



EATWISE

TRAINING MANUAL FOR YOUTH WORKERS ON
GREEN INTERCULTURAL PRACTICES



Erasmus+



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INTRODUCTION

About the EATWISE Training Manual

Welcome to the EATWISE Training Manual — an educational resource developed through the Erasmus+ Strategic Partnership “EATWISE: Empowering All Together With Inclusive Sustainable Eating” project co-funded by the European Commission.

This manual brings together a set of engaging, previously tested workshops, designed for youth workers, educators, young people, and community leaders who wish to advance intercultural understanding, social inclusion, and sustainable food systems.

EATWISE project is a collaboration between organizations from Italy, Portugal, Lithuania, Bulgaria, Türkiye, and Romania, each with deep roots in youth work, migration, interculturality, and sustainability. The project responds to urgent social and environmental challenges, including shifting food cultures, migration, climate change and the exclusion of young people with fewer opportunities. At its heart, EATWISE connects the stories and practices of hundreds of young migrants and members of their local communities, capturing their traditional and sustainable recipes, food habits, and the important cultural meanings they carry. These insights were collected through extensive research and direct interaction, culminating in the Eatwise Cookbook and Eatwise Guidebook, which we invite you to check out.

You will notice that one of the unique features of our publications is their explicit focus on everyday, sustainable food practices. Rather than highlighting only celebration or meat-centered dishes, we sought out humble, resourceful meals—those born of tradition, thrift, and care for both people and the environment. Many of these dishes reflect a strong culture of minimizing waste, a legacy often rooted in periods of scarcity but now recognized as a powerful example for the present. In conversations and workshops, project facilitators encouraged participants to take pride in the creativity and resilience of these family and community recipes, challenging the stigma sometimes attached to the “reuse” culture.

As the project progressed, it was time to further cultivate intercultural sustainability. For that, the team produced another meaningful project result - the training module with contributions from each partner organization that is in front of you.

The selection of workshops included here was thorough and participatory. The activities were designed and refined by educators and youth workers from the partner countries, drawing on the voices and feedback of the young migrants and locals who participated during the research phase. Each workshop was deliberately chosen to:

- * Raise environmental awareness by connecting food choices with global and local impact.
- * Foster cultural exchange and build bridges between migrant and local youth.
- * Empower communities to act for more sustainable, inclusive, and healthy eating.
- * Make visible and celebrate food traditions that support zero-waste and sustainable lifestyles.

All sessions were piloted and validated during the EATWISE joint training course in Bucharest (April 2025), where 30 youth workers from the consortium tested and improved each activity based on real experience and group feedback. The result is this practical manual, tried and trusted in a real-world, intercultural context. The workshops can be used as a “pack”, creating an intensive and [*insightful 3-day training course*](#), or separately/individually – depending on your needs.

EATWISE was created to equip youth workers and young people—especially those from migrant and minority backgrounds—with practical tools and knowledge for promoting intercultural understanding and environmental sustainability through food. By exploring the environmental impact of our culinary choices within an intercultural settings, the project aims to create new bridges across communities, foster a deeper appreciation for diversity, and encourage positive action toward a more sustainable future.

The Manual is meant for broad use: it is a resource that educators, NGOs, youth workers, trainers, and health professionals are invited to use, adapt, and share. Beyond recipes and workshops, EATWISE aims to spark new dialogue around food, identity, and sustainability — elevating overlooked practices, bridging cultural divides, and giving young people tools to become ambassadors for positive change.

By working with these workshops, you join a shared journey — making space for new stories at the table, reducing environmental impact, and fostering solidarity through the universal language of food. We are thrilled to open this EATWISE experience to all educators, youth workers, NGOs, schools, and community organizations who share our vision of a fairer, more sustainable, and more inclusive Europe. Whether you are an experienced trainer or stepping into this space for the first time, these workshops are designed to be flexible, practical, and inspiring. We encourage you to adapt, remix, and share them further, helping us create a ripple effect of positive change through the language of food.

Together, by sharing knowledge and concrete tools, we can celebrate diversity, reduce our environmental impact, and make healthier, more responsible choices—one meal, one workshop, and one community at a time.

The EATWISE project team

MODULE 1



HOW TO INVOLVE MIGRANT YOUTH



1.1 INCLUSION IN THE STREETS: GUERRILLA MARKETING FOR CHANGE



Learning Objectives

- * Understand the basics and purpose of guerrilla marketing in the context of social causes.
- * Explore how inclusive messages can be communicated creatively and ethically in public spaces.
- * Develop low-cost, high-impact campaign ideas tailored to the values and mission of inclusive NGOs.
- * Practice teamwork, empathy, and strategic communication.



Duration

180 minutes (3 hours)



Group Size

Min: 8 | Max: 24 participants



Age of participant

16+

Details and Full Description of the Activity

1 – Introduction (30 minutes):

The facilitator introduces guerrilla marketing: key principles (creativity, surprise, low-cost, emotional connection), followed by 3–4 powerful examples from social or inclusion campaigns. Small group discussion: What makes these examples effective?

2 – Case Challenge (30 minutes):

Participants are divided into small teams. Each team is given a **hypothetical scenario** linked to a social inclusion or environmental challenge (e.g. fighting ableism, raising awareness about LGBTQ+ rights, anti-racism in local schools, migrant integration, sustainability related to food consumption). Each group brainstorms guerrilla campaign ideas suited to their theme and target audience.

3 – Campaign Creation (60 minutes):

Teams develop a simple guerrilla campaign: the message, the medium (chalk art, flashmob, stickers, installations, QR codes), the location, and the call to action. They can draw posters or create a mock-up. Optional: quick prototype with available materials (cardboard, markers, tape, printouts).

4 – Street Simulation (30 minutes):

Each team presents its campaign to the group as if pitching it to stakeholders or city officials. The rest of the group gives feedback, evaluates creativity, relevance, ethical considerations, and potential impact.

5 – Debriefing (30 minutes):

Guided group reflection using the suggested questions.



Debriefing Suggestions for Questions

- * What made your campaign idea powerful or memorable?
- * How did you make sure your message was inclusive and respectful?
- * What challenges did you face in coming up with a low-cost, high-impact idea?
- * How would your idea be received by the general public? Could it provoke discussion?
- * What are some real barriers NGOs face when trying to communicate inclusively in public spaces?
- * How might you apply guerrilla strategies in your own work or context?

Materials Needed

- * Flipcharts or large paper
- * Projector
- * Markers, pens, scissors, tape, glue
- * Cardboard, scrap paper, post-its
- * Printed examples of guerrilla campaigns
- * Optional: chalk, recyclable materials, stickers & other items

Tips & Recommendations for the Facilitators

- * Emphasize **ethical boundaries** of guerrilla marketing: no damage, no harm, and no exclusion.
- * Emphasize potential issues related to law & order
- * Prepare diverse and relatable case challenges (adapt to the local context & to the project topic).
- * Encourage out-of-the-box thinking, but provide guidance on feasibility.
- * Have real examples (local or international) ready to inspire.
- * If the group is younger or less experienced, simplify by limiting tools or giving templates.
- * Use an outdoor setting if possible or simulate “street” areas indoors with zones for campaign display.
- * Consider documenting the final campaign ideas to use for future events or share on social media.

1.2 HUMAN LIBRARY FOR INCLUSIVE COMMUNITIES

This is a training session for people who want to organise a Human Library in their own context (school, NGO, festival, etc.). The session blends theoretical understanding with practical steps, group reflection, and planning.



Learning Objectives

- * Understand the core principles and ethics of the Human Library format
- * Learn how to identify, invite, and support suitable “human books”
- * Acquire skills to plan, promote, and implement a Human Library event
- * Learn how to create a safe and inclusive environment for all participants
- * Reflect on the impact and potential challenges of organising such an event
- * Connect Human Library concept with the goals of the project



Duration

120 minutes (2 hours)



Group Size

8-30 pax



Age of participant

16+

Details and Full Description of the Activity:

1. Warm up (20 min)

- * Participants are asked to walk around the room, at first slowly and then faster. They should move in various directions, not following each other, changing their directions. After a few minutes the facilitator claps and the group stops moving. Then each participant is asked to make a pair with the person closest to them.
- * When everyone has a pair, they take a space in the room where they can talk and hear each other without distractions. Facilitator gives a topic to the conversation: “Imagine you have to eat one meal for the rest of your life, every day that same meal. Think about which meal that would be and why you chose it. Then you will have 5 minutes each to share about your choice. At first one person speaks, and the other one listens, asks questions, tries to find out something new and interesting about the person connected to his/her meal choice. After 5 minutes you switch roles”.
- * Debriefing questions: How was the conversation? How did you find it to talk about your choice? Did you feel safe sharing about yourself? How was it to ask questions? Did you find out something new/interesting that you didn't know about your pair? Would you participate in a similar event with people you don't already know? What topics would you feel comfortable sharing about?

2. Introduction to Human Library (10 min)

- * Overview, sharing who has attended or heard of a Human Library, connecting the previous exercise with the Human Library concept



3. What is a Human Library? (10 min)

- * Origin and purpose
- * Difference between Human Library and storytelling events
- * Key principles: respect, voluntary sharing, no recording, safe space

4. Step-by-Step Guide (20 min)

A facilitated presentation/discussion covering:

- * Identifying your goal and theme (e.g. inclusion, mental health, migration)
- * Recruiting Human Books: Who makes a good book? How to approach and support them
- * Preparing the Books: Consent, boundaries, storytelling coaching
- * Logistics: Venue setup, session flow, timing, managing readers
- * Promoting the event: Audiences, inclusive language, partners
- * Facilitating the event: Welcoming readers, library rules, timekeeping
- * Aftercare: Emotional check-ins, feedback, thank-yous

5. Group Activity – Mock Planning (25 min)

- * Participants split into small teams and design their own Human Library concept connected with the topic of the project (eg. EATWISE: Each person shares their personal food journey, focusing on themes such as: Traditional food from their country and its sustainability aspects; How migration changed their relationship with food; Struggles with food insecurity, waste, or access to sustainable options; The role of food in preserving cultural identity.)
- * They decide: theme, possible books, venue, partners, promotion plan
- * Each group briefly presents their plan

6. Common Challenges + Solutions (15 min)

- * Books dropping out, unsafe questions, low attendance
- * Safety net: how to prepare for sensitive issues and participant care

7. Q&A and Reflections (20 min)

- * Open discussion
- * Participants reflect: “Where could you organise one?” “What support would you need?”

Debriefing suggestions for questions:

- * What excites you most about organising a Human Library?
- * What fears or concerns do you have?
- * What kinds of stories are missing in your community?
- * How can this format contribute to more inclusive spaces in your work?

Materials Needed:

- * Projector or flipchart for step-by-step outline
- * Handouts or digital slides summarising the steps
- * Templates: invitation letter for books, consent form, reader rules
- * Markers and paper for group planning task
- * Optional: real example booklet or testimonials from past Human Libraries

Tips & Recommendations for the Facilitators:

- * Emphasize duty of care: Human Libraries deal with personal stories, so ethics and support matter more than aesthetics
- * Share real examples — from your own experience or published case studies
- * Offer editable templates and checklists for participants to take away
- * Encourage participants to co-create their first event with others — it's easier with a team
- * Mention the Human Library Organization (Copenhagen) if participants want to register or use their logo (though not required for grassroots versions)
- * Consider inviting a guest “book” to share 5–10 minutes of their experience as part of the session (live or online)



MODULE 2



HOW TO EMPOWER MIGRANT YOUTH



2.1 EMPOWERING YOUNG MIGRANTS THROUGH INTERCULTURAL SUSTAINABLE FOOD



Learning Objectives

- * Promote the active participation of young migrants in designing and implementing intercultural activities.
- * Increase awareness on sustainability, interculturality, and social inclusion.
- * Develop teamwork, non-verbal communication, and problem-solving skills in multicultural contexts.



Duration

90 minutes (1h30)



Group Size

8 – 25 participants



Age of participant

15+



Details and full description of the activity

Energizer – “Spice circle”

Participants stand in a circle. The facilitator invites each person to say their name followed by a spice or ingredient they enjoy, preferably from their own culture or background. For example: “I’m Amina and I love cumin.” The next person in the circle must repeat the previous person’s name and ingredient, then add their own: “She’s Amina and she loves cumin. I’m Luca and I love garlic.” This continues around the circle, with each participant repeating the growing list before adding their own contribution.

Introduction Activity

Each participant picks a card with a concept (eg. Paternalism VS Active involvement, Exoticism VS Uniqueness, Exclusion VS Integration, Undervaluing skills VS Empowering)

They move around the space to **find the opposite concept** among the other participants’ cards.

Once paired, they share why they matched the two concepts and a **group debriefing** is facilitated to clarify meanings and encourage reflection.



Main Activity - "Intercultural Challenge Cards"

1. In small groups, participants draw:

- * 1 **context** card (e.g. community garden, school, festival...)
- * 1 **objective** card (e.g. organize a community dinner, create a food truck...)
- * 1 **main actor** card (e.g. refugee youth, migrant mothers...)
- * 2-3 **challenge** cards (e.g. language barriers, stereotypes, logistics...)

See annexes for the **CONTEXT** cards, **OBJECTIVE** cards, **MAIN ACTORS** cards and **CHALLENGE** cards. Cards can also be adapted according to the needs of the group and the social situation.

Using the extracted cards, each group co-creates a realistic case study where the members:

- * apply the values of interculturality, empowerment, and sustainability
- * propose creative strategies to overcome the challenges
- * make the protagonists active and respected players in the scenario

2. Each group chooses a speaker that will present their solution to the plenary.

Debriefing suggestions for questions

- * Which concepts were the hardest to understand or match?
- * How did your group tackle intercultural challenges in your scenario?
- * What did you learn about group dynamics and active listening?
- * How can this activity relate to real situations in your community?

Materials needed

- * Concept cards (terms + definitions)
- * Cards with contexts, objectives, main actors, and challenges
- * Space to move around freely
- * Paper and markers for brainstorming or sketching
- * Timer or clock

Tips & recommendations for the facilitators

- * Use the energizer to create a relaxed, inclusive atmosphere.
- * Guide the concept-matching activity with careful timing and group support.
- * Encourage creative, critical thinking when combining cards during the case study.
- * Support inclusive group dynamics and value each voice.
- * Offer solutions if some card combinations make no sense (e.g. mismatched places/actors)
- * Use the guiding questions to explain very clearly what each group is asked to do during the activity: some people may have difficulties while dealing with a semi-structured, very abstract activity.

ANNEX - CONCEPT CARDS

Paternalism

Imposing solutions without actively involving young migrants in the decision-making process can be counterproductive.

Active involvement

It is essential to recognise and value the skills and knowledge of the young migrants involved, allowing them to be active players in initiatives.

Exoticism

Attributing young migrants with characteristics based on cultural stereotypes limits the understanding of their real abilities and aspirations.

Uniqueness

Every individual has a unique path that deserves to be recognised without stereotypes.

Exclusion

Organising activities without ensuring an inclusive and accessible environment can lead to marginalisation.

Integration

It is crucial to create spaces where everyone feels welcome and valued, promoting the active participation of everyone.

Undervaluing skills

Assuming that young migrants have limited knowledge about sustainable food in their country of origin can be demotivating.

Empowering

It is important to recognise and value the cultural heritage and previous experiences of young people with a migration background

MAIN ACTIVITY CARDS - ANNEX

EMPOWERING YOUNG MIGRANTS THROUGH INTERCULTURAL SUSTAINABLE FOOD

- 1. Context**
1. In a small Italian town.
 2. In an agricultural institute primarily attended by foreign students with limited Italian language skills.
 3. Online.
 4. In London.
 5. The idea originates from the design offices of a non-governmental organization.
 6. In a community garden.
 7. During a Festival of Cultures.
 8. In a hospital.

- 2. Main Actor / Target Audience**
1. Young Pakistani migrants who worked as assistant cooks in their home country.
 2. Foreign students from a high school in Sicily.
 3. Teachers and professors.
 4. Young food bloggers from Mali residing in Bulgaria.
 5. Young refugees hosted in a migrant reception center.
 6. A group of local and migrant mothers, friends among themselves, with children aged 4-6.
 7. Municipal social services.
 8. A dietitian passionate about world cuisines.

- 3. Objective**
1. Create a food truck.
 2. Change the catering guidelines of university canteens.
 3. Organize an intercultural cooking workshop.
 4. Organize an event within the framework of a Festival of Cultures.
 5. Gain the esteem and trust of the local community.
 6. Create a start-up to showcase culinary skills.
 7. Facilitate human exchange even amidst language difficulties.
 8. Integrate the workshop into the existing school curriculum and local policies.
 9. Organize a Community dinner at the end of Ramadan.

- 4. Challenges**
- * Address logistical challenges in organizing the event.
 - * Obtain necessary permits from local authorities.
 - * Effectively promote the initiative to ensure meaningful participation.
 - * Manage cultural differences.
 - * Overcome distrust and racist stereotypes.
 - * Avoid pressuring those uncomfortable with participating in the initiative.
 - * Understand and comply with local catering regulations.
 - * Respect religious diversity.
 - * Some migrants discuss with the local community because they do not get the importance of sustainable practices.

- * The colleagues ignore the base ingredients, the food habits and customs of other countries.
- * Embrace and integrate the local community's emphasis on environmental sustainability.
- * Raise awareness and actively involve the local community.
- * Promote sustainable practices during the festival.
- * Overcome linguistic and cultural barriers among participants.
- * Manage episodes of xenophobia.
- * Motivate members who lose interest at the first difficulties.
- * Share the choice to adopt a vegetarian diet while preserving traditional culinary practices from one's country of origin.

GUIDING QUESTIONS - ANNEX

EMPOWERING YOUNG MIGRANTS THROUGH INTERCULTURAL SUSTAINABLE FOOD - GUIDING QUESTIONS

1. Present your case

- * What are the main characteristics of this context?
- * What are the needs, expectations, and potential contributions of the actors involved?
- * What are the objectives and the challenges?

2. Proposed Strategies

- * What concrete actions can be taken to achieve the objective and overcome the challenges? Suggest specific interventions
- * How will these strategies be implemented? By whom?

3. Required Resources

- * What material, financial, and human resources are necessary to implement the proposed strategies?

4. Evaluation and Monitoring

- * How will the success of the implemented strategies be measured? Establish clear and measurable indicators to assess the effectiveness of the actions taken.
- * What tools or methods will be used to monitor progress and make necessary adjustments? Decide on data collection techniques (surveys, interviews, or direct observations, to track the project's progress and adapt as needed)

2.2 INTERCULTURAL MEAL



Learning Objectives

- * Participants will explore cultural similarities and differences by sharing and adapting traditional dishes from their backgrounds.
- * Through collaborative creation, they will practice empathy, respect, and tolerance in a multicultural setting.
- * Participants will design a hybrid dish by blending elements from different cultures, fostering creative thinking.
- * The activity will promote social cohesion between locals and migrants through shared culinary storytelling and co-creation.
- * Participants will recognize how cultural heritage can evolve into a collective value through collaboration.
- * Participants will simulate migration by rotating groups, experiencing how cultural dishes adapt through external influences while reflecting on the dynamics of identity and integration



Duration

85-90 Minutes (Depending on the group size)



Group Size

Min 3 participants per group, no max limit but ideally 4-6 per group



Age of participant

13+

Details and full description of the activity

Planning (5 Minutes)

Participants sit at tables with their national groups (5 people per group) and are informed about the activity.

Tasks:

- * Decide on a dish representative of your country.
- * List the basic ingredients.
- * Briefly describe the cooking method.
- * Find a visual or photo of the dish online.

Main Event – Be my guest (50-55 Minutes)

There are 6 groups, each with 5 participants.

Activities:

- * Initial Group (10 Minutes): Each group decides on a national dish, lists the ingredients, describes the cooking method, and finds a visual of the dish.
- * Round 1 (5 Minutes): One person from each group moves clockwise to the next group. One of the residents of the group must explain the name of the dish with ingredients and cooking method to the new guest. Then the guest must add an ingredient based on their own culture (not the one he/she is representing). I want to add (this ingredient) because
- * Round 2 (5 Minutes): Another person from each group jumps to the other group (not the same group with the previous one) clockwise to the next group, (pass the first group and move to the other one. Now, the previous guest of the group will explain the name of the dish and ingredients, and then he/she is going to tell what she/he added by saying the reason and the new guest must add an ingredient based on their own culture. I want to add (this ingredient) because repeating the process.
- * Round 3 (5 Minutes): Continue with another person moving to the following group.
- * Round 4 (5 Minutes): Another person moves, and the process continues.
- * Round 5 (5+5 Minutes): The final person moves, leaving no one from the original group. The dish is now a fusion of all cultures. The last guest adds a final ingredient and the group suggests a new name for the dish. And they will think about the cooking method whether to switch or not. The group discusses how it can be developed sustainably, addressing waste reduction and sourcing of ingredients.

Evaluation and Feedback (10 Minutes)

- After the presentations, participants can share final thoughts and feedback.
- Ask the locals whether they like the final outcome or not
- Do you think you can eat this one? Why/Why not?
- The final group creates a visual representation of the dish using AI, showing the initial and final versions.
- Each group briefly presents the original dish and explains the additions made by each participant.
- Participants explain their additions in one sentence: "I added this ingredient because..."
- The final dish is presented, and the group discusses how it can be developed sustainably, addressing waste reduction and sourcing of ingredients.

Debriefing suggestions for questions

- * How did you feel during the preparation and performance of your group's story?
- * What do you think are the main causes of food waste in your country or home?
- * What cultural differences or similarities did you notice in how food is valued or wasted?
- * What is one concrete action you can take starting this week to reduce food waste in your daily life?

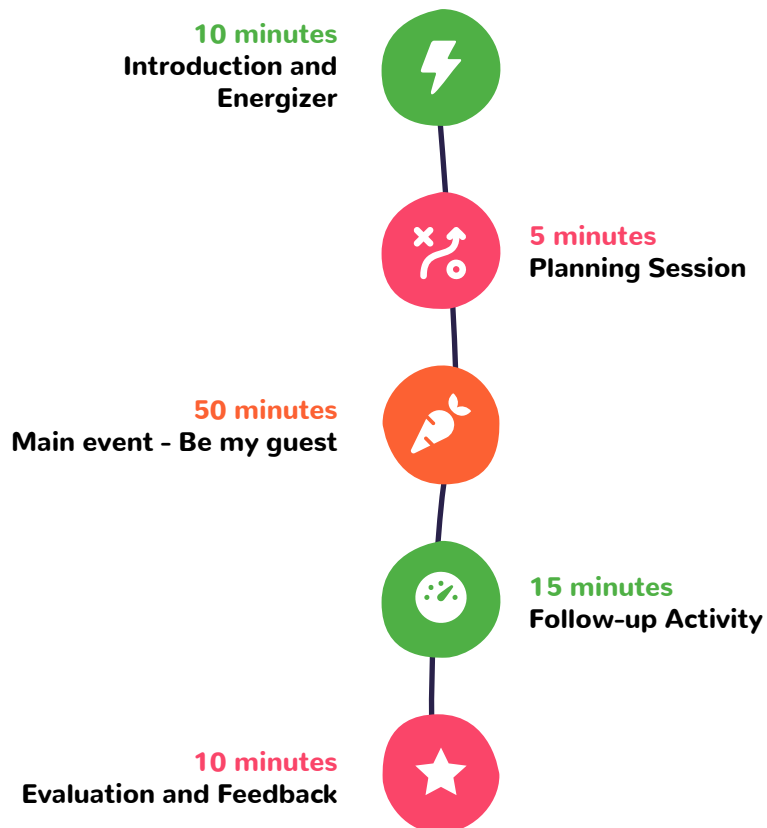
Materials needed:

- * A4 paper for each group and pens
- * Timer or stopwatch

Tips & recommendations for the facilitators

- * Create a safe and fun atmosphere.
- * Support the preparation process.
- * Keep track of time.
- * Adjust the group number beforehand, depending on the topic choose a suitable title for the food (cooked, vegan, vegetarian, seafood, all kinds of food etc)

INTERCULTURAL MEAL





MODULE 3



INTERCULTURAL FOOD PRACTICES



3.1 FARM TO TABLE RELAY:

UNDERSTANDING THE GLOBAL IMPACT OF LOCAL INGREDIENTS



Learning Objectives

- * To understand the environmental, social, and economic impacts of food sourcing.
- * To explore the role of local and Fair Trade ingredients in sustainability.
- * To develop teamwork and decision-making skills through simulation.
- * To raise awareness of EU policies supporting sustainable agriculture.



Duration

60–75 minutes



Group Size

Minimum: 10 participants (ideal in teams of 4–6 participants, mixed nationalities if possible)
Maximum: 30 participants (5–6 teams)

Details and Full Description of the Activity

The participants are divided into mixed-nationality teams. Each team selects one food product (e.g., bread, chocolate, or cheese) and navigates through 5 thematic stations, each representing a step in the food journey:

- * Farm – Origin of ingredients
- * Processing – Converting raw ingredients into usable products
- * Transport – Moving products to markets
- * Retail – Choosing between a supermarket and a local market
- * Table – Final meal preparation

At each station, teams face a decision (e.g., “Use local vs. imported ingredients”) and draw an impact card outlining the environmental, social, and economic outcomes of their choice. Teams earn or lose points based on how sustainable their decisions are.

After the relay, each team presents their final decisions and total points. A group discussion follows, reinforcing the learning objectives.

Materials Needed

- * Large (hand)printed station signs (Farm, Processing, Transport, Retail, Table)
- * Prepared decision cards and impact cards for each station (attached)
- * Scorecards for each team (check our suggestions)
- * Pens and clipboards
- * Timer
- * A small prize or symbolic award (optional)

Tips and Recommendations

- * Before the game, provide a short presentation or discussion introducing the key topics: local vs. global sourcing, Fair Trade, and EU sustainability efforts.
- * Encourage participants to reflect critically at each station, rather than rushing.
- * Make sure facilitators at each station guide the discussion and explain the impact cards clearly.
- * Debrief thoroughly after the activity to connect the game with real-life practices and choices.
- * Adapt product examples based on local context or current youth interests (e.g., plant-based burgers, oat milk).

STATION 1: FARM - ORIGIN OF INGREDIENTS

Decision Card 1A

Use local wheat from a nearby farm.

Decision Card 1B

Use imported wheat that's slightly cheaper.

Impact Card 1A

Lower carbon footprint due to minimal transport.
Supports local farmers and the rural economy.
May have higher production cost.

Impact Card 1B

Increased transport emissions (CO₂).
Undermines local agriculture.
Lower upfront cost for consumers.

STATION 2: PROCESSING - RAW TO READY

Decision Card 2A

Use traditional, small-scale local processing facilities.

Decision Card 2B

Use large-scale industrial processing abroad.

Impact Card 2A

Preserves local jobs and food heritage.
Often, more transparent processes.
May be slower or more expensive.

Impact Card 2B

Increases emissions from shipping raw materials.
Less traceability and ethical oversight.
Cheaper and faster mass production.

STATION 3: TRANSPORT - MOVING PRODUCTS

Decision Card 3A

Choose eco-friendly transport (train, electric trucks).

Decision Card 3B

Choose the fastest transport (aeroplane or diesel trucks).

Impact Card 3A

Significantly lower carbon emissions.
Aligns with EU Green Deal goals.
Slower delivery times.

Impact Card 3B

High CO₂ emissions and environmental damage.
Quick turnaround for market sales.
Less sustainable long-term.

STATION 4: RETAIL - WHERE TO SELL

Decision Card 4A

Sell through the local farmers' market.

Decision Card 4B

Sell through a supermarket chain.

Impact Card 4A

Builds community and transparency.
Higher profits for producers.
Smaller customer base.

Impact Card 4B

Supermarkets take large profit margins.
Often favour global over local products.
Wider product reach.

STATION 5: TABLE - FINAL PREPARATION

Decision Card 5A

Prepare the dish with seasonal vegetables and Fair Trade ingredients.

Decision Card 5B

Use non-seasonal ingredients imported from other continents.

Impact Card 5A

Reduces food miles and supports ethical trade.
Better taste and freshness.
May be less convenient.

Impact Card 5B

High ecological impact from transport and energy use.
Higher likelihood of unethical labour practices.
Easier to source year-round.

Farm to Table Relay – Team Scorecard

Team Name: _____

Station	Decision Chosen		Points Earned	Reason for Points (Facilitator notes)
1. Farm	☐ 1A	☐ 1B	___ / 3	_____
2. Processing	☐ 2A	☐ 2B	___ / 3	_____
3. Transport	☐ 3A	☐ 3B	___ / 3	_____
4. Retail	☐ 4A	☐ 4B	___ / 3	_____
5. Table	☐ 5A	☐ 5B	___ / 3	_____
Total Points	_____ / 15			

★ Suggested Scoring Guide for Facilitators

Decision	Sustainability Score	Rationale
1A (Local wheat)	3 pts	High sustainability, local economy support
1B (Imported wheat)	1 pt	Lower sustainability, more emissions
2A (Local processing)	3 pts	Low transport supports traditions
2B (Industrial processing)	1 pt	Higher emissions, loss of traceability
3A (Eco transport)	3 pts	Supports climate goals
3B (Fast transport)	1 pt	High emissions
4A (Farmers' market)	3 pts	Community-based, direct support
4B (Supermarket)	1 pt	Lower transparency, favours mass production
5A (Seasonal + Fair Trade)	3 pts	Low emissions + ethical sourcing
5B (Non-seasonal imports)	1 pt	High food miles, unethical risks

3.2 WHALES, RIGHTS AND RITUALS: SIMULATING DIALOGUE ON CULTURAL RIGHTS AND ENVIRONMENTAL SUSTAINABILITY



Learning Objectives

- * To develop understanding of the complex relationship between cultural rights and environmental sustainability.
- * To enhance critical thinking, public speaking, and consensus-building skills.
- * To foster open-minded attitudes towards cultural differences and environmental ethics.



Duration

120 minutes (Part 1: 30 minutes; Part 2: 90 minutes)



Group Size

10–40 participants (ideally divisible into 5 groups, including facilitators)



Age of participant

16+

Energizer suggestion to warm up for the activity

“High or Low” exercise: Read a series of statements related to cultural rights, dietary choices, animal welfare, and environmental values. Participants physically position themselves to indicate agreement or disagreement (e.g., standing high for strong agreement and low for disagreement).

Details and full description of the activity

This activity simulates a mediated discussion between cultural and environmental interest groups regarding the Makah tribe’s wish to resume whaling. It includes role-play, small group discussion, and plenary debate moderated by a fictional neutral body, Crest (Culture, Rights, Environment, Sustainability and Talk).

Part 1: Introduction (30 minutes) Participants are introduced to the environmental and cultural issues. A “high or low” activity warms up the group and introduces debate themes.

Part 2: Simulated meeting (90 minutes) Participants are divided into five groups: the Makah tribe, the High North Alliance, Sea Shepherd, Greenpeace, and Crest (moderators). Role cards are distributed. Groups prepare arguments based on provided material and their own knowledge. A moderated meeting is held where all groups present and discuss five guiding questions. The session concludes with a summary and evaluation.



Debriefing suggestions for questions

- * Was it difficult to adopt and argue from the assigned roles?
- * What was the most interesting argument or insight you heard?
- * Were emotional or rational arguments more effective in your group?
- * How difficult was it to understand or accept the opposing perspective?
- * How much consensus was found on each of the five main questions?
- * When does cultural conflict become discrimination?
- * Is it possible to be open-minded about practices you find unethical?
- * Does globalisation lead to cultural loss, or is change a natural and positive evolution?
- * Which human rights were in conflict in this case?
- * Are courts the right place to settle such cultural/environmental conflicts?
- * Should subsistence and cultural food rights take precedence over species preservation?

Materials needed

- * Role cards (5 sets)
- * Pens and paper
- * Handouts with background information

Tips & recommendations for the facilitators

- * Best suited to older teens and adults with prior exposure to human rights or environmental education.
- * Consider spreading the activity over two sessions to allow more in-depth preparation and reflection.
- * Be prepared to clarify key terms (e.g., indigenous peoples, precautionary principle).
- * Encourage respectful debate and consensus-building rather than confrontation.
- * Prepare additional context or real-life parallels to reinforce complexity and relevance.



ROLE CARDS

1. Crest (Moderators)

Neutral party to facilitate the meeting. - Summarize human rights and environmental frameworks. - Guide discussion using five central questions: 1. Why are whales important? 2. Are grey whales an endangered species? 3. Why should the Makah be stopped from eating whale meat? 4. Could the Makah's ritual of hunting whales be modified? 5. If an agreement is reached, what monitoring is needed to protect whales? - Encourage mutual understanding and summarize at the end.

2. Makah Tribe

Argue for the right to resume traditional whale hunting (up to 5 grey whales annually). - Emphasize cultural heritage, ceremonies, and subsistence practices. - Highlight that whaling is not commercial and will use traditional methods. - Commit to whale population protection and regulatory compliance.

3. Sea Shepherd and Whale and Dolphin Conservation Society (WDACS)

Strong opposition to all forms of whaling. - Highlight ethical concerns and animal rights. - Criticize potential for commercial exploitation and precedent-setting. - Raise concerns about the integrity of "traditional use" claims. - Call for adherence to the precautionary principle.

4. High North Alliance (HNA)

Support for Makah whaling as a cultural and sustainable practice. - Argue against external definitions of "traditional" or "non-commercial." - Highlight inconsistencies in international policy and rights to self-determination. - Promote the idea that sustainable use is compatible with species protection.

5. Greenpeace

Oppose whaling in general, with cautious exception for non-commercial subsistence. - Emphasize whale sanctity and ecological importance. - Warn against expansion of whaling if exceptions are made. - Stress difficulties in population tracking and ecological uncertainty.

MODULE 4



INTERCULTURAL FOOD PRACTICES FROM AN ANTHROPOLOGICAL POINT OF VIEW



4.1 STORIES OF FOOD AND PEOPLE



Learning Objectives

- * Stimulate critical thinking about food origins and global supply chains.
- * Encourage values of fair trade, circular economy, and social inclusion through storytelling.
- * Empower participants to reflect on the human stories behind food and develop proposals for sustainable, inclusive menus.



Duration

60 – 75 minutes



Group Size

6 – 20 participants



Age of participant

14+

Details and full description of the activity

Energizer “What’s in your food memory?”

Ask each participant to think of a personal memory that involves food, it can be a taste, a smell, or a specific meal that reminds them of home, family, tradition, or an emotional moment. They will share this memory using one word or a short sentence, for example: “Grandma’s bread”, “Street kebab in Istanbul”, “Rice at wedding” etc. As a facilitator, write all responses on a flipchart or whiteboard, creating a collective visual map of food and memory.

This step helps participants emotionally connect with the theme. It also demonstrates how food carries identity, culture, and meaning, beyond nutrition.

Main Activity “The Story Behind the Product”

1. Introduce the theoretical concept of fair trade market

2. Present a real-life ethical food product.

Example: *Chocolate-covered dates from Palestine, organic fair trade rice from Cambodia, olive oil from a refugee cooperative in Greece.* Bring the physical product if possible or share an image and description (including origin, ingredients, and background).

3. Divide participants into small groups (3–5 per group).

4. Distribute guiding questions (printed or projected), such as:



- * Who produced this item?
- * Where does it come from and how did it get here?
- * What challenges or benefits are linked to its production?
- * What social or ecological values does it represent (e.g., fair wages, biodiversity, heritage)?
- * How could we share its story in a way that invites others to think and feel differently?

5. Group task:

Each group reconstructs the “life story” of the product, imagining both the logistics (supply chain) and the human stories (farmer, worker, community), thus reconstructing its supply chain.

They’ll then create a short narrative inspired by this product. This could be a fictional story (written or performed), a short video or podcast-style conversation, a visual collage or drawing, using storytelling techniques etc.

N.B. Provide art supplies or access to digital tools if available.

6. Now the groups are invited to **create an ethical menu**. They must give it: a creative name, a short story or narrative (realistic, symbolic or fictional) a selection of ethical ingredients (ingredients used could be local, fair trade, seasonal, organic...)

Their dish should express values like dignity, solidarity, sustainability, identity, or intercultural dialogue.

Debriefing suggestions for questions

Groups present their stories or menu creations to the rest of the participants. Then lead a reflective discussion, using open questions such as:

- * How did this activity change your perception of what’s behind a food product?
- * Did you learn anything unexpected about the food industry or supply chains?
- * What values stood out to you in the stories you created or heard?
- * Can you think of personal food choices that align with the values of justice, dignity, or sustainability?
- * How can storytelling help us promote more ethical food systems?

Materials needed

- * Sample product description (e.g. chocolate dates, olive oil, rice...)
- * Printed cards or handouts with questions about origin and values
- * Paper, markers, or digital tools for creating narratives or menus
- * Flipchart for energizer and group work

Tips & recommendations for the facilitators

- * Choose food examples that are meaningful and come from short, ethical supply chains.
- * Guide the group with gentle questions — especially when dealing with complex terms like fair trade.
- * Make room for emotions: food memories often connect with identity and personal values.
- * Encourage creativity — stories can be theatrical, poetic, graphic or journalistic.
- * To present the fair trade chain, refer to trustable and official websites such as <https://wfto.com/>
- * Consider taking into account a local reality that supports fair trade. The Italian group, for example, has involved its associated partner Angoli di Mondo, <https://www.angolidimondo.it/>, based in Padova, associated partner of EatWise project

CREATE YOUR ETHICAL DISH

Ingredients

Title and Story

Presentation

4.2 FINGERS AND THUMBS: A SIMULATION ON CO-OPERATION, TRUST AND ENVIRONMENTAL RESPONSIBILITY



Learning Objectives

- * To develop understanding about the value of co-operation and the need for the monitoring and verification of agreements
- * To build up skills of co-operation
- * To promote a sense of justice and fairness



Duration

60 minutes



Group Size

Minimum: 5 per group (1 group) Maximum: Any number (multiple small groups of 5)



Age of participant

12+

Energizer suggestion to warm up for the activity

Ask participants to form pairs and play several rounds of Rock, Paper, Scissors to introduce the idea of decision-making under pressure. Debrief briefly about fairness, strategy, and instinct.

Details and full description of the activity

This simulation game replicates a competitive scenario where participants act as members of different youth clubs competing to be named "greenest group." The game challenges players to make ethical decisions: cooperate for mutual benefit or cheat to win more points.

1. Divide participants into groups of five.
2. In each group, four participants represent youth groups; one is the score keeper and umpire.
3. Distribute an instruction sheet and score sheet to each score keeper.
4. The score keeper explains the rules and facilitates 10 rounds of play.
5. Participants reveal either a thumb (cooperative gesture) or finger (selfish gesture) simultaneously each round.
6. Certain rounds (5, 8, and 10) are bonus rounds with multiplied scores.
7. After ten rounds, the score keeper tallies points.

Debriefing suggestions for questions

In small groups:

- * Who got the most/least points? How did you feel about your score?
- * Did anyone feel cheated? Why?
- * What strategies did your group use?
- * Were any agreements made before rounds 5, 8, or 10? Were they respected?

In plenary:

- * Which group had the highest total score? Did they cooperate?
- * How does this activity mirror real-world issues (e.g., climate agreements)?
- * Can we ensure fairness in environmental commitments globally?
- * How does climate change affect human rights and justice between nations?
- * What role does education play in shaping fair and sustainable actions?

«

Materials needed

- * Instruction sheet (1 per group)
- * Score sheet (1 per group)
- * Pens (1 per group)
- * Flip chart or whiteboard to collect group scores

Tips & recommendations for the facilitators

- * The activity clearly demonstrates how cooperation benefits the group, while selfish behavior may benefit individuals short-term but harms the group.
- * Reinforce connections between the game and real-world climate justice challenges.
- * Consider providing examples such as CO2 emissions or littering to relate to everyday life.
- * Optional: use visuals like posters from environmental campaigns to support the discussion.
- * Tailor bonus round multipliers if needed for time or clarity.

Role Cards / Materials Description

Instruction Sheet

How to play the game:

- * On the count of three, players reveal a "thumb" (cooperate) or "finger" (compete).
- * Communication is only allowed before rounds 5, 8, and 10.
- * Play 10 rounds in total, with rounds 5, 8, and 10 giving bonus points.

Scoring combinations:

- * TTTT → +1 each
- * TTTF → -1, -1, -1, +3
- * TTFF → -2, -2, +2, +2
- * TFFF → -3, +1, +1, +1
- * FFFF → -1 each

Bonus rounds:

- * Round 5 → score ×3
- * Round 8 → score ×5
- * Round 10 → score ×10

Score Sheet

(Table format for recording 10 rounds of scores for each player, plus total.)



MODULE 5



GREEN PRACTICES IMPACT

5.1 PLANT-BASED PROTEIN-RICH BUDGET-FRIENDLY RECIPE BATTLE



Learning Objectives

- * The aim of this is to create recipes and think of the applicability of this EATWISE topic on an individual level. What can you do in your kitchen when you come back home?
- * Participants will be given time to create a recipe, with exact measurements and cooking methods, they can be inspired by their country's food customs or cultural diet habits.
- * Later, they'll be guided on how to calculate the water and carbon footprint of their meal and the cost (using artificial intelligence).
- * We as facilitators, are going to decide the top 3 teams that had the best balance between protein count/ cost/ environmental footprint per portion.
- * Finally, every team will vote for their favourite recipe that they ACTUALLY would try at home. Who's going to win this PLANT-PROTEIN-BUDGET meal battle?
- * By brainstorming ideas and getting inspired by other country's recipes and customs, participants can directly and actively apply the learnings of this workshop (in their kitchen).



Duration

60 minutes



Group Size

4 – 30 people



Age of participant

18+



Details and full description of the activity

Energizer – “Mirror Pairs”

Participants move freely in the room. The facilitator gives light and playful instructions (e.g. “greet each other without speaking”, “show your favorite emotion”, “mime cooking a traditional dish from your culture”). Participants pair up randomly and mirror each other's movements.

Objective: activate body awareness, non-verbal communication, and foster emotional connection. This breaks the ice and prepares the group for teamwork.

1. Introduce the Battle and Criteria and Their Task (5 Minutes)

Environmental impact (e.g., carbon footprint, water use) = Sustainable plant-based ingredients

- * protein content per portion
- * budget friendly (cost) in the average European country's economy
- * team favorite choice.



**2. Preparing the recipe and choosing the spokesperson:
(tell to them 15 min for activity) (Total 20-25 mins)**

- * Teams write up their recipe
- * We circle around to answer any questions..
- * + additional 5 minutes to input their recipe into AI and ask for it to calculate the cost and sustainability score based on carbon and water footprint).

3. Teams present their recipes and tell us how their recipe meets the given criteria (25-30 min)

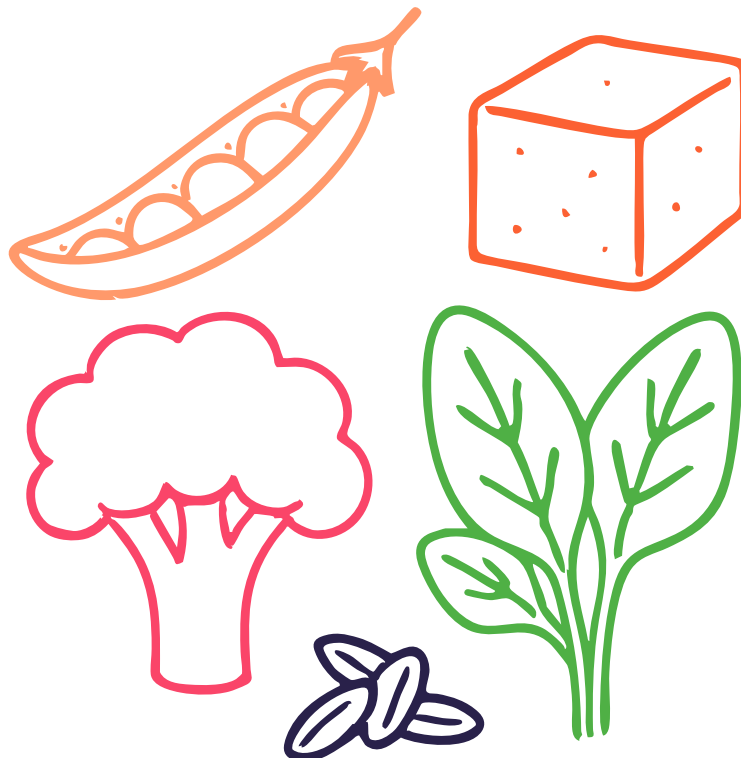
- * 5 minutes per country.
- * Other facilitators are taking note of each team's criteria.

4. Wrap up, conclusions (5 min)

- * VOTING for team's favourite
- * DECIDING, counting points
- * announcing THE WINNERS
- * Final thoughts. [people were impressed about how big the water footprint is]

Materials needed:

- * Phones (for AI calculations and finding approximate photos or inspirations behind the recipe)
- * Paper and pens if people prefer physical notes.



5.2 DEBATES ON CULTIVATED MEAT. IS IT THE FUTURE OF FOOD?



Learning Objectives

- * Explore the concept of cultivated meat
- * Analyze the European context
- * Develop team collaboration skills
- * Enhance critical thinking and argumentation



Duration

65 minutes



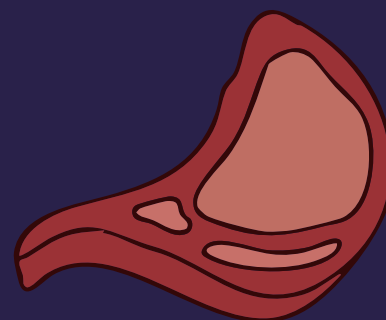
Group Size

5-30 people



Age of participant

18+



Details and full description of the activity

Materials

- * Internet access + links; or printed articles for each team
- * Prepare little papers that say for or against (people draw randomly which position in a debate they'll take)
- * Timer
- * Whiteboard or flipchart for key point tracking
- * Pens, sticky notes or digital note tools (e.g. Mentimeter)

1. Introduction (5 minutes)

- * **Begin with a short video to frame the discussion:**
[*The Future of Food – YouTube Short*](#)
- * **Ask participants these questions:**
"Would you eat lab-grown meat today if it were available?"
"Do you believe it can truly help fight climate change?"
- * Everyone on their own post it note write : **for** or **against** (without overthinking it)

2. Reading the Articles in Teams (25 minutes)

- * Divide participants into small teams of 5 people.
- * Randomly assign or let teams choose 2 articles per team, read (15mins)
 - » [Guardian](#): UK first in Europe to approve cultivated meat (GOOD ONE)
 - » [Euronews](#): Could lab-grown meat arrive in supermarkets?
 - » [Politico](#): Price and feasibility from EU companies
 - » [European Parliament Brief](#) (GOOD ONE)
 - » [Popchop](#): Cultivated schnitzel article

This is given to them on a slide while they read: to analyse (10 minutes)

Each group summarizes their article's viewpoint and brings at least 2 arguments for and 2 against cultivated meat.

Identify pros and cons of cultivated meat based on:

- * Sustainability
- * Ethics and animal welfare
- * Feasibility and technological readiness
- * Affordability and consumer perception

3. Debates (30 minutes)

Preparation (5 minutes): Randomly pick a paper from a hat, with **for** or **against**. (each team of 10-12 people). Explain the structure of the debates. Invite 2 people to take up a neutral position and to keep main points on the board.

Debate structure:

- * Opening Statements (5 minutes per team): Each team presents its position. (10 minutes)
- * Rebuttals & Open Discussion (10 minutes): Teams engage directly, challenge claims, and support their stance.
- * Final Summaries (2 minutes per team): Each team gives concluding remarks.

Facilitator moderates discussion, ensures respectful tone, and keeps time. Either the facilitator or a neutral participant volunteer tracks main arguments on a board or screen for visibility.

4. Wrap-Up & Conclusion (5 minutes)

- * Recap the key points made on both sides.
- * Invite brief reflections from participants:
 - » Did your view shift? (raise of hands)
 - » What surprised you most?
- * Discuss the broader question: Is cultivated meat likely to be part of our mainstream food future? How technology is linked with ethics and sustainability, future learning or possible future challenges?

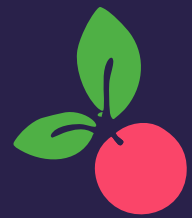


MODULE 6



HOW TO FOSTER GREEN FOOD PRACTICES AMONG YOUNG MIGRANT PEOPLE AND THEIR FAMILIES





6.1 ZERO-WASTE KITCHEN CHALLENGE: PRACTICAL SKILLS FOR SUSTAINABLE LIVING



Learning Objectives

- * To understand the environmental, social, and economic impacts of food waste.
- * To learn practical zero-waste cooking and storage techniques.
- * To shift the mindset from waste to resourcefulness in food use.
- * To encourage personal responsibility and community action toward sustainability.



Duration

90 minutes (can be extended to 2 hours if including the Bingo or a group cooking challenge)



Group Size

Ideal for 10-25 participants working in small teams (2-5 people per team)

Details and Full Description of the Activity

This interactive workshop consists of three segments:

Part 1: Introduction & Discussion (20 min)

Start with a few engaging statistics:

- * One-third of all food is wasted globally (1.3 billion tons).
- * EU households waste over 100 kg of food per year.

Discuss why food waste is an environmental, economic, and social issue.

Part 2: Zero-Waste Kitchen Simulation (45 min)

Participants are split into teams and are each given a “Kitchen Scenario Card” with a selection of “leftover” or “scrap” ingredients (e.g., stale bread, overripe bananas, carrot peels).

Each team must:

- * Propose at least one dish using the given scraps.
- * Identify the waste-reduction techniques they applied.
- * Present their plan in 3–5 minutes to the group.

Facilitators provide feedback and award points based on:

- * Creativity
- * Feasibility
- * Sustainability impact

Check out our suggestions (attached), but feel free to create your own!

Part 3: Zero-Waste Bingo & Commitment (25 min)

Distribute Zero-Waste Bingo cards (from the presentation).

Ask participants to mark off practices they've done in the past month.

Facilitate a short discussion:

"What's one zero-waste habit you'll start today?"

Materials Needed

- * Printed "Kitchen Scenario Cards"
- * Pens and notepads for planning
- * Printed "Zero-Waste Bingo" sheets
- * Timer or stopwatch
- * (Optional) Props or visual aids showing common food scraps
- * Whiteboard or flipchart for group reflection

Tips and Recommendations

- * Include real-life local apps (e.g., FoodObox, Too Good To Go) during the discussion.
- * Emphasise mindset shift: waste = resource.
- * Encourage cultural diversity in suggested recipes.
- * Consider turning part of the challenge into a cooking session if you have kitchen access.
- * Wrap up with a collective photo or social media challenge (e.g., #ZeroWasteYouth).

KITCHEN SCENARIO

What the Training Leader Should Do

Before the Activity:

- * Print or prepare the scenario cards (already provided above).
- * Prepare a whiteboard or flipchart with key concepts (e.g., "Zero-Waste Pyramid," reuse, compost, planning).
- * Optionally: provide visuals/props like real food scraps, bowls, or recycled containers.

During the Activity:

- * Introduce the Challenge (5–10 min):
 - » Explain the purpose: to creatively tackle food waste.
 - » Review why food scraps matter: over 1.3 billion tons of food wasted globally.
 - » Emphasise the 5 R's: Rethink, Reduce, Reuse, Recycle/Compost, Recover.
- * Distribute the Cards and Set a Timer:
 - » Give each team a card and set 15–20 minutes for planning.
 - » Encourage discussion: What else could they add or substitute using only what's at home?
- * Visit Each Group:
 - » Support with guiding questions like:

- ☐ "What will you do with the peels?"
- ☐ "Is anything here suitable for freezing or compost?"
- ☐ "Can your dish be made from scratch by others?"
- * Moderate the Presentations:
 - » Let each group present. Keep it fun, but focused.
- * Lead a Reflection Discussion:
 - » Ask:
 - ☐ "Which idea surprised you the most?"
 - ☐ "Did anyone think differently about banana peels or stale bread today?"
 - ☐ "Would you try this at home?"
- * Tie in practical tips (e.g., using apps like OLIO or FoodObox, composting, storage tricks).
- * Let the participants rate the other teams!

What Participants Should Do

Form Teams (2-5 people each): The trainer assigns or allows self-selection into teams.

Draw or Receive a Scenario Card: Each team receives one "Kitchen Scenario Card," containing a real-life food waste situation and a list of "scrap" ingredients.

Challenge Task – Create a Zero-Waste Dish or Product

Within 15–20 minutes, each team must:

- * Invent one or more dishes using the listed ingredients.
- * Explain how they used or preserved each item (e.g., banana peel used in compost, stale bread turned into croutons, etc.).
- * Optionally, give their dish a creative name.
- * Reflect on what zero-waste strategies they applied (e.g., reuse, storage, compost).

Present to the Group (3–5 min per team)

- * Each team shares their creation, explaining:
 - * What they made
 - * How it reduces waste
 - * What additional ingredients or steps (if any) they added
 - * Any tips or lessons learned

KITCHEN SCENARIO CARD 1 - BREAKFAST LEFTOVERS

Scenario: You hosted a breakfast meeting and have some leftover bits.

Ingredients:

2 slices of stale bread
Overripe banana
A bit of yogurt
Half an apple (browning)

KITCHEN SCENARIO CARD 2 - VEGETABLE DRAWER RESCUE

Scenario: You found forgotten items in your vegetable drawer.

Ingredients:

Carrot peels and tops
Slightly wilted spinach
Half an onion
Herb stems (parsley, cilantro)

KITCHEN SCENARIO CARD 3 - TOO MANY SWEETS

Scenario: You overbought for a dessert night.

Ingredients:

Citrus peels
Half a chocolate bar
Crushed biscuits
Spoonful of cream

KITCHEN SCENARIO CARD 4 - SMOOTHIE GONE WILD

Scenario: You made too many smoothies this week.

Ingredients:

Overripe mango
Leftover coconut milk
Apple peel
A handful of oats

KITCHEN SCENARIO CARD 5 - LUNCHBOX SCRAPS

Scenario: You cleaned out your child's lunchbox.

Ingredients:

Small piece of cheese
Two cherry tomatoes
A bruised pear
Crusts from a sandwich

KITCHEN SCENARIO CARD 6 - MARKET MISSES

Scenario: You visited a local market and bought imperfect produce.

Ingredients:

Misshapen zucchini
Soft tomato
Wilted basil
Cracked egg

KITCHEN SCENARIO CARD 7 - FORGOTTEN FRIDGE FINDS

Scenario: Cleaning your fridge before vacation.

Ingredients:

Cooked rice (2 days old)
Leftover roasted vegetables
Half a lemon
Sour cream

KITCHEN SCENARIO CARD 8 - BREAD BASKET OVERLOAD

Scenario: A party left you with way too much bread.

Ingredients:

4 slices of stale baguette
Garlic cloves
Dried herbs
A few olives

KITCHEN SCENARIO CARD 9 - SALAD REMNANTS

Scenario: You made a large salad and have scraps.

Ingredients:

Lettuce outer leaves
Cucumber peels
Grated carrot ends
Crushed nuts

KITCHEN SCENARIO CARD 10 - MORNING TEA TIME

Scenario: Leftovers from tea with friends.

Ingredients:

Half a lemon
Two cookies
Fruit tea bags
Banana peel

★ ZERO-WASTE BINGO

What the Training Leader Should Do

Print the following table as many times as there are participants. We suggest doing this game not in teams but individually. Still, it's up to you!

Make sure you have your own copy! Then scissor each option, put it in a container, shake it and draw them one by one!

Stored herbs in water to keep them fresh	Repurposed leftovers into a new meal	Used old bread to make croutons or breadcrumbs	Joined a local food-sharing group or app	Used vegetable scraps to make homemade broth
Tried a zero-waste recipe this week	Composted food scraps instead of trashing them	Used a reusable water bottle or coffee cup all day	Supported a restaurant with a zero-waste policy	Donated surplus food instead of throwing it away
Froze overripe fruit for smoothies	Checked fridge and pantry before shopping	Followed a zero-waste or plant-based influencer on social media	Brewed coffee or tea without disposable filters or pods	Used reusable shopping bags and containers
Shopped with a list and stuck to it	Cooked a meal from the Eatwise Cookbook	Made a jam from orange or lemon peels	Chose a plant-based meal instead of meat-based	Bought "ugly" fruits and veggies to prevent food waste
Shopped at a local farmer's market	Checked expiration dates and planned meals around them	Ate an entire meal with no packaging waste	Used a canvas/tote bag for shopping instead of a nylon one	Used a "first in, first out" system in my fridge
Tried a vegan burger	Told a friend about a dish they learned from a migrant	Bought a product with the Protected Designation of Origin (PDO) or the Protected Geographical Indication (PGI) label	Shared a photo online about helping the environment	Knows what Fair Trade means

6.2 ZERO WASTE HEROES



Learning Objectives

Participants will explore sustainable nutrition and food waste in a fun and creative way, while also:

- * increasing their awareness of the environmental and social impacts of food choices,
- * learning practical tips and habits for reducing food waste in their daily lives,
- * sharing intercultural perspectives on traditional and sustainable eating habits,
- * improving teamwork and communication skills through interactive activities,
- * encouraging critical thinking about global food systems and personal responsibility.



Duration

85-90 Minutes



Group Size

Min 3 participants each group, no max limit but good up to 6 participants



Age of participant

13+

Details and full description of the activity:

1. Form 5 or 6 Groups.
2. Give each group a different starting scenario.
3. Groups write a short story based on their scenario and act it out.
4. The most creative and educational story is selected.

Each group will use these starting points to create their own story and perform a 5 minute play. (30 minutes)

Group 1 – The Adventure of the Wasted Food

“You are food that has been thrown away in a restaurant. One day, you wake up in the trash and realize you don’t want to be wasted. What will you do? What is your escape plan?”

Group 2 – The Leftover Vegetables on the Supermarket Shelf

“You are a fruit or vegetable left on a supermarket shelf. No one wants to buy you because you look a bit misshapen or your color has faded. How will you convince customers to pick you?”



Group 3 – Forgotten Heroes in the Fridge

“You are fruits and vegetables forgotten in the back of a fridge. You realize you are about to go moldy! How will you make your owner notice and save you?”

Group 4 – Wasted Food in the School Cafeteria

“You are leftover food in a school cafeteria. Every day, you are left on plates and thrown away. How can you change this situation?”

Group 5 – Surplus Crops on the Farm

“You are surplus fruits and vegetables on a farm. If no solution is found, you will rot in the fields. What will you do? How can you help the farmer?”

Each group presents their short play.

Optionally, discuss the messages in each play or let the audience vote for their favorite. (5 minutes)

Debriefing suggestions for questions

- * How did you feel while acting as “forgotten” or “unwanted” food? Was it easy or difficult to empathize with the character?
- * How can we raise awareness about food waste in our families or communities?

Materials needed:

- * Space: A classroom, auditorium, or open area for rehearsals and performances.
- * Paper & Pens: For groups to brainstorm and write their stories.
- * Props (Optional): Items like fake food, baskets, trash bins, or simple costumes to enhance the performances.
- * Timer: To manage rehearsal and performance time.
- * Judging Criteria (Optional): If you’re selecting a winner, decide on criteria like creativity, educational value, and performance.

Tips & recommendations for the facilitators

- * Encourage creativity and humor.
- * Provide simple materials: If available, offer basic things like colored paper, markers, or costume accessories to help groups bring their stories to life and engage more deeply in role-play.



FORGOTTEN HEROES IN THE FRIDGE

"You are fruits and vegetables forgotten in the back of a fridge. You realize you are about to go moldy! How will you make your owner notice and save you?"



SURPLUS CROPS ON THE FARM

"You are surplus fruits and vegetables on a farm. If no solution is found, you will rot in the fields. What will you do? How can you help the farmer?"



CONCLUSION

The **EATWISE Training Manual** offers a rich, diverse, and flexible set of workshops designed to equip youth workers, educators, and community leaders with tools to address some of today's most urgent challenges—migration, environmental sustainability, and intercultural understanding—through the universal lens of food.

Structured into six thematic modules, the manual covers the entire spectrum of engaging young migrants in inclusive, meaningful, and empowering ways:

Module 1 focuses on inclusion of young migrants, offering interactive tools like the Human Library and Guerrilla Marketing to encourage public dialogue and break down stereotypes.

Module 2 explores empowerment by centering the voices and experiences of young migrants. Activities like “Empowering Young Migrants Through Intercultural Sustainable Food” and the “Intercultural Meal” help participants reflect on identity and co-create solutions in multicultural settings.

Module 3 brings in intercultural food practices, with experiential simulations like “Farm to Table Relay” and “Whales, Rights and Rituals”, prompting reflection on food origins, sustainability, and rights.

Module 4 looks at food from an anthropological lens, using storytelling and simulations to develop empathy and critical thinking. Workshops like “Stories of Food and People” and “Fingers and Thumbs” help young people understand the social values and ethical dilemmas embedded in our food choices.

Module 5 tackles the impact of green practices, through debates and hands-on challenges like the “Plant-based Protein Recipe Battle” and “Debates on Cultivated Meat”, helping youth connect environmental impact with everyday actions.

Module 6 aims to foster green food practices in families and communities. Activities like “Zero-Waste Kitchen Challenge” and “Zero Waste Heroes” promote creativity, resourcefulness, and action against food waste.

Each module contains **standalone workshops**, which can be run independently or combined into an **intensive training course**, as illustrated in the example training itinerary on page 55. All sessions are adaptable to local contexts and participant needs, and they include energizers, debriefing questions, and concrete tips for facilitators.

Above all, **this manual emphasizes active involvement, empowerment, inclusion, and the celebration of uniqueness**—values that are especially critical when working with young people from migrant backgrounds. The concepts explored—such as the dangers of exclusion or undervaluing skills—are directly translated into practical activities that promote dignity, dialogue, and sustainability.

Whether used in schools, NGOs, local governments, or grassroots initiatives, EATWISE training manual invites facilitators and participants alike to think critically, act ethically, and connect across cultures—one dish, one story, and one sustainable action at a time.

The EATWISE project team

CONCLUSION

TRAINING COURSE EATWISE: **EXAMPLE**

Day	Module	Time	Title
DAY 1		09:00 - 9:30	Welcome & get to know each other (no energizer because there will be name games etc.
	MODULE 1 How to involve migrant youth	9:30 - 11:00	Inclusion in the Streets: Guerrilla Marketing for Change
			Break
		11:30 - 13:00	Human Library for Inclusive Communities
			Lunch
		14:15 - 14:30	Energizer
	MODULE 2 How to empower migrant youth	14:30 - 16:00	Empowering Young Migrants Through Intercultural Sustainable Food
			Break
		16:30 - 18:00	Intercultural Meal
		18:00 - 18:30	Debriefing & Evaluation of the day
			Dinner
DAY 2			
		9:00 - 9:30	Arrival & Energizer
	MODULE 3 Intercultural food practices	9:30 - 11:00	Farm to Table Relay: Understanding the Global Impact of Local Ingredients
			Break
		11:30 - 13:00	Whales, Rights and Rituals: Simulating Dialogue on Cultural Rights and Environmental Sustainability
			Lunch
		14:15 - 14:30	Energizer
	MODULE 4 Intercultural food practices from an anthropological point of view	14:30 - 16:00	Stories of Food and People
			Break
		16:30 - 18:00	Fingers and Thumbs: A Simulation on Co-operation, Trust and Environmental Responsibility
		18:00 - 18:30	Debriefing & Evaluation of the day
			Dinner
DAY 3			
		9:00 - 9:30	Arrival & Energizer
	MODULE 5 Green practices impact	9:30 - 11:00	Plant-based Protein Rich Budget-Friendly Recipe Battle
			Break
		11:30 - 13:00	Debates on Cultivated Meat. Is it the future of food?
			Lunch
		14:15 - 14:30	Energizer
	MODULE 6 How to foster green food practices among young migrant people and their families	14:30 - 16:00	Zero-Waste Kitchen Challenge: Practical Skills for Sustainable Living
			Break
		16:30 - 18:00	Zero Waste Heroes
		18:00 - 18:30	Debriefing & Evaluation of the whole training
			Dinner

