooking in the cookbook: the composition of a balanced, plant-based diet, how to manage the kitchen efficiently, and a lot of quick, easy and tasty recipes that you can modify according to the available ingredients. Remember to be sustainable, to be creative and to encourage participants to try out their own recipes!

KITCHEN MANAGEMENT

In a crowded and time-bound context it is important to organize work efficiently, and this applies to cooking too.

In the kitchen management section of the cookbook we have prepared a few suggestions to run the kitchen properly: how to move and use the cooking space in the kitchen; how to manage the storage room; how to employ utensils; how to manage the different steps in the preparation of a dish. This will help saving time and energy.

4) Study Part

Study parts can be very helpful to deepen and discuss a topic. With methods of on-formal-education you don't have to be an expert on the topic of food to facilitate a workshop. It's more about moderating and facilitating the groups and preparing a concept. You can find many examples in chapter five of this toolkit (p.57).

AFTER THE PROJECT

1. Unused food

The project is over, and it hopefully was a success!

Before you leave, though, remember to liaise with the local project partner, local food sharing groups, food banks or voluntary organisations to deal with unused food. Alternately, reusable containers could be filled with leftovers and given to volunteers to take home.

2. Project evaluation

When you prepare the project's evaluation for the participants to fill out, you may include a grading system on several different aspects of food and environmental practices during the project. These can include, but are not limited to:

- Geographical source of foods used (Local vs. Distant)
- Seasonality of food (seasonal vs. Imported)
- Production (organic vs. conventional)
- Amount of plastic waste generated
- Amount of food waste produced
- Energy use
- Water use
- Waste management (how much waste is recycled and how much goes to general waste)

These can - for instance - be graded on a system of 1 to 5, where 5 is the best possible performance in terms of sourcing and using food ecologically, and 1 being the most wasteful and environmentally impactful way of food management.

Information of this nature can be gathered using a surveymonkey or other online survey service to help focus on this topic and avoid detracting from all other important aspects of volunteers' camp experiences. This data can also be gathered after volunteers have left the project to highlight the importance of this as a separate issue that is undergoing development.

You can also integrate a flipchart on the topic of food in an evaluation in form of a silent discussion.

Now you're finally back home, and you can rest a bit. It can be a good idea to share the experiences you made within your organization, so that future coordinators can profit from your experiences and things can be improved.



METHODS FOR STUDY PARTS



Study parts can be very helpful to deepen and discuss a topic. With methods of non-formal-education you don't have to be an expert on the topic of food to facilitate a workshop. It's more about moderating and facilitating the groups and preparing a concept. For this you can find here a collection of methods and sessions to the topic of this toolkit. If there are special materials needed (e.g. power point presentation, worksheets, etc.) you can find them under the following link in an SCI Cloud: www.sci-d.de/dailyplate

There are different kinds of methods in this collection. Introduction methods to start a workshop, deepening methods to go deeper in one specific topic (more problem-orientated) and closing methods which are more solution-oriented. You could combine some methods of each group to plan your workshop.

Here you have an overview over the methods in this toolkit:

NAME	TOPICS	METHOD CATEGORY	TIME	PAGE
Introductory Workshop for Food sustainability in volunteer projects	Food and peace, sustainable food, problems of food system	Introduction; Different options for different groups, knowledge-levels and time	40-120 min	17
Opinion barometer	Opinions on Food consumption, Climate, whatever you want to :)	introduction	20-30 min	19
Candlelight Dinner: Let's talk about food!	introduction to food consumption	introduction	20-30 min	20
Reflection on my personal Food consumption	personal habits, power of consumers	introduction	30 min	21
Quiz: Meat consumption	meat consumption and production	introduction	15 min	22
Food consumption and... ... climate & environment ... social (in)justice ... animal rights	broad overview over food consumption and peace	deepening knowledge, problem focussed, can be followed by Food system and Economic Growth, World Game, Who can change things	120 min	23
Reasons for a plant-based nutrition (Text work)	problems of meat production, trade and consumption	deepening knowledge deepening knowledge	60 min	24
My food consumption and sustainability	impact of food consumption, personal level, chain of production, water consumption of production, water consumption	deepening knowledge	150 min	25

NAME	TOPICS	METHOD CATEGORY	TIME	PAGE
Our food system and economic growth	Systemic structures of food consumption and production, economic growth	deepening knowledge	90 min	27
The World Game	Global inequalities, climate (in-)justice, global food system	Deepening knowledge	45-60 min	29
(Post)colonial Food: Let's meet for a coffee	Colonial history of food and its continuation nowadays global inequalities	deepening knowledge	90	31
Agriculture, Food and Gender	Inequalities and injustices connected to Gender and our Food system	deepening knowledge	120 min	32
The Power of the consumer	Climate action on individual level and below, Transition, vegan, organic, Fair Trade	deepening knowledge, solution-focussed method	60-90 min	34
Who can change things?	Actors of transformation and their possibilities to act	deepening knowledge	60 min	36
The perfect food system	Utopias for a sustainable food system	deepening knowledge, solution focussed	75 min	37
Food Sovereignty	Differences in the concepts of Food Security and Food Sovereignty	concluding/summarising method	45 min	39
The Food-Net	Overview over terms and topics connected to Food and Peace	closing method, solution focussed	20-30 min	40
Building another world	initiatives for alternative food systems	closing method, solution focussed	20-30 min	40
Sustainable food consumption in our Project	sustainable food consumption on volunteer projects		30-45 min	41

INTRODUCTORY WORKSHOP FOR FOOD SUSTAINABILITY IN VOLUNTEER PROJECTS



Topics:	food and peace, sustainable food consumption in the project
Aims:	participants become aware of the connection between food, climate and peace and decide together on a more sustainable food consumption in the project
Materials:	moderation cards, pens, cord, tape, flipchart paper, printed texts for the text work, flipchart with Quiz questions, moderation cards with right answers.
Methods:	quiz, text work, group work, theatre
Online materials:	www.sci-d.de/dailyplate
To link with:	the perfect food system; building another world; or other deepening sessions.
What to be aware of:	The Workshop can be done in a variety of length and depth (Option A, B and C), according to the time available and the previous knowledge of the participants.

EXPLANATION

The Workshop consists of the following elements to be combined according to the specific situation of the group:

1. Associations to Food and Peace

Let the participants share in small groups what comes to their mind when they think about food and peace and how they are connected. If you have many postcards or pictures, you can also spread them on the floor and let the participants walk around and choose one picture that they relate to food, peace and volunteer projects. Then they can have a short exchange about their associations with another person or share them in the plenary.

2. Quiz on Meat Consumption -> see page 22

3. Food consumption and ...-> see page 23

4. Text work on Reasons for a plant-based nutrition -> see page 24

5. Sustainable Food Consumption in Our Project -> see page 41

Before starting the first method, it's good to give some words of introduction. They could be somehow close to this:

“So, we have to organise ourselves for the week. We will have different tasks, which ones?...One of the tasks is going to be “cooking” and “grocery shopping/getting ingredients”. When you think about what you heard about SCI, that it is a peace organisation and we are here on a peace camp, how do you think that is connected with the food we will have here?”

Then, you can choose between Option A, B and C for the Workshop:

Option A (short version):

Combine the elements 1, 2 and 5. Thereby, the group can slowly get into the topic by reflecting on the connection between food and peace (Element 1). Through the quiz (Element 2), the participants acquire some knowledge in the field. In a group work and discussion (Element 5) they can decide together how they want to have a more sustainable food consumption in the project.

Option B (less experienced group):

Combine the elements 1, 2, 3 and 5. Thereby, the group can slowly get into the topic by reflecting on the connection between food and peace (Element 1). Through the quiz (Element 2), the participants acquire some knowledge in the field. They dig deeper into different dimensions of food, climate and peace during a text work (Element 3) and an ensuing presentation. In a group work and discussion (Element 5) they can decide together how they want to have a more sustainable food consumption in the project.

Option C (more experienced group):

Combine the elements 1, 2, 4, and 5. Thereby, the group can slowly get into the topic by reflecting on the connection between food and peace (Element 1). Through the quiz (Element 2), the participants acquire some knowledge in the field. They have a deeper reflection and discussion (Element 4) on various dimensions of food, climate, social (in-)justice and animal rights. In a group work and discussion (Element 5) they can decide together how they want to have a more sustainable food consumption in the project.



OPINION BAROMETER



Topics:	climate change, food, whatever you want to :)
Aims:	Getting into a topic; building own opinions; discussions
Materials:	/
Methods:	positioning, discussion
To link with:	deepening methods, e.g. Food consumption and...

EXPLANATION

Participants position themselves on a line between “I agree” and “I disagree” concerning each phrase; let them talk to their neighbors for some minutes about the phrase and their position. Then ask some people to share their opinions/why they are standing at their position with the whole group.

Possible phrases could be:

- The climate change is pretty normal.
- The climate change doesn't influence my life.
- All people on earth should be allowed to have the same output of greenhouse gases
- The lifestyle in the richer countries has to change a lot
- I alone can anyway change nothing.
- Our food system contributes a lot to climate change
- Everybody should go vegan
- We need an industrial agriculture to feed the world
- The european agro-politics does not have an influence on the global south
- It's important for me to have a high selection of different food in the supermarket
- While shopping I have a look at where the food is coming from
- While shopping I have a look on organic and fairtrade certificates
- I could not imagine to eat no summer-vegetables during winter (tomatoes, zucchini... depending on the region you are)
- Our food system is built on exploitation of the global south
- Our food system is creating gender inequalities
- Economic growth creates jobs.
- Growth is a natural phenomenon.
- What else can possibly grow? We already have everything we need!
- The countries of the Global South in particular are in urgent need of economic growth to fight poverty.
- Without growth, our economy will collapse.
- No growth is not the solution.

CANDLELIGHT DINNER: LET'S TALK ABOUT FOOD!



20 - 30 min

Topics:	introduction to the topic food
Aims:	Getting into a topic; getting to know each other, getting to know own eating habits
Materials:	tables and chairs à 2 persons, candles, decoration
Methods:	speed dating
To link with:	deepening methods, e.g. Food consumption and...,
What to be aware of:	it's very similar to the personal reflection on food consumption (next page)

EXPLANATION:

Teams of 2 sitting together and talking 2min about 1 question, then there is a bell/sound and the partners move forward to the next table.

Our today's topic is all about food and we assumed that we all love food and or have all sorts of favorite foods we can talk about and share, we prepared a little candlelight dinner for you. Let's talk about food.

Questions:

- What is your favorite food (and drinks) and how is it prepared? Is there any food/ drink you don't like? Is there a special type of food for Holidays?
- How many meals do you enjoy (warm) daily?
- Who cooks? Do you like to cook?
- Do you enjoy fruits, nuts, vegetables? What do you enjoy most when it comes to dessert?
- What's your favorite taste sweet, sour, bitter, spicy or salty?
- Do you eat meat? How often? What are some of the meals you eat which is based on or consists of meat? How about fish, milk and eggs?? If you don't eat meat, why don't you eat meat in general/ a special sort?
- Where do you buy your food? Especially your meat, milk, fish and eggs? Or do you produce it by yourself / your family//neighbors (nearby farmers)?
- Have you ever lived as a vegetarian? For example, maybe during a SCI seminar or project? What are your experiences
- Does advertising influence my shopping decision? How?
- How much trash you produce in eating and cooking?
- Do I know from which region my food comes from?
- Do I buy organic and fair trade labeled products? Do I trust these labels?

REFLECTION ON MY PERSONAL FOOD CONSUMPTION



30 min

Topics:	personal habits, power of consumer
Aims:	To reflect on own personal consumption habits
Materials:	/
Online materials:	www.sci-d.de/dailyplate
Methods:	group work
To link with:	deepening methods, e.g. Food consumption and...
What to be aware of:	it's very similar to the candle light dinner (page beofre)

EXPLANATION:

The participants take 10 minutes for their own to answer the reflection questions silently. In a second step they exchange in pairs about the questions and their answers before you discuss shortly the most interesting things out of the couple-discussion in the plenary.

Handout: My personal food consumption

How often do I cook for myself, how often do I eat somewhere else?

Where do I buy my food ?

Do I know from which region my food comes from ? Do I pay attention to that?

How often do I eat meat ? How often do I eat other animal products ?

How much money do I spend for food approximately ? Is it much or not?

Does advertising influence my shopping decision? How?

Do I know to which group the brands belong I'm buying?

How much trash do I produce in eating and cooking? Do you find ways to recycle this?

How do I reuse leftovers?

Do I pay attention on the packaging of the products?

Is a wide selection and freshness in the supermarket important to me ?

Do I buy organic and fair trade labeled products? Do I trust these labels?

QUIZ: MEAT CONSUMPTION



Topics:	meat consumption and production
Aims:	get to know facts on meat production in Germany (or other regions)
Materials:	moderation cards (8 per person, 8 with correct answers, flipchart with questions)
Methods:	Quiz
To link with:	other deepening methods
What to be aware of:	The questions are now based on Germany, but you can use them as inspiration for other questions or to research the numbers of your country.

EXPLANATION:

The participants get as many empty moderation cards as questions. They write the answer to the questions on a piece of paper and attach it to the wall. The facilitator sorts the answers by size and finally puts the correct answer on a card on the wall.

There are other possibilities to organize a group quiz:

- Play 1,2 or 3: You have three possible answers visible for all (on beamer/flipchart), every participant has to choose an answer in positioning him*herself in front of the answer
- Use the online platform kahoot (<https://kahoot.com/>); You need Wifi and a mobile device for each group

Questions:

1. How many animals were killed in Germany in 2014 for food production:
 - more than 800.000.000 Animals (population of Germany 82 Mio.) [Isswas p. 10]
2. how many animals is a person in Germany on average during his whole life?
 - 1094 animals: for example 4 cows, 46 pigs, 945 chickens (meat atlas 1)
3. what percentage of the meat of an animal is used as food?
 - 60% (Isswas p.6)
4. how many litres must a dairy cow produce on average per day?
 - 60 litres (iss was p.23)
5. How many male chicken are killed in Germany each year because they do not produce eggs?
 - 48 million per year (Isswas p. 21)
6. How many vegetarians do you think there are in Germany? (2014)
 - 10%, $\frac{4}{5}$ women (Isswas, p.12)
7. How much of the world's greenhouse gases are caused by animal husbandry?
 - up to 32%, depending on how you count (see Meat Atlas)
8. How much of the world's agricultural area is used for animal production?
 - more than two thirds
9. How many people could be fed on today's agricultural land?
 - 20 billion
10. How much water is in the production of: 1l milk: 1000l water, 1kg cheese 5000l water, 1kg beef 15800l, 1kg pork 6000l 1kg rice: 3400l, 1kg carrots 131l, 1kg potatoes 250l

FOOD CONSUMPTION AND...CLIMATE & ENVIRONMENT ... SOCIAL (IN)JUSTICE... ANIMAL RIGHTS



Topics:	very broad
Aims:	Get an overview on the whole topic of food consumption and peace
Materials:	poster & pens; infomaterial if needed
Methods:	Theater; group discussion
To link with:	can be followed by Food system and Economic Growth; World Game; Who can change things.
What to be aware of:	It's a very problem-centered

EXPLANATION:

Warm up (20min):

As this session is using theater methods it is good to have a theater warm up. For that: Let people walk around in a room without talking; they should walk that they fill out the whole room in a balanced way; Let them walk in different speeds that you announce (0= standing - 100=almost running). Let them focus on single points in the room to go there directly and then focus on a new point. Let them catch as many eyes they can catch; everyone is doing a statue representing different feelings like in love, angry, hungry, annoyed.... Let them build a machine all together: One person is going on the "stage" to start with a single movement keeping doing this, another person is joining until everybody is on the stage and performing in the same machine. The machine can be with a topic fitting to the topic or without any topic. In a second step they could do another machine with one movement and one sound each.

Group work (45min):

The participants split up into groups. Each of them is developing a theater play to a certain topic of food consumption and.. If there is knowledge in the group you can make three groups (climate & environment; social (in)justice; animal rights) and the participants gather the information they have on that topic for making a theater play out of it.

It is also possible to give each group a more specific topic with more background information, for example (export of chicken meat from europe to africa; meat and climate; fertilizers; animal rights in conventional meat production... The meat atlas (<https://www.boell.de/en/meat-atlas>) can be helpful to provide information.

Presentation and Plenary discussion (45 min)

The first group starts to present their play and afterwards the topics will be summarized on a flipchart in a group discussion. There you should also add more topics of that topic that were not mentioned in the play. You do the same with the second and third play.

Structures behind and summary (15-30 min)

After collecting the problems of the different topics do another sharp brainstorming on the deeper structures behind these problems to go closer to the roots of the problems.

Summarize all shortly and give a positive outlook.

Optional Version: if there is not enough time or the group is not into theatre methods, the knowledge exchange can also be done in the format of a short presentation to the group.

REASONS FOR A PLANT-BASED NUTRITION (TEXT WORK)



Topics:	Climate Change, animal rights, water use, inequalities, health, land use
Aims:	Get an overview on the problems of meat production/trade/consumption
Materials:	poster & pens; infomaterial
Online materials:	www.sci-d.de/dailyplate
Methods:	text work
To link with:	can be followed by Food system and Economic Growth; World Game; Who can change things; Building another world, The Food Net. e.g. after opinion barometer, candle light dinner; before (instead of can be followed by) food system...
What to be aware of:	It's a very problem-centered and input-based method, so there should be another studypart on possible solutions, etc. in the program

EXPLANATION

Introduction

It should at least be explained why we are working on this topic, like: We would like to share a few facts to sum up and point out what dimensions this all takes, and what impact it has on our lives, our environment and climate etc. on a global scale. There are different reasons for a vegetarian nutrition. We will now elaborate some categories, they are all connected with each other.

Group division: The participants are split into 4 groups.

Group work

Following topic should be covered and texts could be used:

- Climate (the climate costs of cattle, Meat Atlas, p.34)
- Economic (imported chicken wings destroy west-African business, Meat Atlas p.44)
- Virtual water (when the tunk is running dry, meat atlas, p.28)
- Feeding (the grain in the feed trough, Meat Atlas, p.30?)
- Health (glyphosat, Meat Atlas p. 38, antibiotics, Meat Atlas p.26)
- Animal rights (in online materials)
- Food waste (in online materials)

Presentation

The groups present a flipchart with the main important things about their topics, very briefly (3-5 min)

Discussion

End the session with a discussion in the plenary, where you could use the following questions:

- What was new/interesting/surprising/boring for you?
- What do you think are the structures behind these problems?
- Are there connections between the problems?
- Do you have ideas on how to solve these problems?

MY FOOD CONSUMPTION AND SUSTAINABILITY



Topics:	impact of food consumption, personal level, the relation of food and sustainability, global trade flow, water consumption related to food production
Aims:	create awareness, focus on personal level, eye opener
Materials:	flipchart, pens, small paper, prepare some sheets (marked in the explanation part)
Methods:	reflection, group work, quiz

EXPLANATION:

Brainstorming to enter the session (15 minutes)

Brainstorm in the group on what 'sustainability' or 'sustainable development' means.

Facilitator notes the main points on a flipchart. It can be helpful to have a researched definition to present in the end, e.g.: Sustainable development is the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services based upon which the economy and society depend. Or "Strong sustainability is a comprehensive concept of justice: preserving the natural foundations of life and enabling a good life for all within the limits set by this."

My "need" to eat (30-45 minutes)

In the beginning the participants remember what they have eaten and drunk over the past two days.

The facilitator writes the products down on small papers and lays them on the floor. After it the facilitator asks the second question for the group: why have they eaten/ drunk?

Instead of answering this, the facilitator presents the "functions of our food consumption"; writes them down on cards and places them on the floor.

Functions of our (food) consumption (by Tim Jackson):

- satisfaction of elementary needs
- well-being/happiness
- attractiveness/affection
- identity/need for affiliation
- social function
- habit

Participants now add the food items they collected and place them under the respective 'function'. To end this method reflect shortly on how food relates to daily life and sustainable consumption.

In our kitchen... (45 minutes)

divide the group in sub groups of 3-5 people. Each group is asked to pick one product from the kitchen and discuss and note down the following questions + answers (facilitator can write them on a flipchart so that everyone can see them):

- What contents are in your product (look at the whole product in your hands (including packaging))?
- What do you need to produce this product?
- Which persons were necessary for this product lying in your hands now?
- Write down questions you have about your product

After the group work come together in the plenary to present and discuss the outcomes, focus on open points and 'astonishing facts/ findings ' throughout the group work.

Water consumption and food production (30 minutes)

Participants get cards with different products (wheat, chicken, meat, tomatoes, milk...) and put them in order guessing which one is the one with the lowest and which the one with the highest need of water regarding its production. After some time, facilitator presents the solution, discussion follows. (See knowledge page 45)

Debriefing (15-30 minutes)

Discuss openly in a pop-corn/open round the following questions:

- What was the most surprising insight during this session?
- What does this mean for us, is there anything we want to change/become more aware of during this seminar/project? maybe write this down and you can relate to it now and then during the project (see method sustainable food consumption in our project, p. 42)



OUR FOOD SYSTEM AND ECONOMIC GROWTH



Topics:	systemic structures of food consumption and production, economic growth.
Aims:	understand how our food system is connected to our economic system and to economic growth, and find out about problems connected to it.
Materials:	cards, pegs, association postcards, printed coin-texts, prepared presentation
Online materials:	www.sci-d.de/dailyplate
Methods:	speed dating, silent reading, group discussion, world-café
To link with:	can be done after the study part method: <ul style="list-style-type: none"> • Food consumption and... .. climate & environment ... social (in)justice ... animal rights • My need to eat (if it is followed by a debriefing about the structures behind our food consumption)
What to be aware of:	This study part consists of three methods that should be done one after the other. For all it is good for the facilitator to have at least some basic knowledge about our current economic system, how it relates to economic growth and to be able to make the connection to our food system. For that, you can check the short, but informative powerpoint presentation.
Source:	Based on: Konzeptwerk Neue Ökonomie and Fairbindung: Endlich Wachstum, endlich-wachstum.de

EXPLANATION

Speed Dating with association postcards (15min)

In this activity, participants explore the many layers of meaning associated with the terms “growth” and “economy”, and express their own thoughts on the matter. To this end, they select postcards with themes which they associate with the terms and discuss their ideas in pairs.

To prepare the session spread the association postcards around the room on the floor, with the picture side facing up, so everyone can see them. The participants walk around, look at the pictures and pick a picture which they associate with growth. When all participants have one picture, they can walk around the room quietly (e.g. To music). When the facilitator gives a sign, they meet with another person and have a short conversation about their thoughts and associations with the postcards. After 3 to 4 minutes the conversation stops and the participants walk again around the room. They again get a sign from the facilitator and meet with another person to talk about the question “What is economic growth?” for 3 to 4 minutes. Again, they walk and after a sign they meet a third person to talk about the question “How are food consumption and production related to growth?”

2 sides of the coin (30-45min)

In this method participants explore the pros and cons of economic growth by taking part in an exhibition using short texts. To prepare pin the Coins to a string that is put up somewhere in the room, so that they can be read from both sides at the same time.

To begin with, it is useful to discuss with the participants what is meant when we refer to economic growth and GDP. In a short brainstorming, ideas can be shared about the question “if and why economy should grow at all” and recorded on a flip chart. Frequent answers are only one side of the coin.

Then the participants have time to walk around the room and read the two sides of the coin which are hanging somewhere in the room. During this time, the facilitators are there to answer possible questions of the participants. After 20 minutes, the group comes together in the plenary to talk about the following questions:

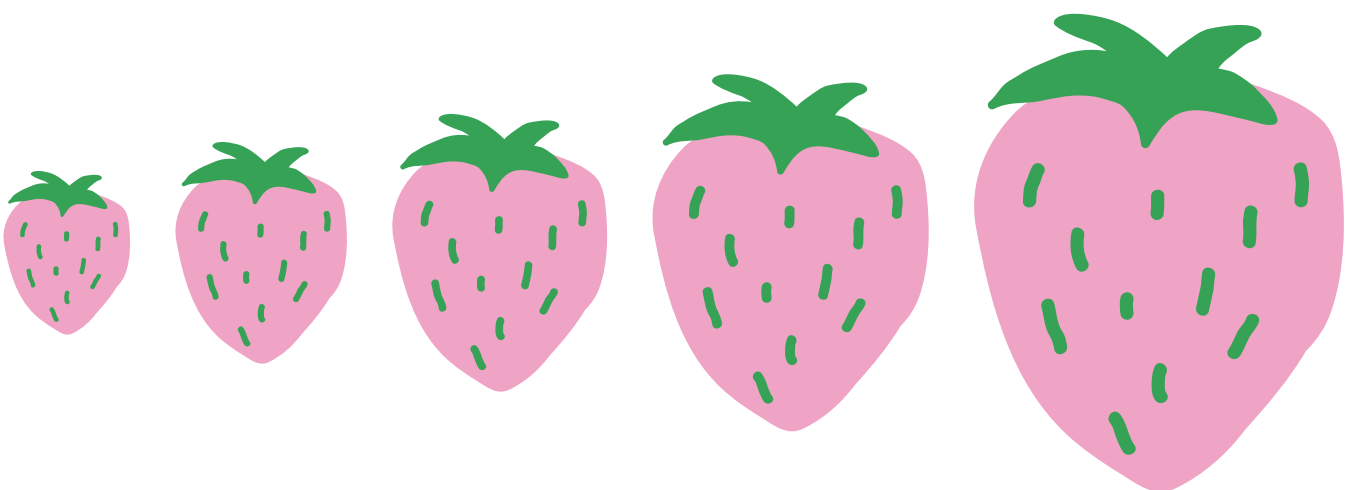
- What was new to you, and what where you already familiar with?
- What interested/surprised/impressed you the most?
- Do we need ongoing economic growth? Why?

Food and Growth - how does this work? (30-45min)

In this part you discuss how economic growth is generated in the capitalist food system. Start with a very short brainstorming either in pairs or directly in the whole group on “which products do you know that create additional economic growth?”. Then the group discuss either as a world café or in a plenary discussion the different pictures to understand the mechanisms behind (Innovative products, products for target groups, advertisement, products with low nutritional value and inexpensive ingredients, planned obsolescence, export, marketing of common goods). Tip: The presentation in the online materials can help you with the examples.

Have a short debriefing discussion with following questions:

- What was new to you?
- Did you connect these examples to economic growth before?
- What possibilities do you know of obtaining food outside the capitalist economic logic?



THE WORLD GAME



Topics:	Global inequalities, climate (in-)justice, global food system
Aims:	In this activity, participants visualise data on global relationships and inequalities by arranging themselves and objects in the room. This gives them access to facts and figures which are otherwise often perceived as abstract and difficult to comprehend, enabling them to establish connections between them.
Materials:	Flipcharts with the numbers for each continent and parameter; world map on floor (can be drawn with chalk/can be taped with colored tape/can be cut out of papers and put on the floor); Excel file and Word Document with exact numbers of parameters. Suggestions of what to use for the different parameters: population: participants; GDP: Chairs; oil consumption: bottles; CO2 emissions: pillows; refugees: shoes;- pesticide use: tissues; meat consumption/Food supply: cards with animals (or other); energy consumption in Agriculture: some leaves or other things you find outside; undernourishment: spoons;
Online materials:	www.sci-d.de/dailyplate
Methods:	interactive visualization, discussion
To link with:	food consumption and, food consumption and economic growth
Source:	FairBindung, Kozeptwerk Neue Ökonomie (Hrsg.): Endlich Wachstum! - endlich-wachstum.de

EXPLANATION:

Before the activity begins, all the necessary materials should be collected from the participants and the surroundings. The exact numbers for the distributions should be prepared and visualized on flipcharts. A rough outline of a world map must be marked out on the floor.

In this activity the parameters mentioned above (or a selection of them) are explored. In the first stage, participants estimate how these parameters are distributed, and reflect this distribution by positioning themselves or certain objects on the world map. The actual data for each parameter is then revealed, and the objects are redistributed accordingly. The participants can briefly discuss the results. We recommend starting with the parameter world population, continuing with GDP, followed by oil consumption and CO2 emissions. Then, if you want to put a focus on food and agriculture you can use the parameters pesticide use, meat supply and energy consumption in agriculture. To conclude, you can do the parameter refugees.

1. To begin with, participants are given the task of positioning themselves on the different continents to reflect the distribution of world population, whereby each individual represents hundreds of millions of people. Once the participants have agreed on how to position themselves on the world map, the correct information for the parameter is revealed by the facilitators. To this end, data for each continent is shown on a paper/presentation, and the participants rearrange themselves to reflect the data. The sheets are then displayed on the wall.
2. For the distribution of the next parameter, the groups making up each continent must decide what share of the parameter corresponds to their continent. Once the positioning of the objects representing the second parameter, GDP (the same total number of chairs as participants) has been agreed upon by all participants, the actual data are once again revealed, the chairs are rearranged, and the data sheets are displayed on the wall. The participants are then asked to express shortly an opinion on the share allocated to them, e.g.:

Would the chairs on your continent be enough for everyone to sit on? Is there a surplus or a deficit of chairs on your continent?

3. The other parameters are explored following the same procedure.

All Data can be found in the online materials.

Debriefing

After the final arrangement, the activity is assessed by discussing the following questions:

- What was new? Surprised? Shocked you? Which parameters did not match your expectations? Why?
- Which parameters are connected to each other and how are they connected? What is the relationship between wealth and environmental impact in the various regions of the world?
- Does everyone receive a fair share?
- How did this global distribution of wealth come about? Which historical processes contributed to it? What has prevented a more equitable distribution of global wealth?
- What could be done to make it fairer? What would this require?
- What is missing in this visualization? What was not shown? (e.g. global trade flows)



(POST)COLONIAL FOOD: LET'S MEET FOR A COFFEE



Topics:	colonialism, exploitation, social justice
Aims:	Getting to know history of colonial products, colonial history and its continuation until today
Materials:	products, printed texts, flipchart, pens
Online materials:	www.sci-d.de/dailyplate
Methods:	brainstorming, groupwork, silent discussion, plenary discussion
To link with:	sustainable food consumption at our project
What to be aware of:	not to reproduce stereotypes, not shaming persons for consuming colonial products

EXPLANATION

Introduction (15min)

Put some colonial products (chocolate, coffee, peanuts, bananas) in the middle. You start the session with “we brought you some food and we want to have a closer look on these products now. For the Beginning we do a round where everyone of us just share the first thoughts, associations that come into our minds.”

After the round you ask the group to talk a bit deeper on these products in couples. Then you collect the main points in the group and on a flipchart as a brainstorming.

Group work (30min)

The group is divided into small groups for each product. Each group gets a task-description and the printed background text for their product. The tasks are:

- Brainstorm together on your product: What do you know about the product? How is it used? Is it common in your region? Where does it come from? How is it produced? What do you know about the history of the product?
- Read the text and summarize the main points
- Prepare a short presentation on your product (~3 min)

The groups present their product, and everyone can ask questions. At the end you brainstorm together which other products could be discussed (tabaco, Sugar, Tea, palm-oil, cotton, corn ...)

Silent Discussion (20min)

The group has about 20 minutes to follow a silent discussion on prepared flipcharts (no talking, discuss on paper, comment on others...)

- What significance does the exploitation of humans and nature have in the production of food?
- What role does the history of food play today?
- Is it responsible to consume these products?
- How to deal with these products in a volunteer project?
- What are the needs for individuals and for the group ?
- Should we not buy those products for the seminar/camp?

Plenary Discussion (20min)

In the plenary you summarize the silent discussion. As a last part the group can discuss how to deal with these products during the project.

AGRICULTURE, FOOD AND GENDER



Topics:	How is Agriculture and Food/Nutrition gendered?
Aims:	Raise awareness for the connection between the two topics; Reflect on how gender is influencing us and our food system
Materials:	graphs, tape, flipcharts, pens
Online materials:	www.sci-d.de/dailyplate
Methods:	Positioning, Brainstorming, Silent Discussion
What to be aware of:	It can trigger some personal feelings and experiences for persons; People should not comment on the others during the first method; to have a safe-space created beforehand can be helpful

EXPLANATION

Introduction

Introduce the session in explaining why you do this session. It's important to make the participants aware of that in this session we will talk about gender in a very binary way, which is not reality but as statistics and stereotypes are based on this binary system we're using the categories male* and female*.

I have, I haven't -Positioning (30min):

This method is good to be done in smaller groups (5 to 10 people). On the floor there is a line marked with tape. The participants line up in a row on this line. To the left of the line is the "I have area", to the right of the row is the "I haven't-area". Gradually the statements will be read out. Each person answers the question by going to the I have or I haven't area. You can vary the intensity.

Important things to say while explaining: Lying is allowed; Don't laugh or comment on the others person positions.

After each statement, the lineup can be viewed as a group. You can either say it's not allowed to talk or you can talk about the statement directly voluntarily. If you allow to talk, it should be really clear that it's not allowed to comment or laugh on the others positions and you should limit the number of comments (e.g. max. 3).

Statements could be:

- I think that equality of gender had been reached in my country
- I've been told not to do something because a girl*/boy* is not doing things like that
- I feel I've been discriminated because of my assigned gender
- I've worn clothing that I didn't feel comfortable or healthy in, because I was expected to wear it
- I have supported a person from another gender in an activity assuming they need help, without being asked
- I have felt limited or excluded because of my assigned gender
- I have taken everyday decisions because of my assigned gender
- I was asked to do care work because of my assigned gender
- I was handed the wrong drink by the waiter / the host because of my assigned gender
- I've been told to go on a diet
- I was told the way I eat is not fitting to my assigned gender
- I've been told farm (hard/manual) work is too hard for me
- Someone was surprised that I can cook well
- I know female* farmers

- My parents taught me how to cook and how to fix/repair thing
- I've reproduces gender stereotypes
- I've heard about gender topics in agriculture/food
- I was not always honest in the method

Brainstorming (30min)

The group is divided in two groups. One is brainstorming about the question: "How is agriculture gendered?", the other one about "How is food/nutrition gendered?". After 15 minutes the groups come together to present shortly what they discussed and to talk about open questions, etc.

Silent Discussion (40min)

The group has about 30-40 minutes to follow a silent discussion on prepared flipcharts. Silent discussion means: comment the questions/graphs on the flipcharts without talking, you can ask questions, give likes, comment to other comments.... It's important that it's really not about talking and you can also put some silent music.

- Which roles do woman* & men* take in agriculture? Who is the boss? Who is perceived/addressed as the boss?
- Who produces the food that gets on the table? How does that reproduce rural society & culture?
- What is the role of care work by women in community development?
- Who is doing care work in volunteer projects?
- Women* are closer to nature – really?
- Graphs:
 - Graphs: »"Percentage of male and female employment", FAO, <http://tinyurl.com/y5jabbyo> »
 - "Share of female agricultural holder", FAO, <http://tinyurl.com/y3rymd4b> »
 - "Percentage of male/female managers by area of farmland", FAO, <http://tinyurl.com/yyna4k8f> »
 - "Fleisch- und Wurstverzehr in Gramm/ Tag", Wikimedia, <http://tinyurl.com/y69qbx3q> »
 - "Victims of Natural Disasters by Age and Sex", Pino Gonzalez Riancho, <http://tinyurl.com/y4kbo29b>
+ What other consequences do natural catastrophes have on women*?
 - Numbers to women* in higher positions in agricultural/environmental/climate ministries

Debriefing (15 min)

Facilitate a discussion with the following guiding questions:

- What was new to you?
- What surprised you?
- Where are open questions?
- To what do you agree/disagree?

Conclusion (5 min)

For the closing of this session it's important to remind the group of the fact that the session was based on a binary gender-system, but that the actual reality is more complex still and that people of the queer-community face a lot of other challenges in political and agricultural systems.

THE POWER OF THE CONSUMER



Topics:	sustainable, responsible consumption, Vegan; Organic; Fair Trade
Aims:	Discuss the power and responsibility of consumers
Materials:	texts, flipcharts, marker
Online materials:	www.sci-d.de/dailyplate
Methods:	group work; discussion
Source:	Based on: Konzeptwerk Neue Ökonomie and Fairbindung - Lebensmittel zum Zweck

EXPLANATION:

Introduction (5min)

As an introduction the facilitator can read out the following quote:

"In theory, consumers have great power over the markets because they can determine the supply with their demand - as long as they see their shopping not (only) as private pleasure, but as political action. But they have hardly exhausted this power for decades. Against their will, they buy products and services that actually contradict their ecological and social values - often out of ignorance, but often also out of delusion by the advertising campaigns of the industry. So far, consumer society has been able to capture even the criticism of consumption. At any rate, decades of consumer criticism seem to have had little effect so far. This seems to be changing in recent years. Critical consumers network on the Internet, the media have taken up their topic - ecologically and socially responsible consumption - and thus also shape the consumer behaviour of other social milieus".

Source: The critical agricultural report 2009

Group Work (20-25min)

The participants are divided into small groups of 3 to 6 people, depending on their interests. With their working material they look for a place where they can discuss undisturbed.

The participants now follow the workflow (see online material): First they read the introductory text and then look at the material in silence. They choose a sheet that suits them best. Several participants can choose the same sheet, one after the other they present their sheets to each other and explain why they chose it. The other participants listen without commenting and the discussion begins.

The group is asked to find a common answer to the following question:

- Do you think that buying organic and fair trade products or vegetarian/vegan food can solve ecological and social problems all over the world?
- If so, why? If not, why not?

The group is asked to write its decision and justification on a poster to be presented later in the plenary.

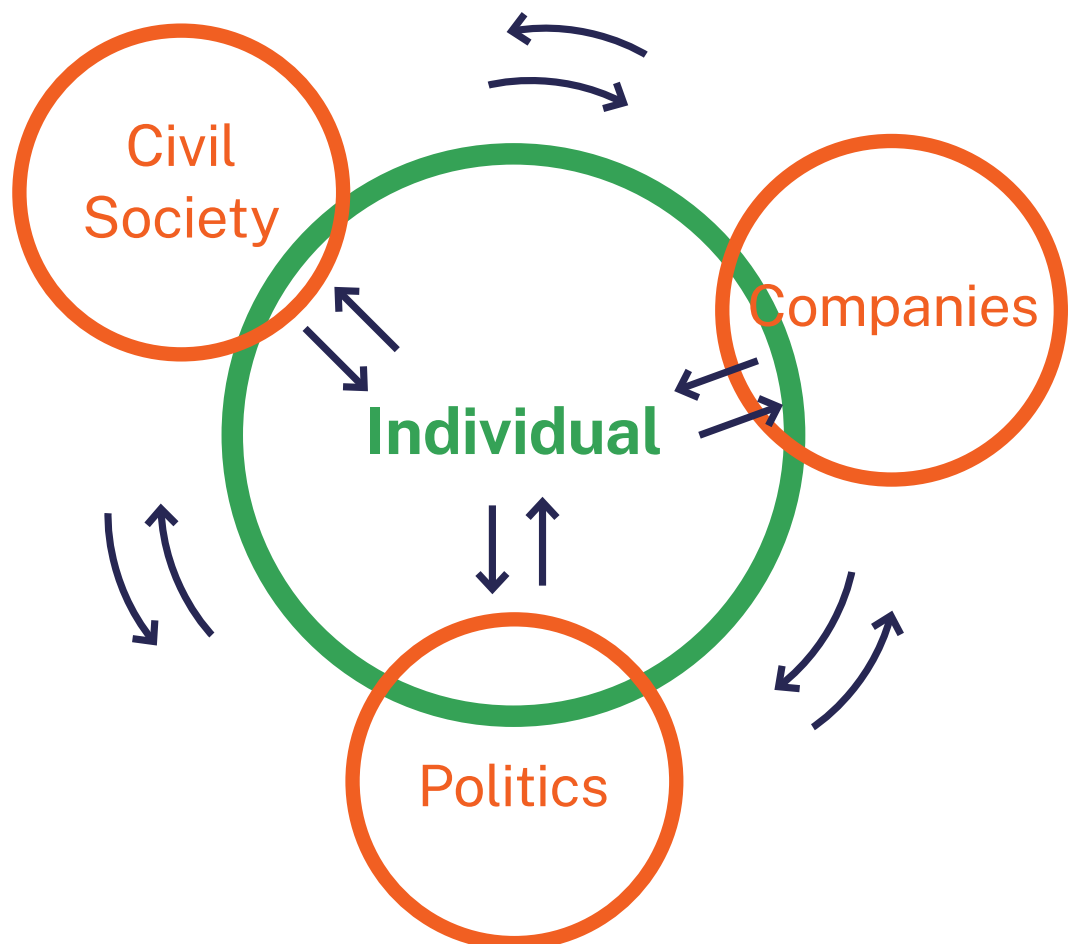
Presentation (15min)

The groups present shortly the outcomes of their discussions to the others

Evaluation Discussion (30min) To close the session the group can discuss the following questions:

- How do you feel after the discussion?
- In contrast to power, how much responsibility do you feel? (Working out the difference between power and responsibility)
- What does this sense of responsibility do to you?
- Which actor within the group has the most socially/medially attributed power/responsibility? Who benefits from that?
- For which actors do you still see responsibility and power to bring change? How?
- What possibilities do you know of obtaining food outside the capitalist economic logic?

Image 1



WHO CAN CHANGE THINGS?



60 min

Topics:	Actors of transformation and their possibilities to act
Aims:	find out about the different actors involved in a transformation of our food system and explore their opportunities of acting.
Materials:	paper circles and arrows, papers with actors, markers
Methods:	discussion, brainstorming, visualization
To link with:	as it is a solution-focused method, it can follow problem-oriented methods, like <ul style="list-style-type: none"> • Food consumption and... • Food system and economic growth • The power of the consumer
What to be aware of:	It is important to emphasise that in the group stage, participants should think from the perspective of the respective actors. It is possible that the participants will experience some difficulty in abstracting themselves from their own situation. The video “The Story of Change” is recommended to facilitators as preparation for the activity. Alternatively, the video can be watched with the participants as an introduction or follow-up to the method.
Source:	FairBindung, Kozeptwerk Neue Ökonomie (Hrsg.): Endlich Wachstum! - endlich-wachstum.de

EXPLANATION:

Everybody is in the inner circle of the prepared graph (individuals). The facilitator explains the method and the participants choose the group they want to work with in stepping in one of the circles.

Every group brainstorms for 10 minutes about what their actor can do for a social-ecological transformation, especially in the food sector; write it on cards.

Then they do a short brainstorming for 10 minutes about how the actor of each group can influence the other actors to bring them towards a social-ecological transformation; write it on the arrows. It can be helpful to give each group one arrow for each actor every 3 minutes, to focus in the discussion on just one actor for some time.

After the group brainstorming, the groups come together and present their outcomes to create the visual model. The others can ask questions of understanding, but no discussions for now.

The presentation is followed by a plenary session on the following questions:

- Is there anything missing, any actor missing? (what about unions, churches, sciences, media?)
- How great do you consider the potential for change of each of the various actors to be? Who is decisive for change?
- How easy or difficult do you think it is to change something oneself within the different areas? Who holds the power to make decisions in the different areas? Where do you see obstacles or interests that hinder change?
- What would have to be different to make it easier to implement change in the various fields? Which forms of influence should in your opinion be reinforced, and which should be removed?
- Where do you see opportunities to form effective alliances between actors? What such alliances are you currently aware of?

Graph: Image 1

THE PERFECT FOOD SYSTEM



Topics:	Utopias for a sustainable food system
Aims:	Create Ideas for a better food system, find out what is already existing and what is hindering us to have this on a big scale
Materials:	moderation cards/post its, pens
Methods:	dream journey, brainstorming, discussion, group work
To link with:	it can follow a problem-orientated session; combine with who can change things; Building another world
Source:	Based on: Konzeptwerk Neue Ökonomie and Fairbindung - Lebensmittel zum Zweck

EXPLANATION:

Dream Journey (10min)

You start this session with a dream journey to the future. Prepare a nice atmosphere, where participants can maybe sit or lay comfortably and where it's not too noisy. You can lead the group through the journey with the help of the following text.

Close your eyes. Imagine our food system today, with all its production methods, consumption patterns and distribution issues. With its ecological and social problems [BREAK] Now fast forward 10 years in your mind. You enter the future where a perfect nutrition system is existing and you have the chance to explore how it looks like. What are people eating? What kind of different food styles are there? Where do they get their food from? Who is producing food? How is the relationship between consumer and producer? In comparison to ten years ago - what has changed, what has disappeared and what is still there? How do people feel? How do you feel in this time?

Time to travel back again 10 years to our present. When arriving here stay still quiet and reflect about the things you've seen in the future.

Writing it down & Presentation (10min)

- Each participant writes their ideas on post its/moderation cards (one paper for one idea)
- Then every participant is presenting their ideas (no commenting, no discussion) and putting the papers on the floor/wall
- Similar ideas can already be clustered, but no discussion until now

Clustering (5min)

The participants get the task to cluster the ideas in the three categories: Is already existing in small scale, is already existing in large scale, is not existing until now

Group-Brainstorming & Presentation (15min)

In small groups the participants are brainstorming on the questions: What prevents us from making the not yet existing ideas become reality? And what is stopping us from expanding the existing, but not very widespread ideas?

The answers are written on post its/moderation cards of another color than the ideas

Each group is presenting their answers. The post its are put in between the ideas of "already existing in small scale" and "already existing in large scale" to symbolize the obstacles.

Group-Brainstorming & Presentation (25min)

The participants build new smaller groups representing the actors „Individual“, „Civil Society“, „Politics“ and „Companies“. Each group is brainstorming on the question: What would it need on a personal/political/economic/civil social level to overcome the obstacles just described and make our ideas for the future a reality.

The answers are written on post its/moderation cards of another color than ideas or obstacles.

The groups present their ideas. The post its can be put in form of arrows from the actors to the obstacles and the not existing ideas

Plenary Discussion (10min)

In the end you can discuss some more questions in the plenary:

- How does the chart affect you? What does it evoke in you?
- At which points did you find it easy to spin ideas or name potential for change?
- Where do you see starting points for a quick change, where for a lasting one?
- Which actors are involved in possible changes? Which actors are missing? Who has more power? Who has more responsibility?
- At which points do you see potential for personal changes for yourself?



FOOD SOVEREIGNTY



Topics:	Food Sovereignty and Food Security;
Aims:	Getting to know the difference between the two concepts; Getting to know Food Sovereignty Movement
Materials:	flipchart, pens, mobile devices for research
Methods:	group work, input, research

EXPLANATION

Brainstorming (10min)

The group is divided into two smaller groups, each of them gets flipchart and pens. One flipchart with “Food Security” and one with “Food Sovereignty” written in the center. The task for each group is to brainstorm and discuss what the meaning of their term could be.

Flipchart-Presentation (10min)

Each group is presenting their thoughts and the group is asked if they know the difference between the two concepts.

Short Input (10min)

The Facilitator is presenting the concept of Food Sovereignty with a short Input (see knowledge page 54)

Research (20min)

The group is divided into 3-5 groups and their task is to research some information about some Food-Sovereignty groups, for example:

- La via campesina
- The 15th garden
- Nyéléni
- MST Brasilia
- FIAN
- Concept of food policy councils/food boards
- Research local groups in your hometown, country or the region of the seminar/project

Research-Presentation (15min)

Groups are presenting shortly the outcomes of their research

Debriefing (10min)

Close the session with a short debriefing round with the questions:

- Did you know the concept/the groups before
- What do you think about it?
- Do you think it can help to design the food system more sustainable?

THE FOOD-NET



Aims:	conclude a topic, revision
Materials:	Terms on moderation cards, a lot of cords
To link with:	link with input-sessions (Food consumption and ; Text work; Our food system and economic growth;...)

EXPLANATION

Each participant receives one or two moderation cards with terms on food (e.g: meat production; economic growth; sea level rise; melting of the polar caps; food sovereignty, hunger,...). They should connect the terms with the cord and thereby clarify connections (e.g. the sea level rises due to melting of the polar caps). After each connection you can ask briefly if everyone agrees and if any ambiguities are explained. At the end you can put the net on the floor and everybody can have a look on it, open questions can be discussed and answered.

BUILDING ANOTHER WORLD



Topics:	possible solutions
Aims:	Getting to know possible solutions and possibilities to get active; empowerment
Materials:	cor, pegs, example cards
Online materials:	www.sci-d.de/dailyplate
Methods:	exhibition, group work
To link with:	problem centered session like e.g. Food consumption and..., Agriculture & Gender, Food & Economic Growth...
Source:	Based on: Konzeptwerk Neue Ökonomie and Fairbindung: Endlich Wachstum

EXPLANATION

Exhibition (10min)

Participants go around and read some of the example cards; after 8 minutes they get the task to choose one which they found inspiring or interesting.

Group Exchange (10min)

They form groups of three to share their thoughts about their chosen card and discuss the projects a bit.

Conclusion (5min)

Have a short debriefing sessions in asking, what was interesting and new? How do they feel? Facilitators conclude fast in plenary and say motivating words.

SUSTAINABLE FOOD CONSUMPTION IN OUR PROJECT



30-45 min

Topics:	possible solutions, sustainable food consumption on volunteer projects
Aims:	Integrating a sustainable food consumption directly in the seminar, motivate and empower participants
Materials:	empty project cards, pens, Cord, pegs,
Methods:	group work, plenary
To link with:	Ideally adding it to Building another world

EXPLANATION

Group work (15min)

The participants work in groups of two or three. The aim is to develop own example cards to the questions: What can we do to integrate the topic of sustainable food consumption in our seminar/project/training/meeting?

The cards should contain:

- Title of the Project
- Little drawing
- Explanation of the idea in short text or bullet points
- What is sustainable about the idea?
- What material is needed?
- What preoperational tasks have to be done?

Exhibition

All cards are put on a string/a wall/in the center. Everybody is having a look and tries to get an overview over all project ideas.

Plenary Discussion

The group is coming together and talking about the ideas. Which one do they like? What do they think can easily be done? Which ideas do they want to realize?

The Facilitator is supporting the discussion in moderating, asking questions and trying that the group agrees on at least two activities they want to try for the time of their project

Possible Projects could be:

- Eating vegetarian or vegan
- Buy food from local farmers
- Just use regional food
- Food-Talk: with each meal having a short presentation on what are ingredients, where are there from (mark on map), what is the ecological footprint
- Excursion to local farmers, gardening project, CSA,)
- Rescue food (food sharing, dumpster diving (attention on legal regulations!))
- Having more study parts on that topic
- Organizing a public event (veggie-barbecue, picnics)





KNOWLEDGE PAGES

We are pretty much aware that you can not have all the knowledge in this field, neither have we. You'll find a lot of information in the World Wide Web, but we also tried to collect some important knowledge in these following knowledge-pages. This part is the roughest part of the toolkit, so you can just find a selection of some topics. We apologize for that.

Here you can find an overview over the knowledge-pages:

How agriculture influences the climate.....	45
How global warming influences agriculture.....	45
Human Rights and Food.....	45
Animal rights.....	47
Biodiversity.....	47
Deforestation and land use.....	48
Virtual Water and Food.....	49
Food Waste.....	50
Gender and agriculture.....	50
Colonial products.....	51
Responsible consumption.....	51
Fair trade.....	52
Packaging.....	52
Food sovereignty.....	53
Climate Justice.....	53



HOW AGRICULTURE INFLUENCES THE CLIMATE

The relation between agriculture and climate functions in both directions: Agriculture highly depends on the climate, but also represents one of the major causes for climate change itself. In Europe, nearly 10% of the greenhouse gas emissions are caused by agriculture, worldwide it is around ¼. The number can be even higher, depending on which emissions one counts to which sector. Only the energy production sector has a higher share of emissions.

Greenhouse gases in agriculture are emitted in several ways: New farming land emerges often through deforestation, but cutting trees releases previously bound CO₂ and destroys an important carbon-sink. (Deforestation)

Another really strong greenhouse gas – 300 times more effective than CO₂ – is nitrous oxide (N₂O) and agriculture is responsible for more than half of N₂O-emissions. Microbes convert some of the nitrogen from fertilization into N₂O which then is emitted to the atmosphere.

Methane, a greenhouse gas 26 times stronger than CO₂ is produced in the digestion of ruminant livestock as sheep and cows. Methane is also released by burning biomass, applying manure to fields or rice grown in paddies.

Animal husbandry actually accounts for more than half of the greenhouse gas emissions in agriculture. This is also due to production of animal feed.

We also shouldn't forget the energy consumption of machines involved in a highly industrialized agriculture: agricultural vehicles, transport, the production of fertilizers or pesticides, processing, food waste etc., which make the emissions of our global food system rise to at least 30% worldwide.

Sources: <http://www.environmentreports.com/how-does-agriculture-change/> | Heinrich-Böll Stiftung (2019) Agrar Atlas

HOW GLOBAL WARMING INFLUENCES AGRICULTURE

The summer 2018 was really hot and dry one for Europe and caused many problems for farmers in Europe. This shows how climate change already affects people in central Europe in the present. For example in Germany, the government helped farmers affected by the drought with 340 million euros in total. That's a lot of money but still didn't suffice in order to compensate for the losses in productivity. This weather phenomenon represents one effect of global warming. Climate change causes higher average temperatures and droughts but also increases the risk for flooding and other extreme weathers. Additionally, higher temperatures favor plant-illnesses and infestation of pests. Intensive agriculture is especially vulnerable for changing environmental conditions and extreme weather phenomena. Agriculture in the global south is much more affected by the effects of the climate crisis than it is in the global north. This is especially unfair as the people of the global south contributed only very little, to the emissions that caused it.

Sources: <http://www.environmentreports.com/how-does-agriculture-change/> | Heinrich-Böll Stiftung (2019) Agrar Atlas

HUMAN RIGHTS AND FOOD

When the UN endorsed the guiding principles on Business and Human Rights, businesses in nearly every industry began to look more closely at their human rights impacts. For food, beverage, and agriculture companies, labor rights and critical human rights risks are typically most understood. But a holistic approach to assessing rights will uncover other potential impacts that are often overlooked.

CHILD LABOR

According to the International Labour Organization, 60 % of global child labour occurs in the agriculture sector. It is suggested that working before your 15th birthday can seriously damage the child's welfare and can impact its adult life. One problem is how to distinguish between legitimate and illegitimate child labour, as it can happen

that parents will ask children to help on the farms, but where does the abuse start? After a series of scandals where the public found out that a number of global companies are using child labour, the situation is starting to change a bit. Nestle want to improve their image, and now invest money into providing education to children in the regions of the world where they are especially vulnerable.

HOURS AND WAGES

Agricultural workers are particularly susceptible to excessive working hours, and unjust wages. The main reason is that this work often requires seasonal workers, some of which are hired by third party companies, who don't care much about wages and working conditions

As part of broader social and political trends to address inequality, food and beverage companies will face increasing pressure to implement a living wage. Even though it can be hard to control wages in the food supply chain, some companies try to put pressure on governments, and the supply companies, to establish a minimum living wage for their employees (e.g The Bangladeshi government raised the minimum wage in the country in 2018 due to H&M pressure).

HUMAN TRAFFICKING

Although the international regulations specifically prohibit slavery and human trafficking, the porous, seasonal nature of the agricultural labour market makes it highly accommodating for these abuses. Some immoral employers may keep their employees passports, making it impossible for them to leave. It is highly important to be aware of this risk, and to put pressure on companies where possible, to eradicate swiftly any suppliers who operate in this way from their supply chain.

RIGHT TO WATER AND SANITATION

Safe drinking water is a major global issue. More than 780 million people lack access to it, with 2.5 billion people lacking access to basic water sanitation. Most disturbing of all, some 1.5 million children are dying each year from poor sanitation and water-borne diseases. Given these numbers, the UN passed a resolution in 2010 making access to "safe and clean drinking water and sanitation" a human right. It is known that agriculture uses circa 70% of the world's total water usage. In Guatemala (which is one of the most water stressed regions of the world), sugar cane production has resulted in the drainage of at least eight different rivers, leaving surrounding communities with insufficient water supply, and forcing the relocation of several indigenous populations.

To accurately examine water usage through a human rights lens, an understanding of how water is used in operations, and how supply chains affects local communities is necessary. This will hopefully reveal better ways to reduce water inputs and increase overall efficiency.

LAND CONVERSION AND RESETTLEMENT

The combination of a growing population and increased incomes is fostering greater demand for new land for agricultural production (--> Deforestation and land use). Land conversion can result in significant environmental damage, and it also raises human rights issues.

Human rights are also affected indirectly, through conflicts which arise where land expansion occurs without community consent. For example, land which is currently used for palm oil production, originally belonged to the indigenous people, who were forced to move elsewhere. This inevitably led to local conflicts, labour strikes, blockades, and even armed attacks on palm oil plantations in the Philippines, Indonesia, and Malaysia. In Cambodia, 60% of land concessions provided for palm oil production are currently under some form of conflict.

FOOD SECURITY AND BIOFUELS PRODUCTION

The development of cleaner burning fuels—particularly biofuels, which rely on several agricultural products as raw materials—is also creating unintended consequences for human rights. Although these fuels are clean and will reduce our dependence on fossil fuels, we must remember that a growing biofuel industry requires

significantly more water per mile than producing gasoline, and it requires access to land that could be used to grow food—which will likely raise food prices for the people who can least afford it.

Source: This part is based on the blog article of the BSR: <https://www.bsr.org/en/our-insights/blog-view/four-human-rights-issues-every-food-and-agriculture-company-needs-to-unders>

ANIMAL RIGHTS

Animal rights is the idea in which some, or all, non-human animals are entitled to the possession of their own existence and that their most basic interests - such as the need to avoid suffering - should be afforded in a similar way as in the case of human beings.

The advocates of animal rights maintain that animals should not be viewed as property or used as food, clothing, research subjects, entertainment, or beasts of burden.

Different forms of plant-based diet, for example vegan (complete avoidance of consuming animal products) or vegetarian (abstaining from the consumption of meat) very often are motivated by respect for animals, care for their well-being and disagreement with violations of their basic rights by subjecting them to suffering and killing for human purposes.

Often ethically motivated plant-based diet is associated with the principle of nonviolence, applied to all sentient beings. Traditionally, the non-violence approach and respect for animal rights have been part of Buddhist, Hinduism and Jainist religious doctrines, which in the latter two cases, has resulted in many of their followers practicing vegetarianism.

Source: This text is based on the article Animal rights from the free Encyclopedia Wikipedia and is under the license Creative Commons CC-BY-SA 3.0 Unported.

BIODIVERSITY

Biodiversity describes biological variety on all different levels of organization from genes over species to ecosystems. More diversity often means more resilience in case of disturbances. So, biodiversity is especially needed in times of global warming!

The European environment agency sees intensive agriculture as the biggest threat to species diversity. The global expansion of farmland gobbles up many different habitats (→ deforestation), so the animal- and plant species living there disappear as well. Especially conventional agriculture leaves no space for species diversity and natural ecological cycles. Insects, herbs and mushrooms are killed by insecticides, herbicides or fungicides. Industrial agriculture also endangers biodiversity indirectly by exploiting and polluting the environment, for example with its big water consumption that destroys marshlands. Today, the conditions of 60% of all species and 70% of living spaces are classed unfavorable.

As landscapes get more alike all over the world because of similar kinds of intensive agriculture Scientist talk about an ecological homogenization taking place right now. Especially species with a very small and specific habitat are in danger of extinction. Animals need a sufficient space in order to survive, so small islands of natural reserves don't help to preserve biodiversity. For example, some bushes between big fields with corn monoculture are no adequate environment for forest-birds. Insects are a very alarming example of this general trend. In Germany, the biomass of insects decreased by over 75% since 1990.

Apart from the ethical value biodiversity might have, functioning and diverse ecosystems are fundamental for the survive of the human species.

Source: Heinrich-Böll Stiftung (2019) Agrar Atlas

DEFORESTATION AND LAND USE

Agriculture needs land! As our eating habits change - especially by an increased consumption of animal products and a rising world population - our need for land is growing as well. Around 30% of the global land surface is currently covered with forests. These forests get cleared rapidly in order to obtain more land for agriculture. According to the WWF, we are losing the equivalent of 27 soccer-fields every minute. The current contribution of industrial agriculture to deforestation varies by region, with for example 30% in Africa and Asia to nearly 70% in Latin America. Recent studies reveal that growing urban areas and production for global commodity markets have a bigger impact than the expansion of rural communities and small-scale agriculture.

The situation is most urgent in tropical countries: 90% of the globally used palm oil is being produced in Malaysia and Indonesia, where more than half of new oil palm plantations were established through conversion of lowland forests. In South America, 19% of the rainforest already disappeared, two thirds of it for the plantation of soybeans. These soybeans are used to feed productive livestock, for example in China. Livestock farming is especially land intensive as it first needs land for husbandry for the animals themselves and secondly for feed-production.

The negative impacts of deforestation are divers in social and ecological dimensions: 80% of all land animals and plants live in woodland areas, so by destroying their environment we also endanger biodiversity(-> biodiversity). Without the protection by a root system, soil is rapidly lost by erosion and its quality decreases with each year. Moreover, forests play an important role in water supply and cleansing. Contrary to this, intensive agriculture often is actively polluting ground water.

Intensive agriculture accelerates soil degradation. Currently 15% of worldwide soils are regarded degenerated. As soil regeneration takes a very long time, new farmland is needed every year.

The Amazonian rainforest is often referred as the green lung of the earth as plants can convert carbon dioxide (CO₂) into oxygen (O₂) using photosynthesis. Tropical rainforests have a very big biomass, so they have a high share of the worlds O₂-production. The carbon is used for building up the plant-biomass and by burning these plants, all the CO₂ previously bound is released. If deforestation was a country, its CO₂ emissions ranked third worldwide behind China and the USA. Currently 250 million people live in forests and savannas. Deforestation also endangers their environment and possibly their bases of life. (->human rights: land conversion and resettlement)

Sources:

- <https://www.nationalgeographic.com/environment/global-warming/deforestation/>
- <https://www.wri.org/blog/2018/09/when-tree-falls-it-deforestation>
- <https://www.livescience.com/27692-deforestation.html>
- <https://www.worldwildlife.org/threats/deforestation-and-forest-degradation>
- <https://globalforestatlas.yale.edu/land-use/industrial-agriculture/palm-oil>
- <http://www.bpb.de/gesellschaft/umwelt/dossier-umwelt/61271/bodenbelastung?p=all>

VIRTUAL WATER AND FOOD

Water is one of the most important good for our nutrition, especially for the agriculture. On average, 4,000 litres of water per person per day are needed to produce all the goods sold daily in Central Europe. 70% of the water consumed worldwide is used in agriculture. Virtual water is the volume of water used to produce consumer products. The total volume of water refers to all of the water used in the production of a product. The worldwide consumption of virtual water with food per capita is on average more than 2,300 litres per day. In industrial countries it is even around 4,000 litres per day due to higher meat consumption.

1 kilogram of wheat is produced most efficiently in Slovakia at a cost of 465 liters and most laboriously in Somalia at 18,000 liters.

Examples for virtual water in l/kg, global average.

- coffee: 18.900l (130l/cup)
- chocolate: 17.196l (in average a 100-gram chocolate bar costs 1700 litres)
- beef: 15.415l
- butter: 5550l
- rice: 2497l
- apple: 822
- bananas: 790l
- milk: 1020l
- beer from barley: 298l
- wine: 870l
- potatoe: 287l
- tomatoes: 214l
- coffee: the global sum of international virtual water flows related to trade in coffee in the period 1996-2005 was 85 billion m³/yr, which was 3.7% of the total international virtual water flows related to trade in agricultural and industrial products in the world
- beef
 - The water footprint related to the animal feed takes by far the largest share (99%) in the total water footprint of beef. Drinking and service water contribute only 1% toward the total water footprint.
 - The water footprint of meat from beef cattle (15400 litre/kg as a global average) is much larger than the footprints of meat from sheep (10400 litre/kg), pig (6000 litre/kg), goat (5500 litre/kg) or chicken (4300 litre/kg).
 - Per kilogram of product, animal products generally have a larger water footprint than crop products. The same is true when we look at the water footprint per calorie or protein. The average water footprint per calorie for beef is twenty times larger than for cereals and starchy roots. The average water footprint per gram of protein in the case of beef is six times larger than for pulses.
 - The global water footprint of beef production in the period 1996-2005 was about 800 billion m³/yr, which was one third of the total water footprint of animal production in the world (all farm animals)
- milk
 - 31l per gram of protein (pulses 19l per gram of protein)
 - The global water footprint of dairy cattle in the period 1996-2005 was about 470 billion m³/yr, which was 19% of the total water footprint of animal production in the world (all farm animals)

Sources:

<https://www.lebensmittellexikon.de/v0001020.php>

<https://waterfootprint.org/en/resources/interactive-tools/product-gallery/>

FOOD WASTE

According to the FAO (The Food and Agriculture Organization of the United Nations) estimation around 30% of food produced for human nutrition is wasted worldwide. In the world, approximately 1.3 billion tons of food are being discarded each year. The amount of food waste takes up $\frac{1}{3}$ of the amount of trash produced each year. In a study from 2011 European and American consumers wasted from 95 to 116 kilograms per head. In the EU-28 more than half of the food waste is generated by households. In total it makes around 46.5 tonnes or 173 kilograms per person a year. However, in developing countries less food is wasted, it is estimated that 6-11 kilograms of food is wasted per capita per year. The EU set a target of reducing food waste by 50% by 2025.

Less food and food waste would lead to more efficient land use, and improved management of water resources, which will have positive impacts on climate change and global livelihoods. Reducing food loss and waste is critical to creating a Zero Hunger world, and towards reaching the world's Sustainable Development Goals (SDGs), especially "End Hunger" (SDG 2) and "Ensure sustainable consumption and production patterns" (SD12).

Sources: <https://www.zerowasteaustria.at/reasons-for-food-waste.html#> | <http://www.reducefoodwaste.eu/training-consumers.html>

GENDER AND AGRICULTURE

Significant gender inequalities are still very present in our global society and can so also be found in agriculture, e.g. in access to key productive assets and services: land, labour, financial services, water, rural infrastructure, technology and others.

In countries of the global south, three of four people living in rural areas are mostly depending on agriculture in direct or indirect way. In many parts of the world women are the main farmers or producers, however, their role is unrecognized or diminished. Mostly they are only recognized as farmer's wives and not farm owners. They have unequal access to land, fertilizers, technology or credits to expand their production. In sub-Saharan Africa and Asia women's role was largely unrecognized despite women being the main producers and farmers, in Uganda 75% of agricultural production belong to women. According to CIGAR (Collaborative Platform for Gender Research) approximately half of the world's smallholder farmers are women. In some countries in the global south 79% of women report agriculture as their main income and primary economic activity. In cases when women control financial expenses, incomes from farming are designated to family welfare. FAO (The Food and Agriculture Organization of the United Nations) estimates that if women had access to the same productive resources as men they could increase yields of their farms by 20-30%. This in return could reduce famine by 12-17%.

Closing the gender gap is important!

Gender inequalities limit the agrarian production and its productivity and efficiency. Failure to recognize different roles of men and women led to food and nutrition insecurity. Agriculture is important to reduce starving and poverty. Rapid changes in the markets and the demand for agricultural commodities, especially for high value products increases along with the widespread of the environmental change. Climate change affects the water supply and weather conditions impact the agricultural production. The composition of rural households transformed as a consequence of migration arising from natural disasters, violent conflicts, or poverty. Migration emphasized gendered inequalities once again. Women are being left to run the agricultural production while men are more willing to abandon farm work to seek income in other sectors. All these factors may create greater opportunities for women. Women play active roles as traders, processors, labourers and entrepreneurs despite many obstacles, compared to their men counterparts, in market access. The World Bank documented that not taking gender issues into account may result in projects that are technically successful but negatively affect both women and children. The World Bank presented a country study showing that in Kenya giving women the same outputs and education as men could increase yields by more than 20% and if women in Zambia had the same degree of capital investment in agricultural production and land as men, output in Zambia could increase up to 15%.

Sources: <https://cgiargender.exposure.co/genderinagmatters> | <http://www.fao.org/3/aj288e/aj288e.pdf>

COLONIAL PRODUCTS

It's coffee break! You want an apple or a banana? I brought some chocolate!

There are many products that are used a lot in group projects and are very normal in our daily lives but are connected to a long history of exploitation and neither they are regional in the global North.

Coffee, Peanuts, rice, chocolate or bananas are mainly produced in the global south and some of them are still mainly consumed in the global north. Coffee and chocolate for example were both important for the so called Atlantic triangle-trade which was the driver for the cruel slave trade and took place from the end of 17th to start of 19th century.

Countless slaves died as a result of inhumane work on the plantations run by Europeans, while the initial luxury products became more and more established in Europe and are still indispensable today.

Even though the formal colonial period since the 1960s is over, many colonial structures still exist today, especially in international trade with these products. The power structures are very similar and the working conditions are still rarely accompanied by the observance of human rights. (-> human rights) For the cultivation of these luxury products for the global North, people in the global South are often deprived of fertile land (land grabbing), as a result of which they can no longer operate a subsistence economy and are forced to integrate themselves into the exploitative economic system. At the same time, the people who grow these products have hardly any access to these products due to their export orientation.

Sources: Konzeptwerk Neue Ökonomie & Fairbindung: Lebensmittel zum Zweck

RESPONSIBLE CONSUMPTION

Responsible consumption is a broad concept which touches equally economic, social and health related topics.

The consumption that meets one or more of the below criteria can be considered responsible consumption, but we should try to take into consideration as many of the below as possible:

- Consumption of green products that have a low impact on the environment:
 - Products from certified producers, that take biodiversity into consideration
 - Organic products;
 - Goods that preserve the quality of soil, water and air and have low carbon footprint - small farmers, not big monocultures
- Consumption of products according to their respect for social norms and their impact on societies:
 - Goods made in good working conditions, without forced child labor and that respect working hours and international conventions;
 - Products manufactured in compliance with ethical standards (especially corruption);
 - Goods made in cooperation with local communities, respecting their lifestyles and business profit (such as fair trade --> fair trade).
- Consumption of “healthier” products, respecting health standards:
 - Commodities without pesticides or other chemicals and possibly toxic inputs;
 - Goods manufactured in accordance with hygiene standards;
 - Food products with healthy nutritional composition.

- Consumption of products with a positive economic impact:
 - Locally made products;
 - Productions that encourage the economic autonomy of their producers (as opposed to reliance on commercial or industrial systems such as supermarkets);
 - Goods that create more jobs as well as economic and social integration for workers;
 - Products that promote employees' work-life quality.

- The consumption of products manufactured under conditions respecting certain ethical or moral principles:
 - Respect for animal welfare, especially vegan and vegetarian products.
 - Respect for fairness and individual freedoms;

FAIR TRADE

Fair trade is a global movement of producers, companies, shoppers and organizations trying to put people and the planet first. These goods support responsible companies, empower farmers and workers, and protect the environment. When buying goods that originate from the global south, such as chocolate, bananas or coffee, try to ensure they are Fair Trade Certified. However, it is important to keep in mind that the Fair Trade movement is not perfect, for example, while the farm owners benefit from the scheme their unskilled workers (e.g. fruit pickers) rarely do, and it suffers from fundamental economic flaws, such as farmers actually having to pay to become Fair Trade Certified, and sometimes farmers will sell their poorer quality product to Fair Trade and their better quality product to private buyers.

Source: <https://www.fairtrade.net/>

PACKAGING:

Food packaging materials such as tins, plastic and foil contain chemicals that can leak into the food during production, storage or handling. Some of these chemicals such as PVC, BPA or perchlorate have been linked to cancer, reproduction problems and lymphatic system issues etc.. Therefore, it is advised to

- not heat food in containers made of these materials, as the heat causes chemicals to be released
- store flour, grains, cereals and other non-perishables in glass, stainless steel or ceramic containers
- avoid buying food in tins, plastic or foil; try shopping at shops that don't use plastic
- buy from farmers markets using reusable and refillable containers.

Beside medical aspects, packaging is also a big problem for the environment. Plastic packaging pollutes landscape and water and this adversely affects wildlife, wildlife habitat, and humans. Animals can die because of it and it can also affect humans by polluted water, ground or food. Recycling is also not always working, e.g. Germans produce about 220 kg of packaging-garbage per person and year. Also the production of the packaging needs a lot of energy and produces greenhouse gases.

Source: <http://www.oekoleo.de/artikel/verpackungen-sinn-und-unsinn/>

FOOD SOVEREIGNTY

“Food sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically and sustainable methods, and their right to define their own food and agriculture systems. It puts the aspirations and needs of those who produce, distribute and consume food at the heart of food systems and policies rather than the demands of markets and corporations. It defends the interests and inclusion of the next generation. It offers a strategy to resist and dismantle the current corporate trade and food regime, and directions for food, farming, pastoral and fisheries systems determined by local producers and users. Food sovereignty prioritises local and national economies and markets and empowers peasant and family farmer-driven agriculture, artisanal - fishing, pastoralist-led grazing, and food production, distribution and consumption based on environmental, social and economic sustainability. Food sovereignty promotes transparent trade that guarantees just incomes to all peoples as well as the rights of consumers to control their food and nutrition. It ensures that the rights to use and manage lands, territories, waters, seeds, livestock and biodiversity are in the hands of those of us who produce food. Food sovereignty implies new social relations free of oppression and inequality between men and women, peoples, racial groups, social and economic classes and generations.”

The concept of Food Sovereignty is rooted in the work of *La Via Campesina*, an umbrella organisation of peasant movements and organisations in over 80 countries and over 2 million members, founded in 1993. In 1996, at the World Food Conference the concept of Food Sovereignty came to the public, as a counter-concept to a “*We feed the world*”-development model. Food Sovereignty is not a one-fits-all masterplan, but a bottom-up, participative and alterable concept. One of the aims is to politicize conflicts over land use and power and to raise questions about ‘Who feeds the world and how should the world be fed? Which kind of agriculture do we want? Who should debate and decide these questions and how?’ A common strategy of the movement consists in combining resistance with transforming existing structures and building alternatives. If the three approaches are brought together, change is possible.

“Nothing about us without us”

Source: Nyéléni Declaration 2007, <https://nyeleni.org/spip.php?article290>

CLIMATE JUSTICE

The concept or movement of Climate Justice goes far beyond the idea of Climate Protection, by seeing the Climate Crisis as a Social Crisis, that has social, economic and health impacts on people. The Movement originates in the Indigenous and Black resistance movements in the USA, where people mobilized against neoliberal, green economy market approaches to solve the Climate Crisis. Today, the principle and Movement spread across all continents and involves many different deprived groups and their allies as well as alliances with other resistances and social movements in the field of social or ecological justice.

There is no unique definition for Climate Justice and it is not static, but a very dynamic and changing principle. Still, we can name some of the main critiques and demands the Climate Justice Movement is raising. On one hand they point out the colonial history and the ecological, economic and social debt the colonizing countries of the Global North owe to Indigenous, Black people, People of Color and other exploited groups and communities. On the other hand they emphasise that the Climate Crisis does not affect all humans in the same way and intensity. People who suffer most from the Climate Crisis are often the ones who actually contributed least to it and who are the most oppressed in our societies. At the same time, the main polluters and responsables for Global Warming are less affected or can more easily deal with problems coming up with the Climate Crisis. Solutions to the Climate Crisis cannot focus mainly on technological innovation and market based initiatives, but need to tackle the social, economic, political and cultural power structures which in the beginning led to the Crisis.

Sources: <https://globaljusticeecology.org/climate-justice/>





MORE
INFORMATION

In this chapter you can find some recommendations for movies, videos, toolkits, further readings and interesting organisations.

INTERNATIONAL ORGANISATIONS

- FIAN International <https://www.fian.org/en/>
- FIAN International officially advises the United Nations on the human right to food and works worldwide to strengthen it.
- La Via Campesina | <https://viacampesina.org/>
- International Peasants Movement that coordinates peasant organizations of small and middle-scale producers, agricultural workers, rural women, and indigenous communities from Asia, Africa, America, and Europe
- Nyéléni | <https://nyeleni.org/>
- International Network for Food Sovereignty
- Slow Food | <https://www.slowfood.com/>
- Slow Food is a global, grassroots organization, to prevent the disappearance of local food cultures and traditions, counteract the rise of fast life and combat people's dwindling interest in the food they eat, where it comes from and how our food choices affect the world around us.
- Sustainable Food Trust | <https://sustainablefoodtrust.org/>
- The organisation works for accelerating the transition to more sustainable food and farming systems that nourish the health of both people and planet
- Transition Town Network <https://transitionnetwork.org/>
- Transition Town Network is network of local grassroots initiatives that aim to increase self-sufficiency to reduce the potential effects of peak oil, climate crisis and economic instability
- Find a local initiative in your surroundings:
 - Food Cooperations
 - Community Supported Agricultures
 - Self-harvest fields
 - Food Sharing Platform
 - Urban Gardening Projects
 - Local or regional food council

MOVIES

- Good Food, Bad Food (2011, Coline Serreau)
- Local solutions for a better agricultural system
- Bottled Life (2012, Urs Schnell)
- Documentary about Nestlé's business with water
- "Love meatender" (2011 – Manu Coeman)
- Documentary about meat production and consumption that many facts and figures presented true clear comparison and playful animations
- "More than Honey" (2012 – Markus Imhoof)
- Documentary about beekeepers, scientists and others who discuss the world's declining bee population and what it may mean for modern society
- "Cowspiracy" (2014 – Kip Andersen, Keegan Kuhn)
- The documentary addresses the effects of cattle and the environment
- "We feed the world" (2005 – Erwin Wagenhofer)

- Documentary about how corporations effects farmer fisherman and the food supply
- “Taste the waste” (2010 – Valentin Thurn)
- Documentary on the food waste production.
- “Wasteland” : <https://www.youtube.com/watch?v=BBAQ9qzXHUA>
- On the outskirts of Rio de Janeiro is Jardim Gramacho, the world's largest landfill, where people sift through garbage for a living.
- Between the Tides (2010 - Masa Fox)
- On the consequences of climate change in India and Bangladesh
- Disruption: Climate Change (2014 - Kelly Nyks & Jared P. Scott)
- The film looks at the devastating consequences of climate change and makes a compelling call for bold action that is strong enough to tip the balance to build a clean energy future.
- Dive! The Film! Living Off America’s Waste (2009 – Jeremy Seifert)
- The documentary highlights food waste in US-America by dumpster diving in various grocery stores around Los Angeles.
- Food Inc. (2008 - Robert Kenner)
- How the growth of industrial farming and the political power of major food companies have put human health, the independent farmer, farmworkers, and our environment at risk.
- Voices of Transition (2012, Nils Aguilar) <http://voicesoftransition.org/de/>
- Documentary on pioneers of social change, especially the movement of Transition Town
- Tomorrow (2015 – Cyril Dion, Mélanie Laurent)
- The film makers look for solutions for the climate crisis. They travel around different countries and meet scientists, farmers, organisations and politicians.

VIDEOS

- Know your Food - Short film lexicon about 24 different topics of sustainable food | https://www.youtube.com/channel/UCQOagzd5wjwT_obkLLCtiKQ
- The Hidden Costs of Hamburgers | <https://www.youtube.com/watch?v=ut3URdEzIKQ>
- What if Everyone ate Beans Instead of Beef? | https://www.youtube.com/watch?v=2jtDZXbN-_c
- Why do we need to change the food system | <https://www.youtube.com/watch?v=VcL3BQeteCc>
- TEDx Talk We need to stop eating meat to save our planet | Marco Springmann: <https://www.youtube.com/watch?v=sxPdeBvZHUE>
- TEDx Talk Food Sovereignty | Valerie Segrest: <https://www.youtube.com/watch?v=RGkWI7c74oo>
- Food Sovereignty, Women and Ecojustice | <https://www.youtube.com/watch?v=QULLvMSqPoM>
- Gender in Agriculture | <https://www.youtube.com/watch?v=Et2gHFzKCNk>
- Community Supported Agriculture | <https://www.youtube.com/watch?v=gdEErSFJ5M8>
- How land grabbing effect food production in Africa | <https://www.youtube.com/watch?v=QdcpkpcslIY>
- Land grabbing in Uganda, a farmers perspective | https://www.youtube.com/watch?v=B7yATH1ic_s
- The Story of Stuff | Annie Leonard | Short video about social and ecological problems of our economy | <http://thestoryofstuff.org/>
- The Story of Solutions | Annie Leonard | Short video that explores possible solutions of a more sustainable and just economy | <http://storyofstuff.org/movies/the-story-of-solutions/>

INFO

Further Reading

Agriculture Atlas | Heinrich Böll Stiftung, BirdLife International and Friends of the Earth

https://www.boell.de/sites/default/files/agricultureatlas2019_web_190507.pdf?dimension1=ds_agriculture_atlas

Agriculture at a Crossroad | Global Agriculture

https://www.globalagriculture.org/fileadmin/files/weltagrarbericht/EnglishBrochure/BrochureIAASTD_en_web_small.pdf

AgriFood Atlas | Heinrich Böll Stiftung, Rosa Luxemburg Stiftung and Friends of the Earth

https://www.boell.de/sites/default/files/agrifoodatlas2017_facts-and-figures-about-the-corporations-that-control-what-we-eat.pdf?dimension1=ds_konzernatlas

Coming out! Gender diversity in the food system | Paula Gioia

https://www.righttofoodandnutrition.org/files/rtn-watch11-2019_eng-34-41.pdf

Global Agriculture

<https://www.globalagriculture.org/>

Meat Atlas | Heinrich Böll Stiftung & Friends of the Earth

https://www.boell.de/sites/default/files/meat_atlas2014_kommentierbar.pdf (also available in German, French, Spanish & Czech)

Ocean Atlas | Heinrich Böll Stiftung and Future Ocean

https://www.boell.de/sites/default/files/web_170607_ocean_atlas_vektor_us_v102.pdf?dimension1=ds_meeresatlas

Plastic Atlas | Heinrich Böll Stiftung and Break Free From Plastic

https://www.boell.de/sites/default/files/2020-01/Plastic%20Atlas%202019%202nd%20Edition.pdf?dimension1=ds_plastic_atlas

Soil Atlas | Heinrich Böll Stiftung & IASS

https://www.boell.de/sites/default/files/soilatlas2015_ii.pdf?dimension1=ds_bodenatlas

Sowing injustice, harvesting despair: abuse and exploitation of foreign agricultural workers | European coordination via campesina

https://www.eurovia.org/wp-content/uploads/2019/11/EN2.1_lowres.pdf

Women's power in food struggles | Right to food and nutrition watch

https://www.righttofoodandnutrition.org/files/rtn-watch11-s-2019_eng_0.pdf

Handbooks and Toolkits

Service Civil International | Climate for Peace Toolkit – How to organize a sustainable Workcamp

https://issuu.com/sciint/docs/c4p_toolkit

KVT Finland | Camp Leaders Eco Handbook

https://www.sci.ngo/images/content/c4p-campaign/Toolkit/KVT_EcoGuide_CampLeaders.pdf

FairBindung & Konzeptwerk Neue Ökonomie | Beyond Growth

<https://www.endlich-wachstum.de/kapitel/materials-in-english/>

vhs DVV International | Water as a global good

http://www.knowyourlifestyle.eu/images/uploads/kyl_2_water_english.pdf

Toolkits on other Topics of Service Civil International

BUILDING BRIDGES

https://www.sci.ngo/images/content/BuildingBridges/BB_toolkitPDF.pdf

The Building Bridges Toolkit is a platform, designed to share the know-how on voluntary projects involving asylum seekers and refugees as well as raising awareness on forced migration in general.

FREE TO BE YOU AND ME

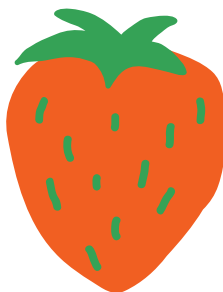
https://www.sci.ngo/images/Gendered_Realities/Long_English_web_compressed.pdf

The Free to be you and me toolkit aims to support non-formal education trainers, youth workers and the coordinators of international volunteer projects to address Gender and Sexuality in their work

PEACE ON THE STREETS

http://www.sci.or.at/wp-content/uploads/2020/01/toolkit_Peace-on-the-Streets-1.pdf

Tools, best practices, knowledge around campaigns and street actions for youth workers and peace activists.



Thank you for using this toolkit !

The daily plate of peace and non-violence team

ABOUT THE PUBLISHER

SERVICE CIVIL INTERNATIONAL

is a volunteer organisation dedicated to promoting a culture of peace by organising international voluntary projects for people of all ages and backgrounds since 1920. The organisation consists of 45 branches and a constantly growing number of partner organisations.

We believe that living and working together with people of different backgrounds helps volunteers to break down barriers and prejudices. It allows them to experience a world of mutual respect and understanding. SCI offers a variety of volunteer opportunities to people, such as short-, mid- and long term projects, but also the possibility to become active for a local branch or participate in a seminar or training.

SCI has also organised, coordinated and joined many international campaigns that aim at raising people's awareness about global and local issues related to peace, migration, climate justice, active citizenship, human rights, development education, volunteering and more. In the last period we were working on our latest campaign, "Create a Climate for Peace", transforming SCI's activities into sustainable, climate friendly and just activities for the future.

LEGAL NOTICE / IMPRESSUM

The daily plate of peace and non-violence

Toolkit for project coordinators

March 2020

Publisher: Service Civil International – Deutscher Zweig e.V.

Edited by: Valerie Weidinger, Simon* Jakob

Design: Izabela Markova [izabelamarkova@gmail.com]

Print: Kessoprint Bonn, Printed on 100% FSC-Recycling-Paper

All additional materials for the methods as well as the whole toolkit and the cookbook of the same name can be downloaded here: www.sci-d.de/dailyplate



Service Civil International
Deutscher Zweig e.V.



This toolkit is published under a Creative Commons License.

You may reproduce, distribute, publish, make available to the public and make modifications or adaptations of the toolkit or parts of it under the following conditions:

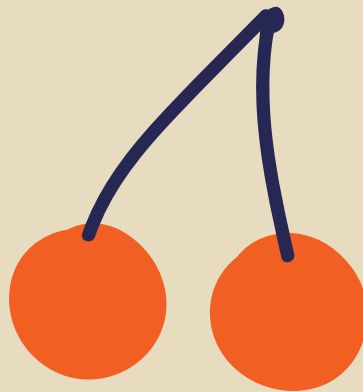
Attribution: The Publisher must be named in the following manner: Service Civil International – Deutscher Zweig e.V. (2020): A daily plate of peace and non-violence, Toolkit.

No Commercial Use: The toolkit or the content may not be used for commercial purposes

ShareAlike: If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

Excluded are those materials and contents that have been provided by other organisations and are marked with their own source.

In case of doubt please contact info@sci-d.de



Food is part of everyday life and is omnipresent in our society. But our food not only satiates us, it also has an enormous impact on the environment, people and society. Food production produces about 25% of global greenhouse gas emissions and is therefore strongly responsible for the climate crisis and its consequences. At the same time, a growth-based capitalist economy is visible in our current food system. Here, human rights are often ignored due to poor working conditions and animals are primarily considered as commodities. The current food system promotes global inequalities, reproduces colonial structures and destroys our environment. Even though in the last few years a stronger social debate has begun on this issue, our food is currently anything but peaceful.

The "daily plate of peace and non-violence" toolkit is divided into four large chapters in which tips and tricks for conscious cooking in groups are presented, many methods of non-formal education on the topic are explained, background knowledge is summarized and references to other interesting materials are given.

The toolkit is addressed to everyone who wants to work with young people, adults and groups on the problems, effects and alternatives of our food system. Together with the toolkit the cookbook "a daily plate of peace and non-violence" has been published, which contains many recipes and tips for cooking in groups. Both publications were created in the context of the ERASMUS+ funded project "A daily plate of peace and non-violence: How our values should and can be represented in our food consumption" of the Peace-NGO Service Civil International (SCI).