Eat4Change

YOUTH WORKERS
TRAIN THE TRAINER

TRAINING HANDBOOK

Your handbook for supporting youth leadership, empowerment and active citizenship with a focus on climate protection and sustainable diets

TABLE of CONTENTS

Introduction

Have you ever wondered if an individual, especially a young person, can really make a difference in taking on some of the major challenges of our day, especially the climate crisis? Ever wondered how we as youth workers can support young people on their development journey toward active citizens?

If these questions resonate, then we think that the Eat4Change Train the Trainer is right for you!

A personal message from the Eat4Change Program Coordinator

Tervetuloa! (or "welcome" in Finnish!)

A big warm welcome to both this Train the Trainer program and Eat4Change! We'll tell you more about Eat4Change in the next section, but let me just tell you why I'm so excited that you are here and taking part in this innovative, new training program.
The world is starting to wake up to the impact the food we put on our plates has on our planet as well as ourselves. If we don't change how we produce and consume food we risk potentially irreversible impacts on the planet, making it an increasingly inhospitable place for humans. That is a terrifying thought. But it's also an incredible opportunity. By shifting dietary choices, we can have a huge impact on combating climate change and biodiversity loss. Everyone has a role to play – eating more plant based is something everyone can strive to do every day. It's one of the easiest ways an individual can help reverse nature loss, fight climate change, reverse biodiversity loss and help feed more people.
But it's not only about what we can do as individuals. Research shows that just by shifting our own dietary habits we influence those around us. And when we build networks and work together we can do so much more. And as a youth worker you can do so much more. You have the opportunity to inspire young people to be a part of a movement that will have huge impacts on their own health as well as the health of the planet.

- Your Stella

Chapter 1: Welcome to Eat4Change

What will you get from this section of the training and handbook?

The aims of this part of the training and handbook are:

- Introduce you to E4C briefly
- make connection to youth workers and why we're doing the TtT
- purpose of TtT:
  - network building
  - support empowerment and program development
  - professional development
  - climate protection and diets

- how the manual is laid out:
  - background information
  - activities to support the content (to be done/replicated with youth or youth workers)
  - Agenda/program from TtT
  - additional resources

Guess what!? You're part of something big!

This train-the-trainers workshop, that you're taking part in, is part of a much larger 4-year long EU-funded project called "Eat4Change."

What's Eat4Change you might be asking yourself?

Good question and we're glad you asked. Eat4Change is a WWF-led, international project co-funded by the EU, pushing for a shift toward more sustainable diets and food production practices. Eat4Changes strives to engage citizens, particularly young citizens to take an active role in society and change their diets more plant-based for the wellbeing of people and the planet. Read more: wwf.fi/en/eat4change.

What do you hope to achieve with this train-the-trainer program?

With your help, we want to create a European-wide network of youth workers from different youth organisations who can motivate and empower youth to act as active citizens and have a positive impact on our environment and climate. We see the network as a place where you can share and learn good practices and lessons learned from and with other youth workers and receive support as well.

What will happen during the trainings?

The purpose of the trainings is to focus on people who are working with youth and to build their capacity to drive up youth active citizenship and engagement. We've created a program that explores various aspects of active citizenship, youth empowerment and leadership, dives into the climate crisis and climate goals, and makes the connection to how important diets and the food system is to protecting our climate, and it allows for sharing of concrete methods on how to take action and implement these in your organisation.

You can be part of the change we need in the world!
With the experience you bring, plus some new ideas, background information, and techniques, you should have the tools needed to replicate this training (or parts of it) and spread our message to youth and other workers in your network.

What about this handbook?
This handbook is your roadmap! It includes background information that will be covered during the training, as well as links to where you can find more information. There are also detailed instructions and materials needed for the activities we demonstrate during the workshop plus some extra activity ideas and variations on how to replicate them with your youth. From the handbook you'll find the detailed program of the workshop so you know how to be a trainer to other youth workers.

Chapter 2: Empowerment and You(th)*: how can we empower youth for a better future?*

What will you get from this section of the training and handbook?

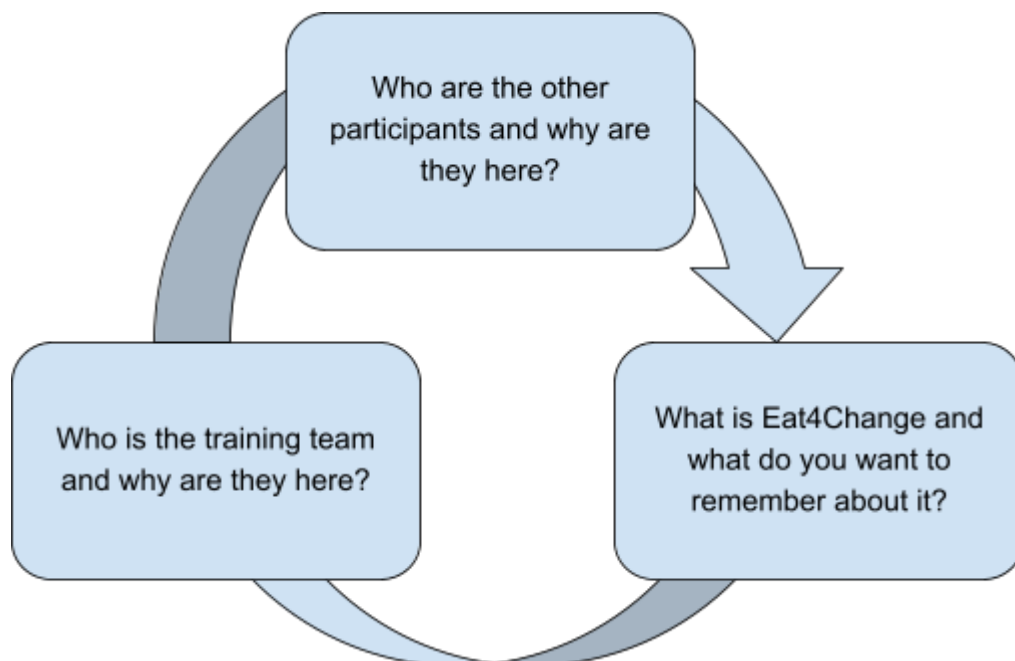The aims of this part of the training and handbook are:

- know why we (all of us) are here and what we hope to get out of this training
- understand what it means to be an active citizen and to be empowered
- explore what leads to active citizenship and empowerment
    - collect examples of methods, approaches, and program components
- be inspired to support youth to become active citizens
- make the connection between active citizenship and climate protection and sustainable diets
- gather ideas for how to incorporate learnings "back home" in your own program

2.1   Understanding "Empowerment" and active citizenship

Activity   **Why are we here? Let's take a walk!**

Find out who we are and why we are here! Make any notes of what you want to remember about the following questions… (Stations walk)

Who are the other participants and why are they here?

What is Eat4Change and what do you want to remember about it?

Who is the training team and why are they here?

What is Youth Empowerment? Why do we and how can we empower youth?

Maybe this is obvious, but maybe not, and how we can support youth empowerment is also not always clear. You've probably seen some really good examples but also probably some not so good ones too!

"Empowerment" is currently a popular "buzzword," and institutions, businesses, and just about everyone seems to be using it!

Regarding the popularity of "youth empowerment," it can be seen as both a positive development (that it's being recognized that it is important to involve youth in decision-making) but it also can create a backlash or potential danger as it can be misused, misguided, and even degrade the true meaning of empowerment.

Q: How would you describe the meaning of youth empowerment and what it entails?

Q: From the GROUP DISCUSSION: What did the group decide as a description of youth empowerment? How does it differ from your original concept?

**Youth Empowerment - As we see it…**

Empowerment is like a journey and as one progresses along it, she/he will need and gather different skills, knowledge, opportunities, inputs, and support from peers, experts, and coaches, etc. It's not a linear progression but builds upon one's past experiences and learnings.

At the core of *empowerment* are concepts such as "self-realization and self-determination" with the aim to be part of decision-making

processes and the ability to realize individual and group goals. In all it's being able to be an active part of society and affect one's own (and other's) future. The ability to participate and have an influence and impact on outcomes and decisions is a mix of learning, opportunities, community, and experience, as well as reflection and growth. As described above, the journey requires various inputs, does not happen linearly, and often repeats itself. Let's look at some of the core components:

- **Awareness and knowledge building**: This may include a spectrum of learning from "soft skills" to "hard facts" about processes and key information. One important component is to open young people's minds and eyes to the fact that they *can* have an impact and make a difference. Using relatable examples and stories from other inspiring youth who have driven change can really "open the door" and create an "ah, ha!" experience. Creating opportunities for youth to exchange experiences, share stories and ideas is also powerful!

  $E=mc^2$
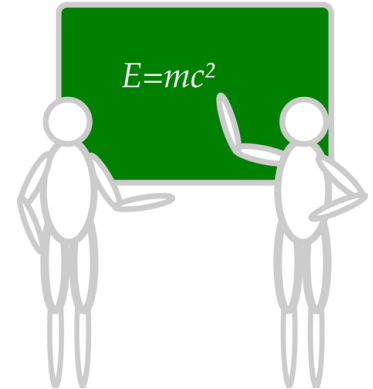
  Exploring ways for how (various processes) youth can drive change is also critical. It's important to explore how decision-making processes work and where youth can have an influence.

  Also, understanding concepts such as social change theory, behavior change, leadership models and approaches, team building and dynamics, and project design and management all contribute to one's understanding of how to drive change.

  Having a strong foundation in the topic matter (eg. climate protection and sustainable diets) is also of key importance. Equally important is knowing where to find sources of information and how to separate "trustworthy sources" from "fake news."

Activity **Blindline activity: "What kind of a guide do I want to be?"**
Setting: outdoors is best

Instructions:
- Set up at least 1 rope (ca. 10 meters) at waist height that winds through a grove of trees to make a "trail"

You can do this with a whole group or 6 volunteers (min. 3 pairs)

- Each pair needs to choose 1 person to be the "guide" and one person to be the "explorer" (blindfolded)

- After each pair decides roles. Ask ONLY the guides to meet with you and distribute one of the following instruction cards to them. (Do not tell them what the different numbers mean! …they need to figure it out)

Explain to the blindfolded people 2 important rules: the "freewill" (do not HAVE to do the activity – their choice) and "stop" (they can stop at any time if they feel unsafe – just say STOP!)

- Move the group to the starting point.
- Allow the first group to start and then give them some space (time) before the 2nd group begins, etc. (Who goes first, second, etc. is not important)

To save time, only go 1 round (every group just goes 1x).

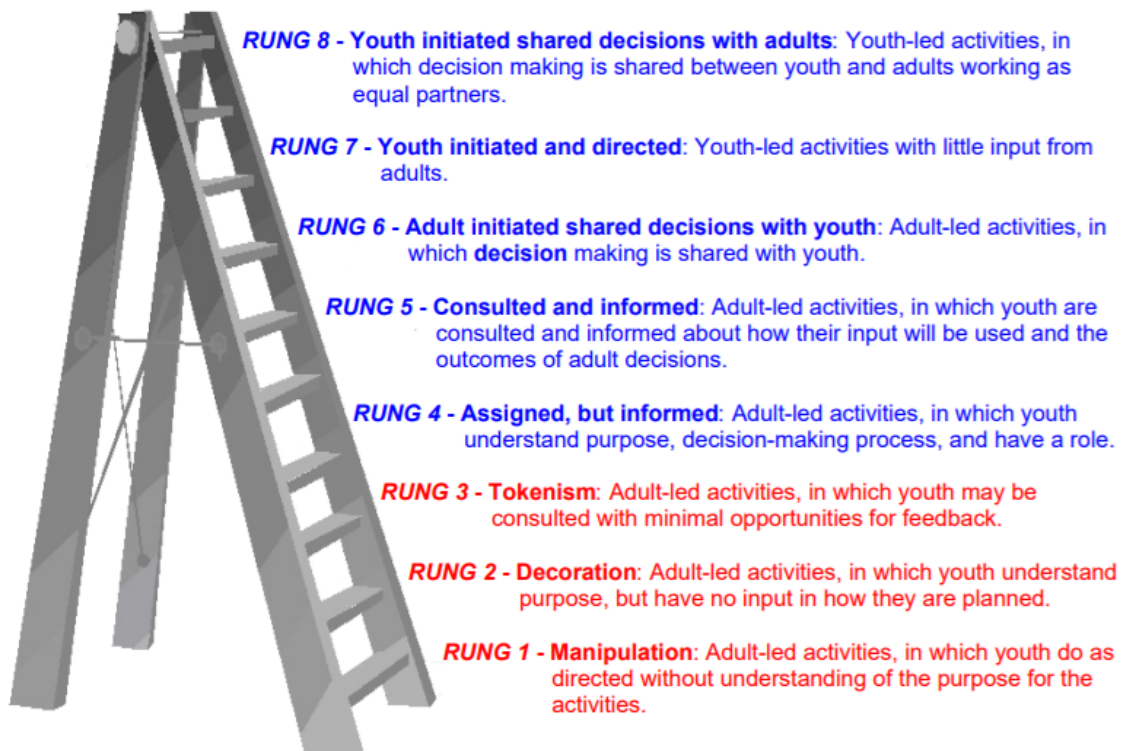| Guide 1	Guide 2	Guide 3
Goal: *Get your partner safely from the starting point to the END of the blindline*	**Goal:** *Get your partner safely from the starting point to the END of the blindline*	**Goal:** *Get your partner safely from the starting point to the END of the blindline*
Your instructions... - Keep close physical contact with your partner at all times - tell them specifically what they need to do ("go forward, turn right, etc.") - talk to them the whole time	**Your instructions...** - ask your partner what he/she needs for support - do not give more or less support than they ask - stay in close contact with him/her (but do not "overdue" it…let them experience it!) - you may ask questions during the activity to see how your partner is doing and if they need anything	**Your instructions...** - let your partner "be" (without as little assistance as possible) - do not make any physical contact with her/him - **only** answer or give advice if asked - Make sure that she/he *does not get injured*.

REFLECTION:

Option 1: "All together"

- Ask all the blindfolded people to describe their experiences: what did they experience? How did the guides make them feel?
- Ask the Guides (start with 1s) to describe the experience
- Ask the group if they can tell what the different instructions were…what were the different roles? Can they figure it out?
  - 1 "Overly controlling"
  - 2 mentoring
  - 3 "laissez faire"
- What does this have to do with empowerment of youth and a group? What kind of a coach do you want to be?

Option 2: "in mixed groups"

- Create groups of 6 with pairs from each type of guides
- Provide them some questions (flipchart) to discuss
- Gather large group and debrief as above

TIP: *To support your debate you can present Roger Gart's Diagram*
(the ladder of participation)

ROGER HART'S LADDER OF PARTICIPATION

RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which **decision** making is shared with youth.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

TIP: *How can you make your training more participant driven and build their motivation?*

ANSWER: Let the youth decide - what they want to learn! In our youth leadership and empowerment programs, we don't "front load" the training contents, but ASK the individuals and groups what they NEED and co-create the learning program. We provide the framework for the topics and let the group fill in the specific learning needs:

- Leadership and active citizenship
- Project design and management
- Environmental/social topic

- **Attitudes**: Despite what many say: "*Knowledge isn't everything!*" In fact, we've found that many of our participants have a solid understanding of the issues and problems, but lack the emotional and psychological foundation to move from "knowledge" to action!

  Here's where building self-confidence, trust in one's self, and belief in the efficacy of one's actions comes in. Personal reflection and identification of one's strengths and needs (weaknesses) for improvement are part of this growth process.

  Establishing supportive structures and communities also play a key role so that one feels safe and encouraged to try new things, feels comfortable making mistakes and sees them as learning opportunities (not as failures), and develops a strong community built upon personal relationships and trust. This network becomes a safety net, a sounding board, a cheerleading squad, a place for feedback, mentoring, and peer learning.

  Last, giving youth the opportunity to try out and gain experience is incredibly valuable to building the confidence to get active.

- **Skill building**: Closely, intertwined with the knowledge component mentioned above is having a wide skill set or toolbox at hand to drive change and be empowered. Skills such as leadership and decision-making, team building and facilitation, project management, political engagement, etc. can be trained and practiced in order to feel empowered and have the abilities to drive change.

- **Experiences and opportunities:** As we've all likely experienced, "learning by doing," creates a much more powerful learning experience than just memorizing the theory! Therefore, it's critical to allow youth the chance to have meaningful and real experiences where they can test out and practice: whether it be participating in decision-making processes (internal or external to the organization), being part of larger project teams, being given responsibility to manage various aspects of the work, organizing and implementing their own projects, etc.

TELL ME AND I FORGET.
TEACH ME AND I REMEMBER.
INVOLVE ME AND I LEARN.
      - ANCIENT WISDOM

Making space and opening doors. It may be obvious, but youth can't participate if…

- they can't find the door.
- the door is locked from the inside.
- they don't believe that they can open the door.
- they don't have the resources to open the door.
- it's a fake door.
- …(add your own metaphor!).

As youth institutions and workers, it's our job to help make "access to the door" attainable and possible. We don't always have to "open the door" for young people, nor provide every detail for how to do it, as this is an important part of the learning process, but we do need to look at what are the obstacles for youth empowerment and participation and what can we do (collectively) to reduce those barriers. Barriers may be lack of access to important information, opportunities to participate, meaningful participation, institutional culture and norms for involvement, financial/social/cultural restrictions, and more.

Example from Eat4Change: International Youth Team

How do you provide meaningful opportunities for youth to engage and participate in an 11 million EURO, multi-national, very complex EU project? (One) Answer: establish the Eat4Change International Youth Team. Even though youth were only involved to a limited degree in the application writing process, they did make a strong impression on the partners as the proposal was being developed. We invited a number of youth to speak and present ideas during an early consortium meeting where the foundations of E4C were set and those ideas carried forward into the actual proposal.

After the proposal was accepted: While envisioned in the application to involve youth in the project, it really came to life when we established the "Youth Team." The team consists of 10-12 youth from different partner countries and its purpose quickly changed. Originally, the "youth panel" was conceived of as a "sounding board" and advisory group, but we quickly realized that

the youth members wanted to be much more involved and take on much more responsibility than just "advising!" They wanted to have a seat at the table and be part of the action and implementation of the project.

After launching the team, we focused on establishing a strong social and personal connection (online team building and get to know you activities) among the staff and youth members. Then, the group identified specific focus areas within the project that they wanted to hone in on. For example, a handful of the members were very interested in the political side of the project and formed a political engagement working group with staff from the WWF European Policy Office (Brussels), and together co-created both an online youth political leadership training and a face-to-face Youth Summit (planned for November 2021).

We found that seeing the youth as important contributors and "more than advisors" built motivation, commitment, and engagement in the project! Having clear roles and responsibilities, respecting their opinions and ideas, treating them as valuable members and respecting their time and limitations were also part of the learning process.

TIP: *Youth-led action projects* - and accepting that they might fail!

Are you willing to let a youth project team fail?

If your answer is, "no," then you may need to adjust your own expectations for yourself and the pressure you put on the youth.
Youth-led action projects are a great way for youth to try out getting active (build experience) and try to make a difference at the same time (have an impact). Part of the experience is just that, experiencing the realities of designing and managing a project. And sometimes projects FAIL! Of course, it's not easy to sit back and watch a team struggle, but it's an important lesson for ALL involved. At the same time, framing the projects as a "learning experiment" reduces the pressure and expectations and doesn't kill the motivation to strive for change.

2.2   Components of successful youth empowerment/ leadership programs

I want to start a youth program. How can I do it?

There are many different ways to start developing a youth program, but there is one thing that is key to have the engagement and empowerment we aim to achieve: **Youth involvement from the very beginning.** But how?

You can start by recruiting a **volunteer youth advisory team**! Send out a call for participation in the planning of your "pilot program" for your youth empowerment and leadership program. Find
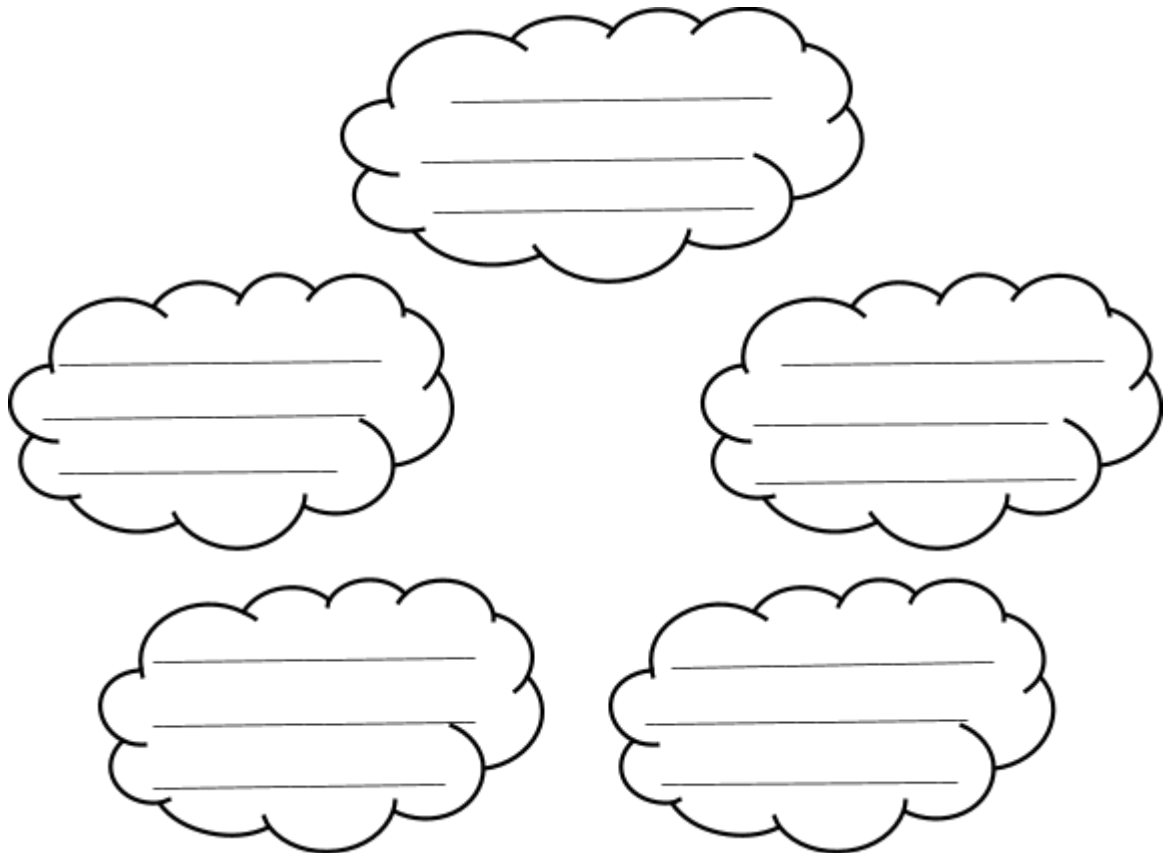
youth who want to get involved and invite them to be a (youth advisory team) steering committee member. Together, you can work as a team of youth and youth workers and start planning the strategy, goals and vision you want for the program.

Important **tips** to keep in mind when starting and developing a youth program:

- Check the needs for the team and the program. Do a **needs assessment** with your steering committee.
- What are the **expectations**? What do the youth expect from the youth workers? What does the youth workers expect from the youth?
- Identify and create a **common goal and vision** for the program.
- **Start small and build up!** Try it, learn from it and improve at each step.

Do a reflection on this, how could you start building up a youth program? If you already are part of a youth leadership/empowerment program do a reflection on how you started it, what you've learned along the way, and what can be improved in involving youth in the decision-making process (you can find more on this topic on chapter 2.4. of this handbook).

Now that you've started it, what does it take to operate, maintain and grow a youth leadership/empowerment program?

Youth involvement: Involve youth in decision making, implementation and design (from the very beginning). Give them space to choose and get involved in different activities within the program. Trust them and let them 'take the lead,' always offer them support when needed.

Leadership support: Having support from your leadership (or management) team is critical. It may mean that you have to "build up" trust and acceptance over the years. Connecting the program to both the overall mission of your program/organization and different aspects of it (eg. communications, etc.) can prove to be a challenging but important task.
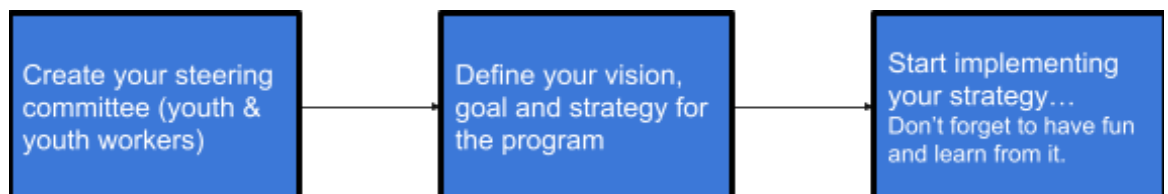
Dedicated staff: Your team is the core of the program. A motivated and committed team of staff and trained youth is needed to support a self-sustaining program and provide the needed infrastructure and foundation.

Sufficient budget: It's important to build and maintain a sustainable program. At the beginning, many programs can run on a "shoestring budget," but over time, it can limit your abilities to grow and support the communities' needs. Always keep in mind what budget you need currently and estimate it for the future years to have an idea of where you need and want to grow. Identify your activities and costs and remember that 'keeping it simple' sometimes is the better way to go.

Strong communications: Keep the communications flowing and get your team involved in decision making. Also if you want to attract the attention of youth volunteers it is important to implement a strong communication effort. Word of mouth and personal reference are always an inexpensive and powerful channel!

Dynamic and thriving community: Never underestimate the power and importance of community! A healthy balance between bringing in new members but also providing a space and role for "older" members is important. Again, co-creation of the alumni role and support and development of the community is the key.

Summing it up… Step-by-step approach on developing a youth program.

Create your steering committee (youth & youth workers)	→	Define your vision, goal and strategy for the program	→	Start implementing your strategy… Don't forget to have fun and learn from it.

Always keep in mind that building trust and achieving success takes time. Failing and getting up is also part of the process, it allows you to re-think your goals and strategy as a team, which opens a lot of doors to creativity, communication and team building.

Reflect, share and learn…

Are you part of an existing youth program? Do you want to develop a new youth program? Are you facing any challenges? Take your post-its and reflect on three different topics:

1. New idea that I could use/adapt
2. Challenge that I see
3. Key take aways from today

New idea that I could use/adapt…	*Challenge that I see…*	*Key take away..*

Getting youth engaged and motivated is key to creating a community where they can feel empowered and active. Inspiration can be one of the drivers of change for the youth and also for us as youth workers. In the next section we will share inspiring stories from youth and learn how powerful storytelling can be.

2.3   Inspiring youth voices

Storytelling as a tool to connect and inspire others…

Storytelling is a powerful communication tool that allows people to share their thoughts with each other but also engage them in the story promoting active listening (a skill that is very important within a leadership program). Many youth describe storytelling activities as a way to be heard and build trust within the group. They also say that storytelling allows them to feel understood and supported by others, since they can have similar stories and challenges to overcome.

Listen to the stories from the youth within our community.
**How do their stories impact or affect you? What can you take from their stories?**
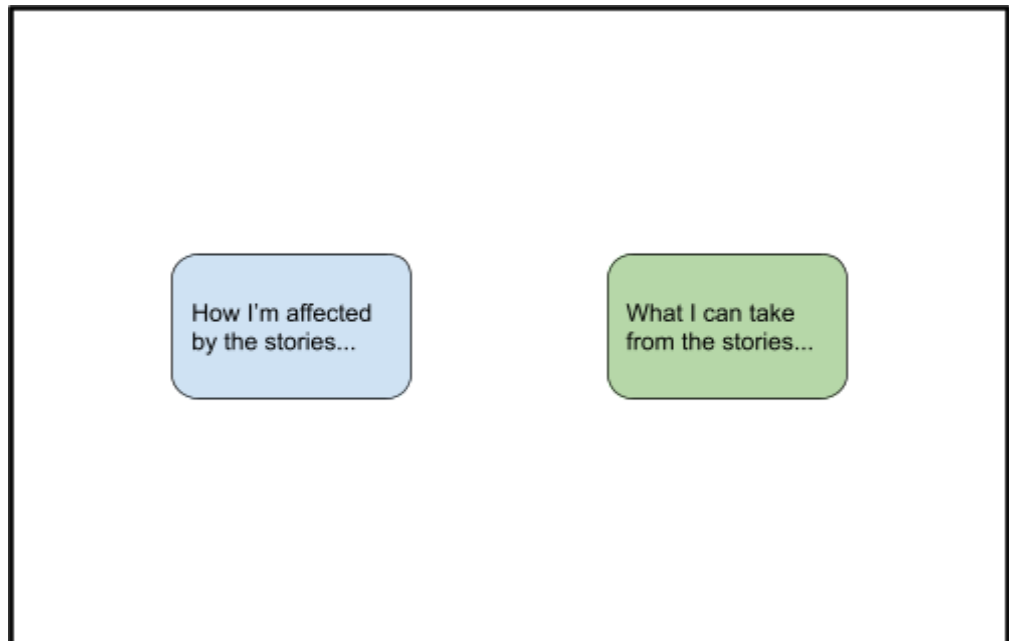
Introducing storytelling in a youth program: the fishbowl activity.

Activity

Let's have a fishbowl conversation.
This activity is a great way to foment learning and sharing moments within your group. How does it work?

- **The small circle:** Create a small circle with 2 to 5 places to sit. This is the core of the activity, the place where the conversation will flow. Every person sitting on this chair is there to listen and talk about the topic that someone brought to the table. They can share their thoughts and after that join the outer circle, leaving an empty seat for others to join.

- **The big circle:** Create a big circle around the small circle. This is the place where active listening is key. In this circle you will have the observers, they are listening actively to the person talking within the inner circle but they can also choose to take the empty seat and join the conversation.

- **Moderator:** You can choose to have a moderator or simply let the group go with the flow.
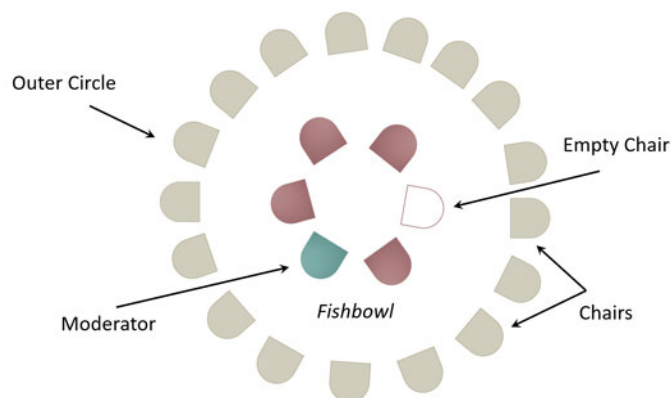
Now that you've tried it you can choose to use it within your program. This is an activity that can target any topic you want to develop within your program or can simply be used as a safe place to build trust, motivation and engagement within the group. In the next section we will explore tools and opportunities to incorporate or expande a youth program.

2.4	**Incorporating or expanding a youth empowerment program**

Regardless of how developed your youth program currently is, maybe it's just starting off or it's well established, it can be beneficial to bring in new ideas and adapt it. It's helpful to be able to reflect on what's working and what could be improved, to gather new ideas, and to think of ways to incorporate them. One aim of this training is to give you time to consider these questions individually and in groups.

Take the time to consider the following questions:

Here are some key ideas and input that I've gathered and how I think I could incorporate it in my program?

Here are some new ideas from our group discussion and ways that I think I could incorporate it into my program?

BRAINDUMP!

We will put you in small groups to discuss this question with others. Use this time to share and listen. Gather new ideas and perspectives! Note the outcomes here.

Here are a few ideas that we came up with for how to incorporate the content from Day 1 into your programs:
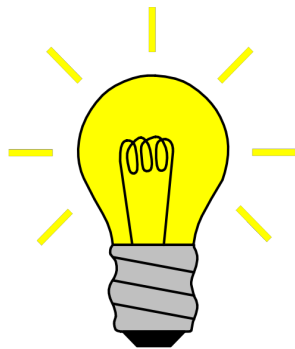
☐ **Involve youth in decision-making:** Examine how you are currently empowering youth in your program and involving them in decision-making. Are they involved in decision-making and strategic planning processes? How could you create more inclusive decision-making opportunities internal to your program?

☐ **Base learning programs around youth (participants) needs**: How far can the participants influence the learning and programmatic outcomes? Can you create opportunities for youth to set their own and collective learning objectives?

☐ **Ensure your learning programs are multi-faceted:** Do your programs incorporate the different aspects necessary for empowerment and active citizenship? Do they go beyond "knowledge and awareness" and include skill building and experience building? Do they create the right atmosphere and establish "communities" of peer supporters?

☐ **Train others on meaningful youth empowerment:** While you may be an expert at it, it could be that your colleagues need some support! Organize a training (with youth) for your colleagues to explore what empowerment means and what both staff and youth want in regards co-creation, inclusive decision-making. Where is the "win-win?"

☐ **Challenge other institutions to be more inclusive and involve youth:** We, as youth workers, need to be advocates for youth and push other organizations and institutions to strive for more inclusive processes and meaningful involvement of youth. If you notice things that could be improved, raise your voice and try to open the doors for youth to engage!

☐ **Create opportunities for youth to "try out" and practice active citizenship:** Create an atmosphere of opportunity that encourages youth to get active. You can support both youth-led projects as well as co-created projects and activities. Both encourage growth through building experience such as leadership, teambuilding, project management, political engagement, and more.

2.5   Challenges faced and overcome

What are our main challenges…

Challenges will always come around and can be different from person to person and form organisation to organisation. To tackle this theme it is important to understand what challenges everyone 'in the room' is facing.

Collecting needs and challenges before the training

In order to tackle this issue it is important to collect everyone's ideas, thoughts, concerns and needs on what can be challenging within their work with youth. So, how can you collect this data?

- Create a questionnaire (needs assessment): an online questionnaire (p.e.: google forms) can help you collect this information quickly. You can formulate the questions based on the way you are going to integrate the answer within your training. For this training a needs assessment questionnaire was developed and shared within the participants and to collect information on this issues we added:

- An open question focusing on challenges: 'What are the biggest challenges that you find for engaging and empowering youth?'
- A multiple choice ranking for needs in different topics: 'Rank these topics in the order of importance for your organization's training needs (1=higher importance)'

Using the information collected within the training

Gathering information and understanding what the 'hot topics' can be will help you guiding the group through a path of collaboration to address these challenges and find common solutions.

The information can be gathered in different ways (in the picture above is an example of how it can be done) and then needs to be presented in a simple and dynamic way to the group.

Activity **ACTIVITY TIME.** In this training we developed different cards, each one with a different challenge.

First part! Divided in small groups participants should work on the same questions:

1. Look at the board, do you relate with the challenges identified. Are there other challenges you're facing?

2. Which are the 3 top challenges you can relate to?

3. Have you already overcome one, or more, of these challenges? How? Share within your group.

_____

_____

_____

4. As a group built a solution to overcome one of these challenges - to be shared with the big group.

_____

_____

_____

Second part! Come back to big group:

In the big group the facilitator will ask the small groups to share their thoughts within the different topics and will collect them in the board (as shown in the example below).

Challenges identified	Top 3 challenges	Possible solutions

This activity can be used for challenges and needs. Getting to understand the challenges and needs that the youth or youth workers in your organisations have is really important to promote a trustful and active listening environment. By doing this type of activities we can understand how to develop a win-win situation for youth and the organisations, how both needs, expectations and challenges can be integrated and tackled as a whole.

**Where does the empowerment journey end?**

Short answer: Probably never. Being empowered, means also being active and taking the responsibility to be involved in affairs from the local to the global level. Which brings us to the next topic of... **ACTIVE CITIZENSHIP**

2.6	What is "active citizenship?"

Now that we've covered the topic of empowerment, it's time to look at what it means to be an active citizen.

Take a few moments and "**Design the ultimate active citizen!**" Add any characteristics, skills and experiences that you think are necessary. Also, indicate what the aims and outcomes of active citizenship are.

Skills and characteristics of an active citizen

Aims or outcome of active citizenship
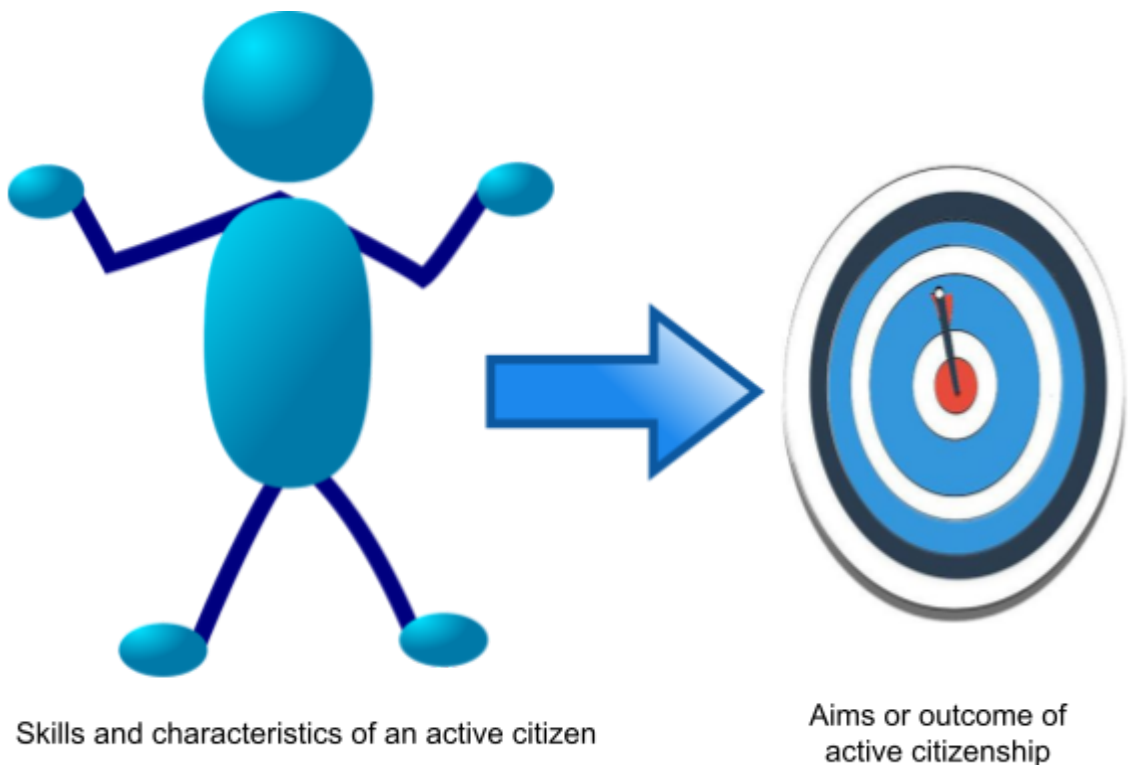
What are 3 examples of active citizenship that you have done in the past year(s)?

    1.

    2.

    3.

How is active citizenship defined?

There are many definitions of what an active citizen is, but a basic description is someone who gets involved in the democratic process at various levels from the local to the global level. Another states: that it is "an umbrella concept regarding the rights and responsibilities of citizens. It urges people to be more engaged with the world around them. Practicing active citizenship can be as simple as volunteering ...or as complex as organizing with others to tackle a serious global problem, such as climate change."[1]

In the context of Eat4Change, we see it as *an opportunity for someone to get active from a very personal level* (e.g. behavior change related to diets) *all the way to being involved in European or even global policy and decision-making*.

---

[1] https://www.thecanadianencyclopedia.ca/en/article/active-citizenship
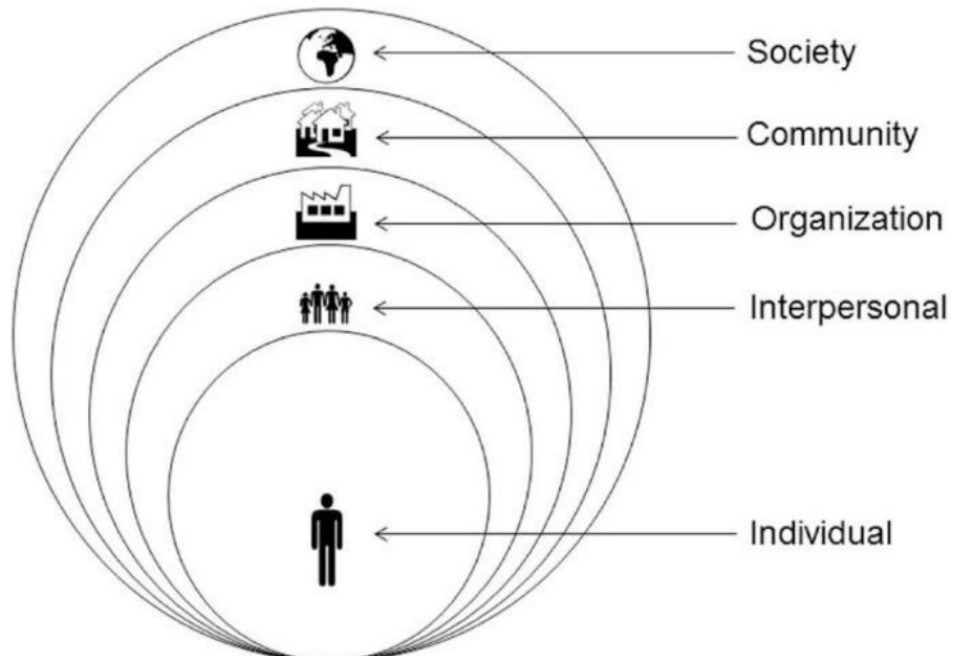
Examples of active citizenship can range from:

- getting informed, empowered, and prepared to get active
- making conscious choices in consumption and following a climate friendly lifestyle
- communicating opinions and sharing ideas with others
- raising awareness and encouraging others to change behavior
- expressing one's opinion in political arenas: signing petitions, voting, participating in public processes
- leading and helping to organize projects and activities that address the climate crisis and encourage others to get active
- running for political office and using one's power and ability to change institutions (eg. businesses, academics, etc.)

What encourages or is necessary to drive up active citizenship among youth?

Take a few moments to note what you feel is needed to encourage youth to become active citizens?

What is needed to drive up
active citizenship among youth?
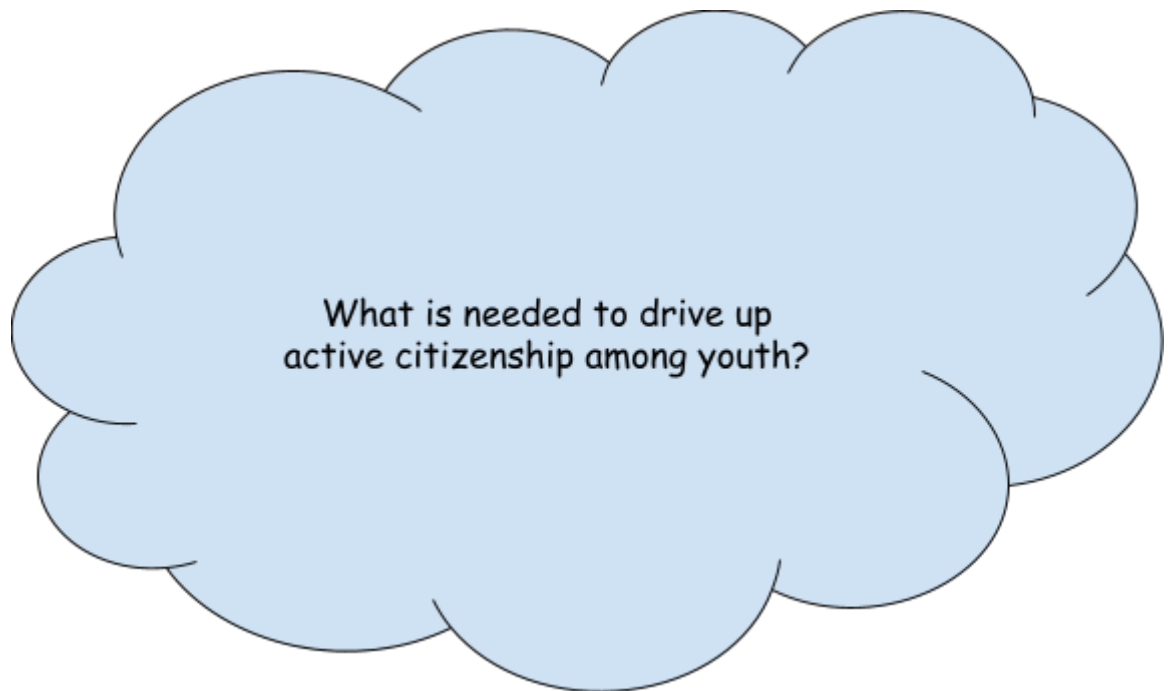
As we see it…

Similar to empowerment, in order to be an active citizen one needs to have awareness, knowledge, skills, and opportunities to get active. Here are a few key factors that we find important within these headings:

Awareness and knowledge:

- understanding what active citizenship is and what it offers (opportunities and benefits of getting active)
- the range of opportunities and tools to get active (many people have a hard time describing what one can do to get active - especially politically)
- the decision-making processes and how/when one can affect change
- non-violent acts of active citizenship and rights of democratic citizens to raise their voice and express themselves

Attitudes

- sense of efficacy (that your actions make a difference)
- self-confidence and determination
- patience and endurance
- cooperative and empathetic
- self-care and ability to know one's limits and boundaries

Skills and abilities

- leadership qualities and skill sets
- teamwork and ability to support others
- project design and management
- negotiation and solution oriented
- methods to ensure sustainable activism (how to prevent burnout)

Opportunities:

- open and supportive environment (a culture that encourages involvement and engagement in decision-making, deep and active listening, processes to incorporate different ideas)
- open decision-making processes that allow youth to get involved meaningfully (from youth positions on boards of directors to inviting youth into strategic planning sessions)
- creating external opportunities for youth to represent themselves (not speaking FOR youth, but letting youth speak for themselves)

We, as youth workers, can strive to create the right environment and develop training programs that drive up awareness and knowledge, hone skills and abilities, support attitudes and create opportunities for youth to get active! In the next section we will look at how we can develop and design programs to do just that!

2.7. How do we connect active citizenship, climate protection and sustainable diets?

How can we connect active citizenship with the Eat4Change project themes (climate protection and sustainable diets)?
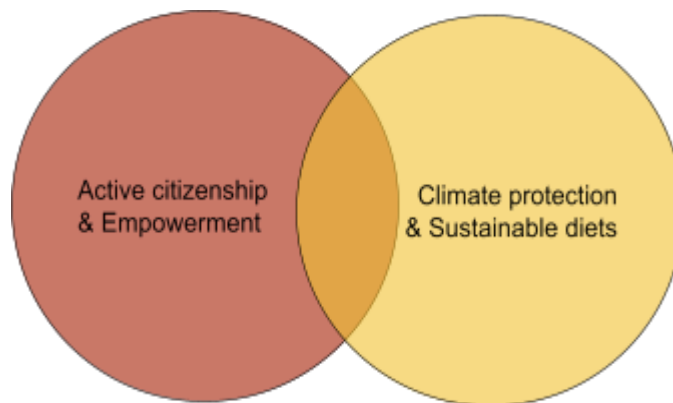
Eat4Change as you read about above and during the training is a multi-faceted project that covers topics that range from consumer awareness and engagement to business and political work. Within these areas there are plenty of ways for youth to get active!

Let's explore some ways that you(th) can get active and be part of the solution!

Followup Trainings and Action Projects:
Taking this experience back with you and disseminating the results and learnings is a great way to be part of Eat4Change.

- **Incorporate learnings around empowerment and active citizenship**: As discussed earlier, one great result would be if you can carry the message and learnings from day 1 around empowerment and active citizenship back to your programs and spread the word!
- **Develop youth training focused on both active citizenship and climate protection and sustainable diets**: On day 2, you will get exposed through highly interactive activities to the topics of climate protection and diets. Combined with information from day 1, you can create a dynamic and powerful training for youth incorporating these topics.
- **Support youth-led projects**: Following up afterward, or including it in, your training with opportunities for youth to get active around the themes of climate protection and sustainable diets will be a great way for them to put the knowledge into practice.

Be part of the online community!:
An important component of the E4C project is the online platform:
www.i-eat4change.com that aims to:
- **connect youth** from around Europe and the world who want to get active for the climate and diets
- **train and empower youth** to become young leaders and changemakers through peer learning, online training, and mentoring
- **change behaviors and raise awareness** about the importance of embracing and advocating for sustainable, plan(e)t -based diets
- **encourage youth to get active** at the local to international level

2.8   SOLO TIME

Activity

Take your time to reflect on your learnings

SOLO TIME is a big moment within training for reflection and self-awareness and evaluation. This is also a moment for you to connect with nature and reflect on all the learnings, ideas and thoughts that you want to take with you.
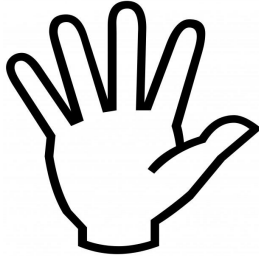
In this part of the handbook you have an entire blank page where you can collect your ideas.

Take your time, enjoy nature, breathe and reflect:

2.9   Reflection, transfer and feedback training

Feedback: Let's try the 5 finger feedback!
➔   *Thumb*: This went well / something I liked from the day.
➔   *Pointer finger*: An "Ah, ha!" moment for me.
➔   *Middle finger*: This was not so good / something I didn't like from the day.
➔   *Ring finger*: Something that I want to remember (not lose)
➔   *Little finger*: Something that came up short / this could be increased for the next day(s). Something I need.

Note your responses and any others that resonate with you from the group:
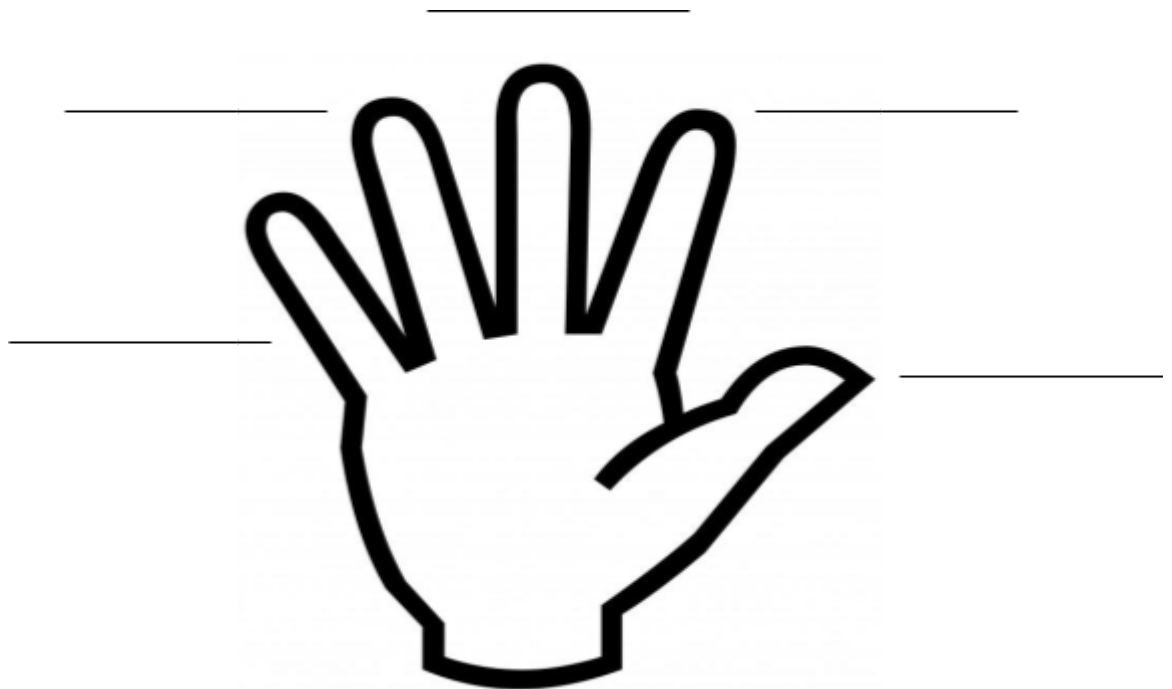
2.10   Our biggest fails (or F$"## up night)

Let's face it… We've ALL hand them.
Activities, events, programs that just bottomed out! But instead of being ashamed of them, let's celebrated and learn from them! Tonight, we invite you to share one of your best fails with the group and see how many others shared a similar experience. Don't be bashful, let's FAIL together…

What was one of your biggest FAILS that you'd like to share with the group?

What learnings could you pull from the stories that you heard?

Chapter 3: The world is on your plate. *Understanding the nature crisis, connection to our diets, and taking action!*

What will you get from this section of the training and handbook?

The aims of this part of the training and handbook are

- understand what is happening with environment and climate and how it is affecting us
- understand how we are contributing to climate change
- make the connection between climate protection and sustainable diets
- understand how the food we produce and consume affects environment
- explore how we can have an impact on people's food habits
- be inspired to make a difference through more plan(e)t based diets
- be inspired to motivate youth to change their behaviour and eat more sustainably
- gather ideas and activities for how to incorporate learnings "back home" in your own program

3.1   Is the planet really in trouble?

Nature is declining globally at rates unprecedented in millions of years. Biodiversity as we know it today is fundamental to human life on Earth, and the evidence is unequivocal – it is being destroyed by us at a rate unprecedented in history. The way we produce and consume food and energy, and the blatant disregard for the environment entrenched in our current economic model, has pushed the natural world to its limits. Our natural world is transforming more rapidly than ever before, and climate change is further accelerating the change.[2]
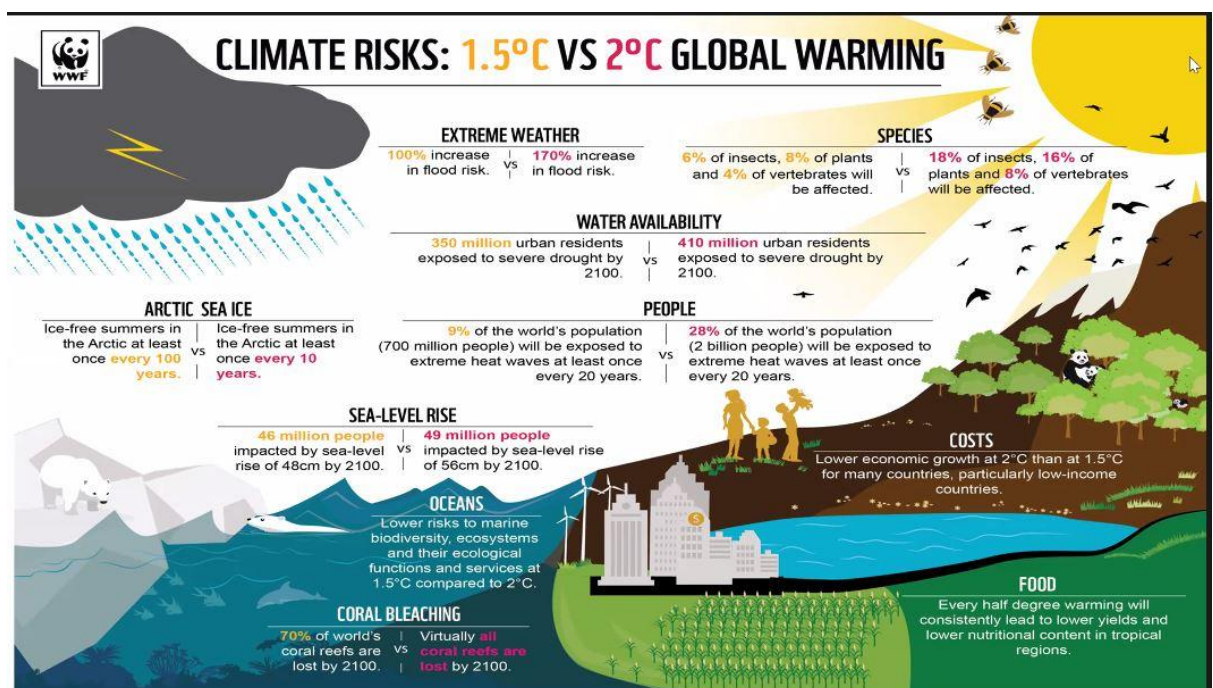
Since the industrial revolution, human activities have increasingly destroyed and degraded forests, grasslands, wetlands and other important ecosystems, threatening human well-being. Seventy-five per cent of the Earth's ice-free land surface has already been significantly altered, and most of the oceans are polluted. The Earth's atmosphere is warming, faster than it probably ever has. In some cases weather patterns, climates and natural environments are changing quicker than wildlife or people can adapt.

The social and economic consequences of environmental degradation are catastrophic, and safeguarding human health, wealth and security is intrinsically linked to safeguarding our planet.

---

[2] WWF (**2020**) **Living Planet Report 2020** - Bending the curve of biodiversity loss. Almond, R.E.A., Grooten M. and Petersen, T.

Biodiversity plays a critical role in providing food, fiber, water, energy and medicines; and is key to the regulation of our climate, water quality, pollution, pollination services, flood control and storm surges. In addition, nature underpins all dimensions of human health and contributes on non-material levels – inspiration and learning, physical and psychological experiences, and shaping our identities – that are central to quality of life and cultural integrity.

It is still possible to keep the temperatures from rising more than 1,5 degrees, which is the goal of the Paris Agreement. However, the actions for limiting the temperature rise have been insufficient and the average temperature will rise to 3 degrees or even higher if we continue polluting the climate as we have. The rise of temperatures of more than 1,5 degrees would mean catastrophic consequences for the planet, and for us.[3]

CLIMATE RISKS: 1.5°C VS 2°C GLOBAL WARMING

EXTREME WEATHER
100% increase in flood risk. VS 170% increase in flood risk.

SPECIES
6% of insects, 8% of plants and 4% of vertebrates will be affected. VS 18% of insects, 16% of plants and 8% of vertebrates will be affected.

WATER AVAILABILITY
350 million urban residents exposed to severe drought by 2100. VS 410 million urban residents exposed to severe drought by 2100.

ARCTIC SEA ICE
Ice-free summers in the Arctic at least once every 100 years. VS Ice-free summers in the Arctic at least once every 10 years.

PEOPLE
9% of the world's population (700 million people) will be exposed to extreme heat waves at least once every 20 years. VS 28% of the world's population (2 billion people) will be exposed to extreme heat waves at least once every 20 years.

SEA-LEVEL RISE
46 million people impacted by sea-level rise of 48cm by 2100. VS 49 million people impacted by sea-level rise of 56cm by 2100.

COSTS
Lower economic growth at 2°C than at 1.5°C for many countries, particularly low-income countries.

OCEANS
Lower risks to marine biodiversity, ecosystems and their ecological functions and services at 1.5°C compared to 2°C.

FOOD
Every half degree warming will consistently lead to lower yields and lower nutritional content in tropical regions.

CORAL BLEACHING
70% of world's coral reefs are lost by 2100. VS Virtually all coral reefs are lost by 2100.

[3] IPCC, 2018: Global warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty [V. Masson-Delmotte, P. Zhai, H. O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J. B. R. Matthews, Y. Chen, X. Zhou, M. I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, T. Waterfield (eds.)]. In Press

Title: Sustainable diets bingo

Learning Outcomes: Team building and warm-up activity, reflecting own habits and attitudes toward sustainable diets with an emphasis on sustainable diets bingo

Description: Walk around, get to know the group and try to find one person in the room who can say yes to a sentence in your bingo board. Only one person can answer each question and you can record only one positive answer from each person (use each name only once). Try to fill every box! First person to complete all the boxes shouts bingo!

Materials: Bingo cards, pencils

Bingo card:

Rarely eats meat Name:	Is good at cooking "foodwaste" meals Name:	Can name five different plant-based proteins Name:
Loves a vegetable that you don't like Name: Vegetable:	Favours cooking over takeaway Name:	Grows his/her own fruits and vegetables Name:
Daily diet consists mainly of plants Name:	Can recommend a plant-based alternative to a dairy product Name:	Had a "major fail" when cooking a vegetarian dish Name:

Activity **Title**: What are your dietary habits?

Learning Outcomes: Participants reflect on own dietary habits, warm-up activity

Description: Everybody stands in a circle. You say aloud dietary habits related statements below. Those for whom the statement is true exchange places in the circle. Others remain in place.
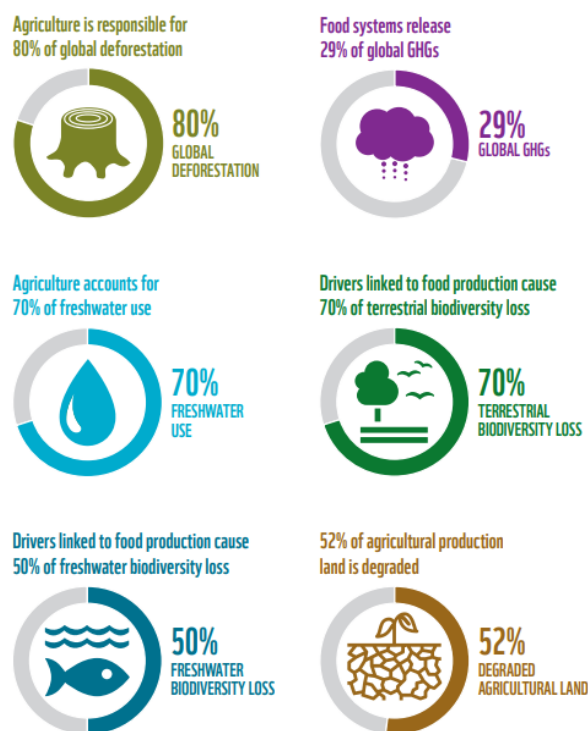
Materials: Statements

Statements
I have changed the way I eat because of climate/the environment
I find changing my eating habits is a piece of cake
I find changing my eating habits hard
The food I've eaten today has contained at least four different colors
I like cooking and trying to recipes
I keep trying to eat dairy-free and at the first sight of ice cream I relapse
I eat a large variety of plant based proteins (if you want to describe more you can add different pulses, different beas, peas, lentils, tofu, seitan etc)
I eat at least three fruits a day
I pay attention to how much and what animal products I eat
When eating out I can easily find healthy and sustainable food
I hate tofu
I enjoy cooking for friends

3.2.   The food we produce and eat is the single largest human pressure on nature.

Currently, global food production is not respecting planetary boundaries. Agriculture already occupies about 50%[4] of the Earth's habitable land and is the principal driver of biodiversity loss[5]. Food production contributes to roughly 25% of total global greenhouse gas emissions, and this share is expected to double in the coming years.[6] Keeping global warming to 1,5ºC can be achieved only by reducing greenhouse gas emissions from all sectors including land and food.[7]

A business-as-usual food system risks potentially irreversible impacts on the planet, making it an increasingly inhospitable place for humans.[8] With the global population projected to increase by over 2 billion by 2050, and rising incomes and urbanisation driving a global dietary transition toward diets with a higher proportion of animal source foods, environmental systems and processes will be pushed even further beyond planetary boundaries, if we don't change how we produce and consume food.[9] [10]

Agriculture is responsible for 80% of global deforestation
80% GLOBAL DEFORESTATION

Food systems release 29% of global GHGs
29% GLOBAL GHGs

Agriculture accounts for 70% of freshwater use
70% FRESHWATER USE

Drivers linked to food production cause 70% of terrestrial biodiversity loss
70% TERRESTRIAL BIODIVERSITY LOSS

Drivers linked to food production cause 50% of freshwater biodiversity loss
50% FRESHWATER BIODIVERSITY LOSS

52% of agricultural production land is degraded
52% DEGRADED AGRICULTURAL LAND

Activity   **Title**: Round tables with experts on food

Learning Outcomes: A deeper understanding of the link between food and climate and more specific information on relevant themes.

Description: For example four experts on food and climate are seated in different round tables (different "theme"/focus per table). Break up the participants in four groups and each group will be seated in each table with experts. Groups will change the table every 20 minutes but the experts will remain in place. Each group has a chance to discuss with all the experts. Timetable for each round (total 20''): 5-7" input from expert, 10" discussion / questions, 3-5" conclusion statements

Materials: Round tables & chairs

[4]   Ellis EC, Klein Goldewijk K, Siebert S, et al. (2010). *Anthropogenic transformation of the biomes, 1700 to 2000.* Global Ecology and Biogeography 19(5): 589-606.

[5]   Tilman D, Clark M, Williams DR, et al. (2017). Future threats to biodiversity and pathways to their prevention. Nature 546: 73–81

[6]   14 Falk J, Gaffney O, Bhowmik A K, et al. (2019). Exponential Roadmap 1.5. Future Earth. Sweden.

[7]   IPCC, 2019: Climate Change and Land: an IPCC special report on climate change, desertification, land degradation, sustainable land management, food security, and greenhouse gas fluxes in terrestrial ecosystems [P.R. Shukla, J. Skea, E. Calvo Buendia, V. Masson-Delmotte, H.-O. Pörtner, D. C. Roberts, P. Zhai, R. Slade, S. Connors, R. van Diemen, M. Ferrat, E. Haughey, S. Luz, S. Neogi, M. Pathak, J. Petzold, J. Portugal Pereira, P. Vyas, E. Huntley, K. Kissick, M. Belkacemi, J. Malley, (eds.)].

[8]   Steffen W, Rockström J, Richardson K, et al. (2018). Trajectories of the Earth System in the Anthropocene. PNAS 115 (33): 8252-8259

[9]   Steffen W, Richardson K, Rockström JR. et al. (2015). Planetary boundaries: Guiding human development on a changing planet. Science 347 (6223)

[10]   WWF (**2020**) **Living Planet Report 2020** - Bending the curve of biodiversity loss. Almond, R.E.A., Grooten M. and Petersen, T.
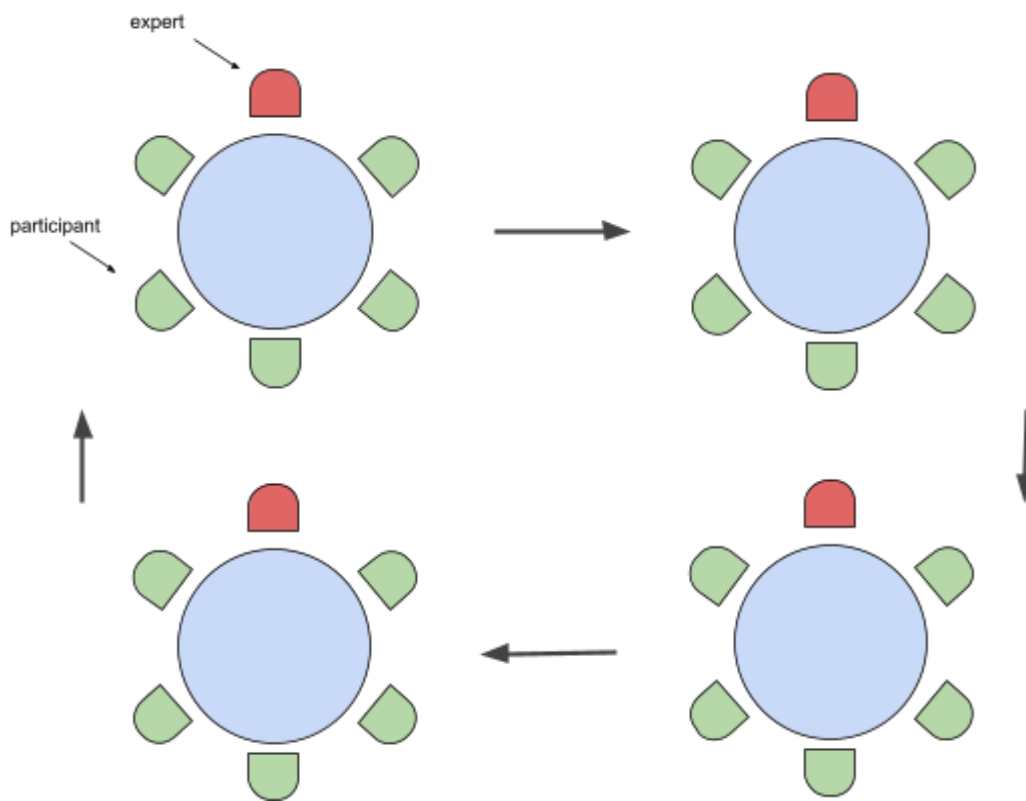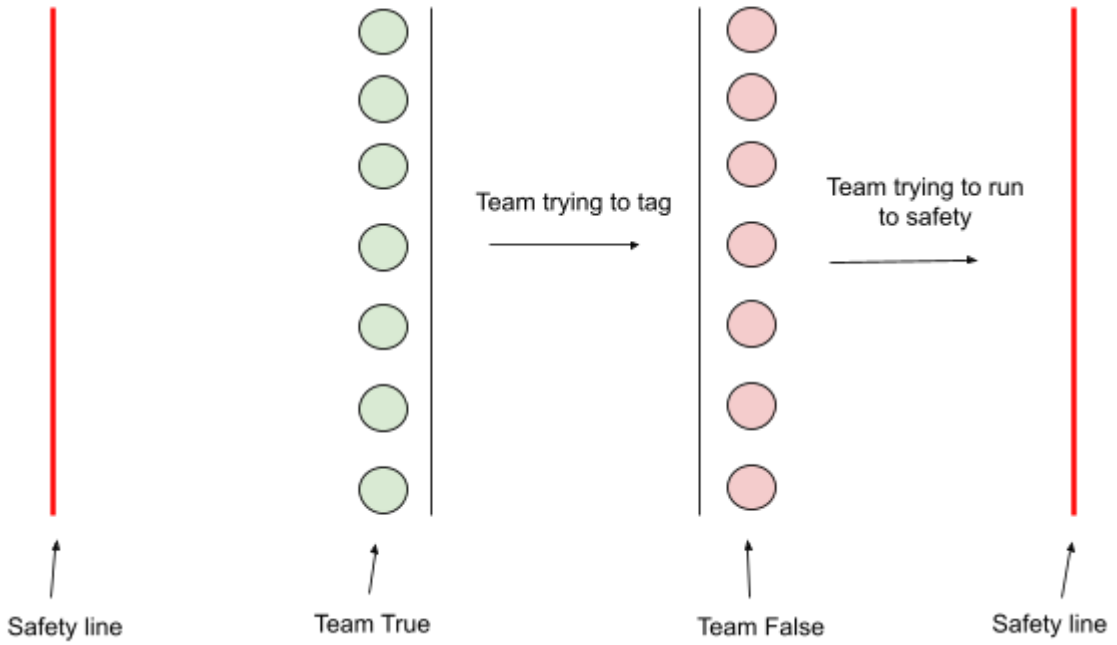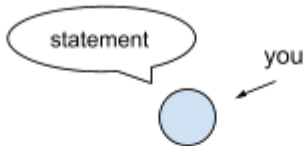
Activity   **Title**: True & False tag

Learning Outcomes: Recap & summarizing of topics you've learned before
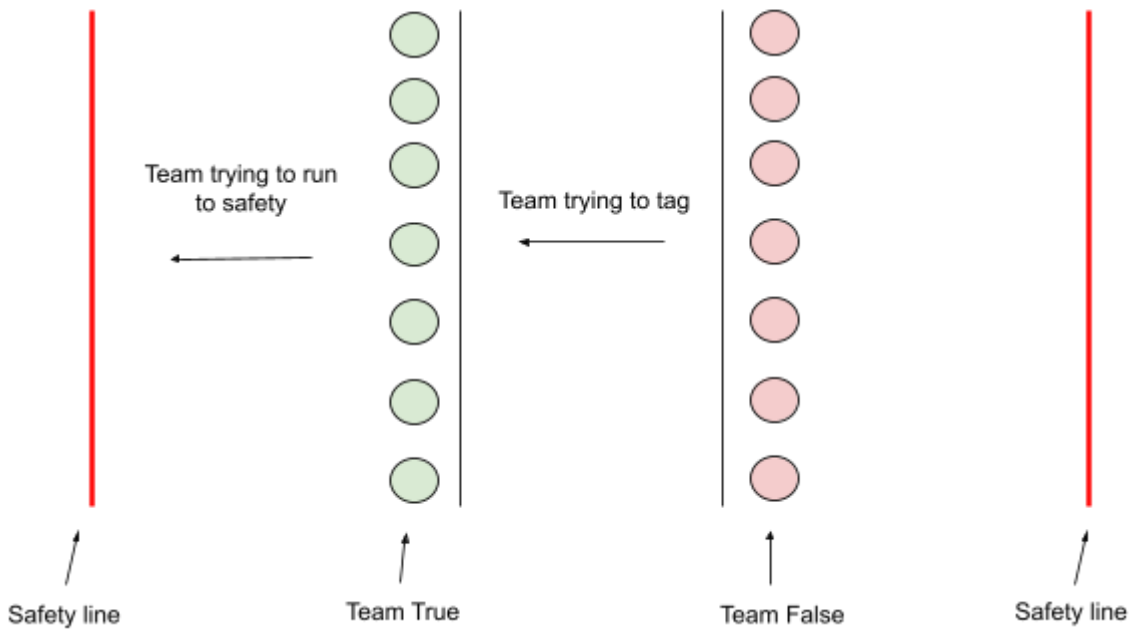
Description: Break the group into two teams. Have them line up opposite each other about 20-30 m away. One group is named as "Team True" and the other as "Team False". Draw a line behind both of the teams about 20-30m away. This is the safety line and after this line participants are safe and cannot be tagged.

You stand in the middle and say statements below. If statements are true, Team True tries to tag Team False, who runs behind their own safety line. If statements are false Team False tries to tag Team True, who runs behind their own safety line. If someone is tagged before the safety line, the person will change the team. Teams will return to the initial position after every statement.

If the statement is true

statement

you

Team trying to tag

Team trying to run to safety

Safety line

Team True

Team False

Safety line

If the statement is false

statement

you

Team trying to run to safety

Team trying to tag

Safety line

Team True

Team False

Safety line

35

Materials: Statements

Statements	True / False	Comments
Increased demand for meat and animal-based products are driving up the impact of food on the environment	True	Meat, aquaculture, eggs, and dairy use over 80% of the world's farmland and contribute to nearly 60% of food's emissions, despite providing only 37% of our protein and 18% of our calories (Poore & Nemecek, 2018)
Sustainable food is more expensive	False	Sustainable does not mean expensive – in fact, it is possible to eat more sustainably at the same cost. A study by WWF shows that a family can eat more plant-based/flexitarian and in a nutritionally balanced way even at a cheaper price compared to an average diet (WWF France, 2018). Indeed, some food swaps can be better for your wallet. For example, lentils, minced soy, beans and/or peas are affordable, and they can be swapped with animal-based products or used beside them.
We should remove all animals from our production systems	False	Sustainable livestock production has a role to play in sustainable food systems. Well-managed livestock can be an important tool to maintain grasslands, build soil carbon, provide habitat, and protect freshwater resources. We don't have to eliminate animal-source foods from our diets, but we need a better balance of plants and animals and to ensure animals are being reared sustainably on natural grasslands instead of being fed with crops grown on converted lands.
Eating mostly plants is healthy as well as better for the planet	True	A large body of evidence has shown that reducing over-consumption of animal-sourced foods, by increasing the relative consumption of plant-based foods, confers both environmental and health benefits. Replacing a part of the animal-based products in your diet with a variety of vegetables, fruits and plant proteins can significantly decrease the environmental impact of your diet while making your diet healthier as well.
Local is always sustainable	False	It can be sustainable but it is not an automatic guarantee. Buying local food can

| | | have benefits such as supporting local economy and farmers. However, buying local food is not a guarantee of sustainability. The impacts of transport are often overestimated – the environmental impact of transporting food is often a minor part of food's overall impact. Most environmental impacts of food production link back to production - choosing local is not an automatic guarantee that the production methods are sustainable. The production impact of some commodities can be greater when produced locally than when produced elsewhere then imported.

What you eat and how your food has been produced is far more important than where your food has been produced. |
|---|---|---|
Shifting diets is important	True	You can reduce your own impact on the environment drastically by changing your diet. To reach climate goals and reverse nature loss we need to shift our diets (as well as reduce food waste and change production methods)
Food production impacts the climate more than biodiversity	False	Food production impacts climate: It contributes to roughly 25% of global greenhouse gas emissions. But it is also the principal driver of biodiversity loss
Agriculture uses about 50% of the earth's habitable land	True	It is the biggest form of land use.
Meat, aquaculture, eggs, and dairy production use over 80% of the world's farmland	True	This includes land used to grow crops for animal feed.

Title: See the connections!

Learning outcomes: Deeper understanding of system and connections, see the connections between your own choices and the environment

Description: First, list the three biggest environmental problems concerning food consumption in your opinion. Secondly, list the food you ate for breakfast or lunch. Then, think about what it takes to produce your breakfast or lunch. Are there connections between the food you ate and the environmental problems you wrote about? Make a mind map of the connections. Present your mind map to the person next to you.

Materials: papers, pencils

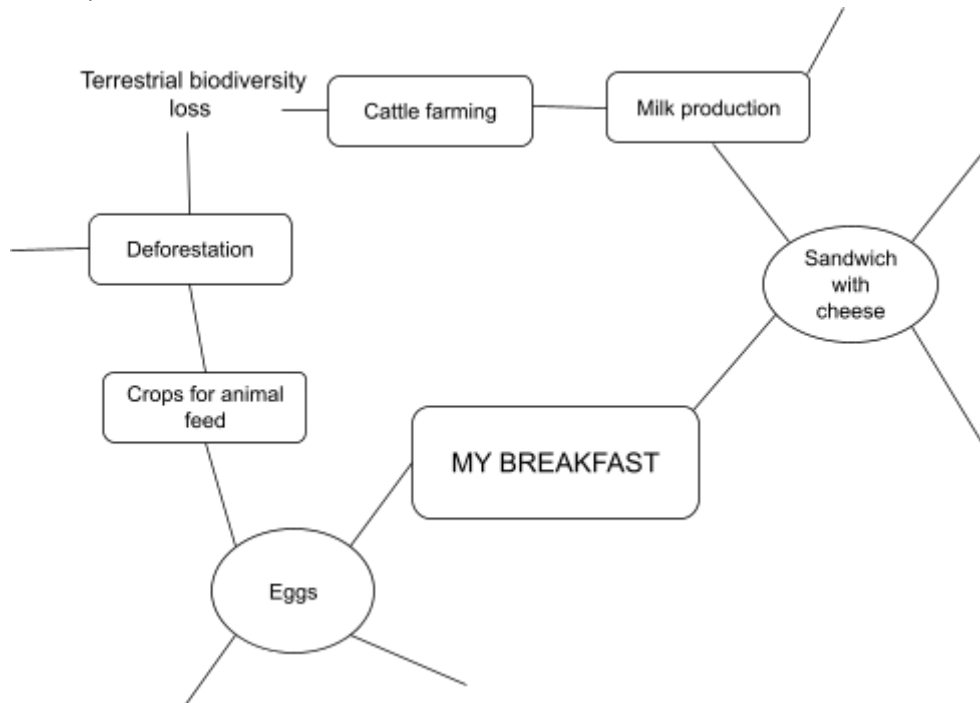1. List the three biggest environmental problems concerning food consumption in your opinion.
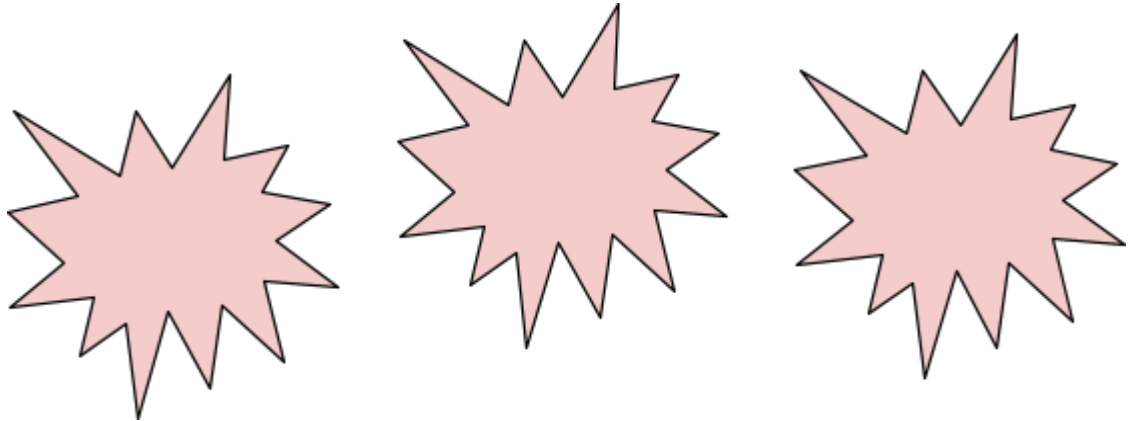
2. What did you eat for breakfast/lunch?

3. What does it take to produce your breakfast or lunch? Are there connections between the food you ate and the environmental problems you listed? Make a mind map of the connections.

For example:

Terrestrial biodiversity loss ── Cattle farming ── Milk production

Deforestation

Crops for animal feed

Sandwich with cheese

MY BREAKFAST

Eggs

Now it's your turn!

3.3. What does it have to do with me? Understanding science. What behaviors and actions lead to the biggest "impact"

In order for us to have an impact on human behavior we should observe the individual as part of different systems that interact with one another constantly. The socio-ecological model (Kok et al., 2008) suggests that we cannot study the individual apart from the social groups to which it belongs. These social groups have different levels and they refer to family, working environment, religious group, place of residence, country etc. The setting in which an intervention is applied is of great importance since a method that can be successful in a specific setting is not necessarily applicable to other settings.
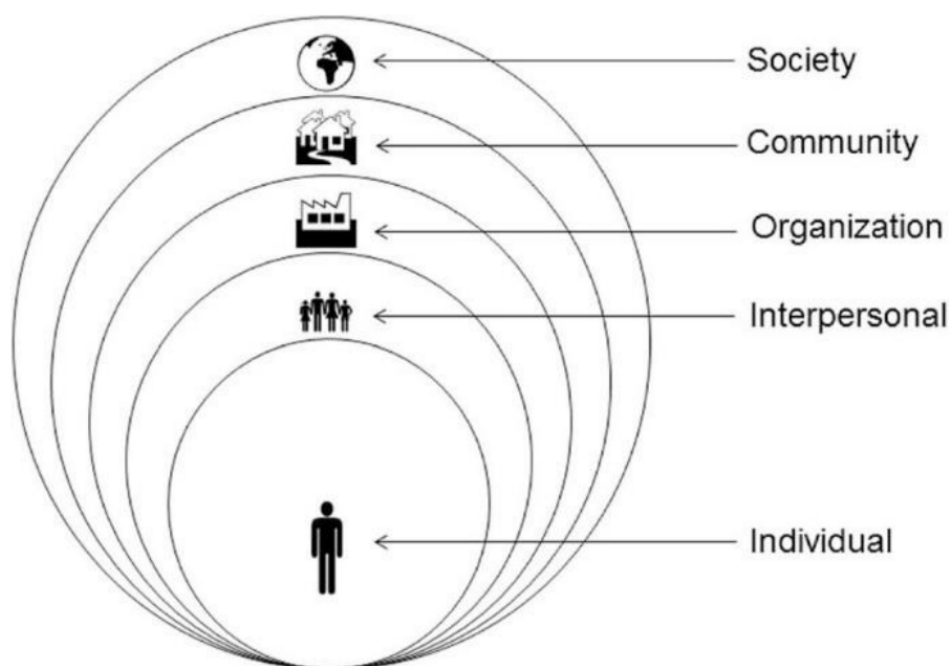
On the individuals' level, each one of us holds beliefs and core attitudes towards life, ourselves, the others and the environment. Some researchers tried to investigate these beliefs to help us change our behavior towards sustainable diets (Bianchi et al., 2018a; Klöckner & Ofstad, 2017; Harguess et al., 2020). For example, simple and clear messages focusing on health and environmental sustainability have been found to increase the intention to eat less meat and not messages which take into account the personal values of groups or individuals (e.g. responsibility, collectivity).

Habits and Impulsiveness
Understanding how, why, with who, and when we eat
Eating involves multiple everyday habits and choices that have become automatic over the years of an individual's life. Groups of people (families, friends, colleagues, partners) also form daily eating habits which are hard to break.

Breaking down people's habits into specific steps and moves makes us more aware of our automatic choices. Then, prompting people to make if-then plans that link these steps with effective responses in reaching their new goals and their desired outcomes has been found a successful practice.

Goal setting

Deliberating about a goal, for example, preparing healthy and sustainable snacks for work, and making a concrete plan about how to achieve this goal can lead to change:

1. People are prompted to observe and record their behavior which they want to change. In our example, the observed behavior is purchasing, cooking and/or preparing snacks containing non-sustainable ingredients. All aspects of this behavior are useful: lack of time, convenience, peer influence, indulgence, stress etc.

2. Then they are encouraged to write down the goal in their own words and then imagine a concrete situation (time, location, people) to put into practice this plan (a SMART goal can be extra helpful).

3. Finally, people can record their progress by calendar, mobile apps, notes or other helpful ways.

4. Reflection and correction time: the results from the implementation of their plan will show the difficulties they may face, the barriers to change and where they come from. According to these obstacles a new plan will be created and put into practice once again! For example, if lack of time to prepare a sustainable snack is a barrier, then one can find one or two hours per week to spend for shopping and preparation of healthy ingredients.

Skills and Capability

"We-CAN-do it!" attitude to overcome barriers

Goal setting is easy but executing a plan is demanding and susceptible to many barriers. Self-monitoring, keeping record of specific behaviors, information provision and daily text message reminders were effective ways at increasing the intention to reduce meat consumption. Such techniques of guided practice may decrease meat consumption because they facilitate people to stick to their plan, stay motivated and feel supported.

Moreover, a dynamic message which stated that *"30% of Americans have now started to make an effort to limit their meat consumption.."* appears to be more efficient than the static one: *"30% of Americans make an effort to limit their meat consumption …".* This means that people get more inspired by the decisive role model of 30% of Americans that NOW started to change while *"make an effort"* seems to sound less success-driven.

Big picture thinking

Connecting meat with animals

Connecting meat with its animal origin shifts the perspective and shows the impact of meat consumption on the environment clearer. When people receive messages that can encourage them to see clearly the animals' place in a human-centered world, the willingness to eat less meat can decrease. When people watched cute images of animals displayed in hypothetical meat advertisements, they reduced willingness to eat the animal. Additionally, showing images with the head attached to meat portions raised people's

feelings of empathy and they were less willing to consume meat. Viewing meat with the animal's head attached creates a connection between the meat and its animal origin and raises awareness of what we actually eat.

Photo taken from: Your Questions About Food and Climate Change, Answered - The New York Times (nytimes.com)

Social media

We see many social media strategies and tips, but there is no one-size-fits-all method. Regarding sustainable diets evidence-based results suggest that:

- First, it is important to include messages around sustainability in the campaign's branding or in posts through a collection of frames (e.g. health, environment).
- Second, collaborating with a range of high-profile experts or celebrities who represent a range of environment-and-health messaging and are seen to be influential.
- Third, electing advocates who are perceived as embracing the same values with our campaign.

3.4. What can I (as an individual) do about it?

By eating more plant-based food, you can make a positive impact on the environment and your health.

A key trend driving up the impact of dietary choices is the increased demand of resource-intensive foods, particularly meat and animal-based products. Meat, aquaculture, eggs, and dairy use over 80% of the world's farmland and contribute to nearly 60% of food's emissions, despite providing only 37% of our protein and 18% of our calories.

Many animal-based foods require land both for the animals and to grow crops for their feed. By increasing the proportion of plant-based foods in our diets, we can decrease the production of unsustainable animal-source foods and instead only eat those from sustainable sources, such as those grazed on natural grasslands.

Particularly in Europe diets are far from sustainable, with consumption of animal-based products exceeding the boundaries of sustainable or healthy consumption. A large body of evidence has shown that reducing over-consumption of animal-sourced foods, by increasing the relative consumption of plant-based foods, confers both environmental and health benefits.

Many people believe that reducing packaging or buying products which do not require long transportation distances are good for the climate, but in reality only a small share of the environmental impact of the food product comes from the packaging or transport. Eating more plant based is something everyone can strive to do every day. It's one of the easiest ways an individual can help reverse nature loss, fight climate change, reverse biodiversity loss and help feed more people. But we can also have an impact beyond our own plate: Ask for better options, inspire friends and family, challenge decision-makers to build a better future together one bite at a time.

Activity **Title**: Can my actions really have an impact?

**Learning Outcomes**: Participants understand how their own dietary choices have an effect on climate

Description: How do your own dietary choices impact the environment? Go to: https://planetbaseddiets.panda.org and press "Build your diet" in the top right.
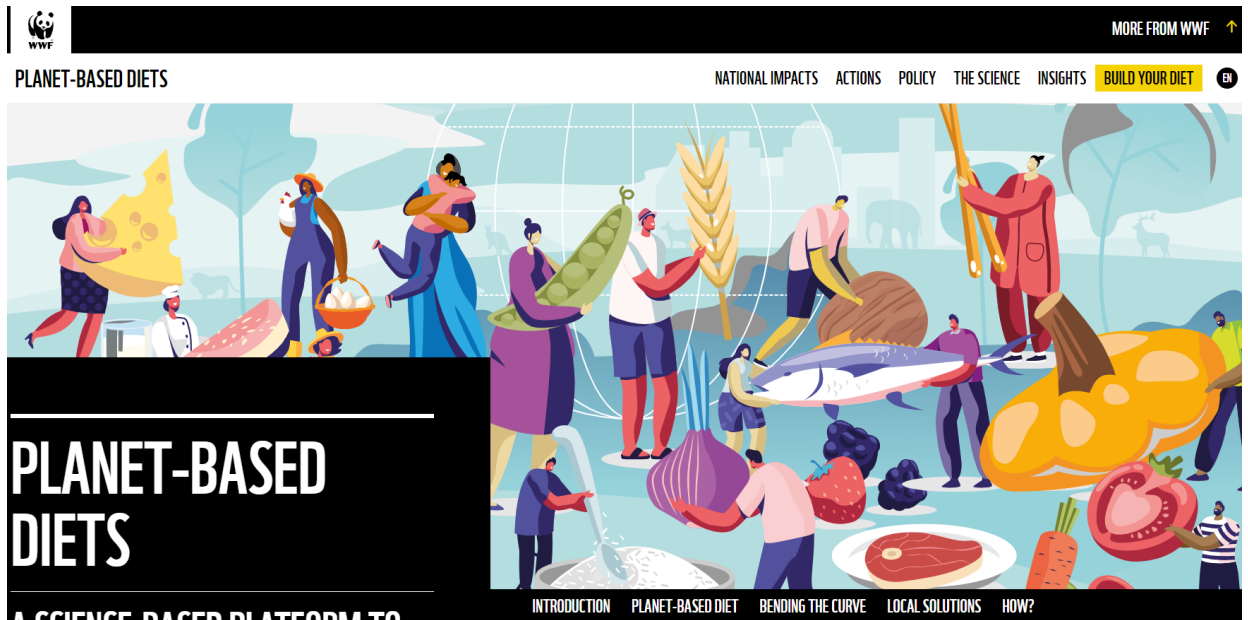
First, select your country and diet and change the amounts of food types to fit your own diet. See the impacts of your diet on the environment on the right column. Then change the diet or amounts of food types and see the differences in impact.

Materials: smartphones/laptops

Were there any "a-ha" moments? Write them down!

_____

_____

_____

_____

_____
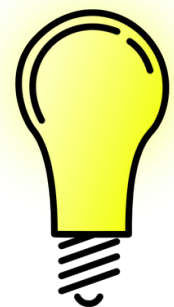
3.5. What can we (collectively) do about it? By inspiring others to shift their dietary choice, we can have a huge impact on combating climate change and biodiversity loss.

To meet climate and biodiversity goals, we must halt the conversion of nature and restore degraded ecosystems. This means we must optimize the use of existing farmland and natural landscapes which can support food production without conversion, balancing production of plant-based and animal-source foods to stay within planetary boundaries. This means we need to shift our diets.

A global transition to sustainable diets would mean A more stable climate (food-based GHGs can be cut by at least 30%) More wildlife sharing our planet with us (biodiversity loss can be cut by up to 46%) More land for biodiversity to thrive (Agricultural land use can be cut by at least 40%) A healthier population with a longer lifespan (Premature deaths can be cut by at least 20%). A rise in conscious consumption and shifts in market demand can accelerate other key actions such as reducing food loss and waste and adopting nature-positive production practices.

Four steps for greater impact

After shifting your own diet to more planet-based, inspire others to join you!

1. **Be an example!**

We can collectively strive for a change that would be beneficial to the planet and for the people. It is important that you find your own way of influencing.

For example, being an example for others is a great start. By preferring more plant-based food at home, at school and on freetime, you show others, to restaurants, to school cafeterias and to food producers that you care. Ask for plant-based options in restaurants, encourage your friends to try vegetarian dishes, send nice feedback to enterprises offering plant-based products and encourage enterprises to increase their offerings of plant-based products in their selection.

2. **Speak openly (and out loud!) about plant-based food**

Tell people at home, at school and at hobbies on plant-based food choices and what you have done about the issue. Ask guidance from parents, from teachers and discuss with your friends. Become an active Eat4Change citizen and lobby for changes amongst your circles, work environments, lobby for better and more plan(e)t friendly food choices, options and policies in your country.

In social media it is easy to share information to a larger group of friends. Post a picture of a plant-based meal, share interesting posts and comment encouragingly to posts regarding climate action.

3. Feed the positive discussion

There is no point to start preaching and debating, it is better to stay positive and appropriate. Instead of focusing on bickering and differences in opinion, focus on good experiences and sharing excellent recipes.

Don't lose your passion to the cause even if you face counter arguments. Even if a discussion with a friend may seem vain and may not lead to mutual understanding, the discussion may not be vain. It can be possible that your friend remembers the discussion and later on even tries plant-based foods.
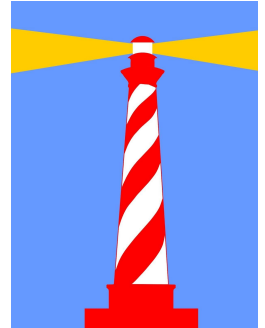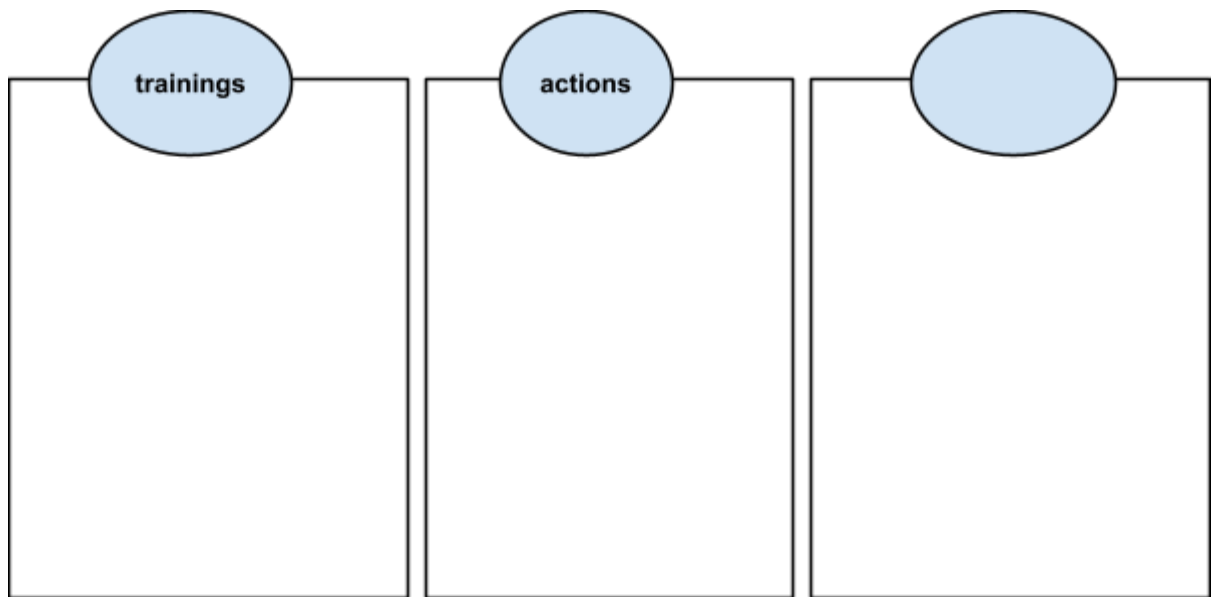
4. Participate

In addition, you can participate in different events, volunteer work and politics. Start your own campaigns, take part in demonstrations and vote in the election. Via them you can influence more broadly in society. Encourage your youth to organize sustainable food-related projects and to be an active citizen. Remember our tips for that in chapter 2!

Activity **Title:** Ideation: What next?

Learning outcomes: Participants reflect on what they have heard/learned so far and start to think about how they will put them in place back home. You can do this with youth shifting the focus to what the youth can do themselves.

Description: Brainstorm in groups about activities (focus on food, climate and empowerment) you can do with/within your youth organizations and /or trainings when you go back home.

What are the concrete ways of how you will empower your youth members and trainees on sustainable diets when you go back home? Think about different trainings, projects, activities... Share your ideas with the others and make notes from the others' presentations! Is there something we could do together?

trainings	actions	

Activity **Title:** Speed dating

Learning Outcomes: Participants understand people's dietary choices and reasons behind their diets, activity for getting to know your target audience.

- By acting such scenarios out, participants can discuss how different people are likely to respond to several situations, and learn to accept cultural and individual differences.
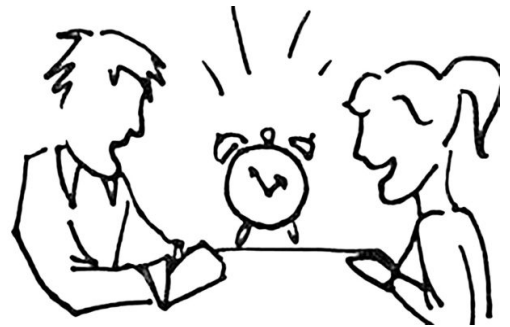
- They can understand in detail the personas' point of view, get a sense of what other people are likely to be thinking and feeling about food and its relation to the environment and so better understand their motivations in pursuing or not sustainable diets.

- Moreover, they can explore and discuss their own barriers to change their dietary choices by identifying part of themselves with some of the different personas' characteristics.

Description: Break the group into two smaller groups to sit in two circles (inner and outer).

The inner group will get role cards and act the role that the card they are assigned describes. What does this person think and do? What kind of choices does a person make in life? They can make notes if necessary.

The outer group will be themselves. Their mission is to discuss with different people from different backgrounds their reasons for their diets. They should be curious and ask questions in order to better understand people's barriers and motivations. Their aim is not to "win them over" but rather to try to find out what they really think of sustainable diets, what would

persuade them to adopt them or make some corresponding changes to their diets and what they feel is stopping them to do so at a personal level.

Each discussion will last for 3 minutes and then the outer circle will move one chair to the right to the next person. After 3-5 discussion rounds, change the roles between the circles. Inner circle gives their role cards to the person sitting in front of them.

Materials: role cards, paper and pen for notes/sketches

Person 1

I first tried a vegetarian diet two years ago to lose weight and tried to socialize with people that followed the same diet. I was amazed by the impact that our diet has on our planet! I got involved in social media groups that share info on current environmental issues and found out how we can save our biodiversity by changing our eating habits. I actively share my life and look for information in social media and be inspired by other users. But on vacation and when I go out with friends and family, we don't eat vegan but a variety of food choices. I'm dreaming of having children in the near future.

Age: 26
Occupation: Teacher
Living with : spouse

Person 2
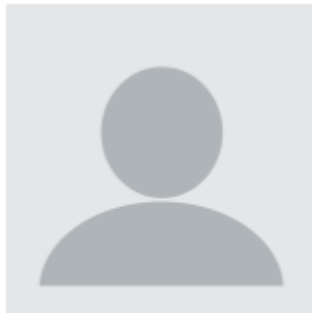
Traditional dishes are my favorite and I love discovering new cozy places with cuisine from my country. Lately we hear a lot about healthy eating and many people have gone vegan, but I don't think that we, the everyday people, can solve the environmental problem if the big companies do nothing about it. As a student I don't have money for expensive vegetable food and none of my friends eat as a vegetarian. I like to watch Youtube videos but otherwise I'm not active on social media. I rather drive by car with my friends in the middle of night.

Age: 23
Occupation: Student
Living with: two roommates

Person 3

I agree with those that pay attention to their food and try to follow a meat-and-dairy-free diet, but I think I could not do that due to my everyday busy life. I work many hours at the office and take care of my 5 and 9 years old children and I do not have the time to prepare a meal with fresh vegetables. Besides, this kind of diet needs a lot of time spent at the supermarket and during the weekend I'm so exhausted! I just order pizzas and stuff like that… I also think that a growing child needs meat and milk.

Age: 38
Occupation: consultant
Living with: Family of two children

Person 4

I'm unemployed at the moment and I spend all my days in the gym. I used to have my own company but during the Covid it went bankrupt. Now, I'm at a turning point in my life and I'm not sure what to do next. When running my own company I didn't have time for cooking so I ate a lot of takeaways. Now I'm enjoying my new life in the gym and I like to see my muscles growing. I think that's not possible with vegetarian food, I would always be hungry.

Age: 30
Occupation: unemployed
Living with: alone

Person 5
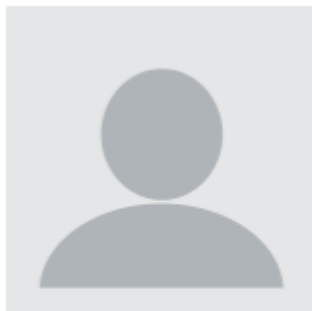
I'm studying in high school and living with my parents which is sometimes quite annoying. I follow many influencers in social media and listen to podcasts so I'm very aware of environmental problems. I often feel anxiety when hearing about the news of the climate crisis and how little we have time to make a difference. My parents disagree with me, they don't believe in climate change and they want to eat in a traditional way. They won't let me be a vegetarian even if I want to. In school I eat only vegetarian food but at home I have to eat what my parents cook for us. I'm waiting to move to my own place after high school and then I can eat what I like to!

Age: 16
Occupation: high school student
Living with: parents

Activity **Title: "SAVE NATURE PLEASE" Behaviour Science Activity**

Learning outcomes: Participants will learn and get concrete examples of how we can influence people's dietary habits.

Description: After a short presentation of behaviour change, using the WWF **"SAVE NATURE PLEASE"** (see link below) concept, divide the group to six small groups. Each group will take one letter/principle under "NATURE" (Normal, Attractive, Timely, Uncover, Rewarding, Easy) that focuses on interventions and come up with some concrete examples related to sustainable diets associated with their letter.

How has this principle been used and/or how could it be used to change people's food behaviours?

Present out: Each group then presents their brainstorming work. The facilitator collects the examples under the appropriate category and leads the discussion in the big group. He/she can, for example, ask participants' experiences of given examples or ask participants to choose the examples that are most relevant for youth.

Materials: pencils, post its

"SAVE NATURE PLEASE": https://wwfeu.awsassets.panda.org/downloads/save_nature_please.pdf
This document is a practical guidance tool to enable those seeking to create change in the world to apply the key processes and principles of behaviour change to influence the decisions of citizens, business leaders, policymakers and partners.

"NATURE": This acronym identifies 6 key principles to consider in the delivery of behavioural interventions.

Normal — We are influenced by social & cultural norms. We want to fit in and conform to group norms.

Attractive — We are attracted to: new, personal, easily understood and driven by our feelings.

Timely — We make decisions in the moment. Major life transitions and temporal landmarks.

Uncover — We behave differently when we think we are being watched.

Rewarding — We are loss averse and react to incentives and disincentives.

Easy — Make it effortless and friction free.

Title: Next steps

Learning Outcomes: Reflection and evaluation exercise, setting a concrete goal

Description: Participants will stand on two papers (one paper for each foot) and draw the outlines of their feet. After that, inside the other footprint they will write something, they already do to make their dietary choices more sustainable. Inside the other footprint they will write something, they will do from now on.

Materials: paper, pencils

3.6   Thumbs up… or down?

Learning outcomes: Evaluation activity. Participants will reflect on their feelings after training day.

Description: Everyone stands in the circle and closes their eyes. The facilitator reads aloud the statements below and participants react to them with their thumbs. Participants will open their eyes after every statement and see how others reacted or they can keep eyes closed for the whole session. Facilitator can ask reasons for the reactions from some participants.

I agree	I don't agree or disagree	I disagree

Materials: Statements

1. I feel inspired.
2. I feel more confident to work with youth on these themes after this day.
3. I feel I need more support around these themes.
4. This was a long day.
5. I feel prepared to discuss food and diets with youth.
6. Today I learned something new about myself.
7. *(Let participants suggest statements. How do they feel? Encourage them to share even the negative ones.*)
8. All this talk about food makes me hungry!

Chapter 4: Get practical! *Connect the knowledge and generate ideas*

Through this section participants connect the previous knowledge and generate new ideas.They are thinking individually, but also they collaborate with others discussing similar ideas in order to evolve in a further detail. Below you will find some activities that support the process and will make an interactive atmosphere.

What will you get from this section of the training and handbook?

The aims of this part of the training and handbook are:

- feel motivated to undertake actions
- get active and disseminate the problem and the solutions of the current food system
- think innovative ways to approach the sensitive topic of changing nutritional habits
- be creative and generate new project ideas based on the previous knowledge
- contribute in the network of **Eat4Change project** for improving the nutritional habits of youth.

4.1   Eat4Change - Be part of it!

You might be wondering how YOU can be part of Eat4Change. Well, the good news is… you already are! By taking part in this training, you are already joining a "network" of other youth workers who have already taken it too, but there's more waiting for you at your doorstep!

Register on the Eat4Change Online Platform: https://i-eat4change.com
The aim of this platform is to develop an interactive online tool for young people that provides them information and opportunities to get active, supports leadership development, project design and networking. The online platform provides youth a "journey" to active citizenship.

See the section under "Learning" called "Project Management" - here you will find a series of short, easy to watch videos about designing and managing a project!

Eat4Change European Youth Workers Network
After completing the training you belong in a wider European Youth Network of Eat4Change! Within this network you will meet other youth workers, you will share your actions, you will get inspired from others, and you will have the chance to collaborate with various youth organizations in actions with broader impact. This network is made for every youth worker who has attended the Train the Trainers seminar. So you will meet members from different European countries.

Photo credit: https://trp.utoronto.ca/course/lmp-2354-hacking-the-networking-code-hacking-network

We are the network!!

The network will thrive through active involvement and contribution from its members. It's a place for discussion, learning, inspiring and supporting each other. Please play an active role in keeping it going!

4.2	Food... for thought

Activity

Title: Wall of possibilities - Gallery of action

Learning Outcomes: Connect theory with the practice, organize your thoughts, generate ideas and think on an action plan.

PART I "Wall of possibilities": Participants exploit all the data and knowledge that gained from the previous days and they have time to think of creative ideas. The activity should be divided in the suggested order:

    a) 20-30 min solo brainstorm: "what could I do to bring the content back home..";

    b) 5 min to choose 1 idea that they want to share or work on;

    c) 30 min to share the ideas in the large group;

    d) Start with 1 person (60 sec) if it's connected to someone else's idea, then that person can add to the idea...and we cluster the ideas on a "Wall of Possbilities";

    e) 5 min for the participants to decide if they want to continue with their SOLO idea or if they prefer to choose an idea that they've heard and work in a group to create an action plan;

    f) **Action planning groups/individuals (55 min):** Make the ideas become more concrete, on a flipchart (example of a action project plan on page 65):

        i) clarify the goal and outcome of the action

        ii) identify the timeline

        iii) resources needed

        iv) first 3 steps when they get back home...

PART II Gallery of action: Use the flipcharts created on the PART I and expose them on the wall like an art gallery. The activity should be divided in the suggested order:

    a) Each group/individual should present their action plan (3 min per group);

    b) After all presentations are done, feedback phase should start. All the participants should give feedback on the different flipcharts by adding a post-it (with their name on it) with the suggested colored code:

        i) What I liked from this project idea... (green)

        ii) Where i have questions… (yellow)

        iii) Some suggestions for the project… (blue)

    c) After the feedback phase participants should be allowed to review feedback and see if they have any questions (5 to 10 min).

Materials: Flipcharts, papers, pencils, post-its.

4.3   Other activities for brainstorm, action planning and evaluation

Activity **Title:** Putting it all together!

Learning Outcomes: Connect theory with the practice, organize your thoughts, generate ideas and examine various factors.

Description: Participants exploit all the data and knowledge that gained from the previous days and they have time to think of creative ideas.

The process starts with a solo brainwriting around 15 min.

Suggested techniques for creating an atmosphere for brainstorming are:

g) **Moving brainstorming:** allow the participants to walk outside for 10 min having with them paper and pen.

h) **Make a mind map:** Motivate the participants to think of a question answering why and what they want to achieve. At the center of the paper they write the question and then they write in branch small suggestions.

Participants place their ideas on a board and then they cluster them in categories.

Next step is the group brainstorming!

Participants split in thematic groups with the most relevant solo ideas to form a group.Suggested techniques for the group brainstorming are:

1) **Mind mapping**: Group decides which the central topic that they will focus on and the rest ideas placed as branches. The group evaluates how the ideas can be connected and which ideas are not relevant to be considered.

2) **SIx thinking hats:** Group will examine various aspects of their idea while "wearing the six hats". Members distribute the responsibilities among them according to the following coloured hat categories:

- **White Hat:** Consider the factors and the facts that you already know.
- **Yellow Hat**: Stay positive for your idea and write down the value and the benefits of it.
- **Green Hat:** Find the creative part of this idea and point it out.
- **Red Hat:** Express your emotions; fears, hopes, likes and dislikes.
- **Black Hat:** Face and note the risks, difficulties and the problems that may occur.
- **Blue Hat**: See the big picture of the idea; is it feasible to implement it?

Materials: Flipcharts, papers, pencils

Title: Shark Tank

Learning Outcomes: Find a creative and funny way to promote your idea!

Description: In the previous session your group came up with an idea of how to introduce new people to the topic of Eat4Change. Now, the time has come to present it for the audience and judges/juri. Judges/Juri can be people who are facilitating the training, or have some understanding on sessions/workshop deliveries or have a good understanding on sustainable diets.

Feel free to use all the creative ideas that you have for presenting the concept of your group! After you are done - you will get some comments from judges/juri. After every group is done - the audience will be voting for the best ideas!

Top 3 will be selected to go further. Voting can happen via platforms like google form, sli.do or old school - paper and pen. Asking to list top three performers (if all the training group is small maybe top 2 is enough).

Materials: pen and paper

Title: World Cafe

Learning Outcomes: A creative and collaborative dialogue on specific ideas about sustainable diets so practical solutions will emerge.

Description:: It's time the dominant ideas form the shark tank to become feasible! Each idea will be discussed in detail at separate coffee-tables. The purpose of organizing a world cafe is the further development of an idea where the members can give their perspective by replying to specific inquiries.
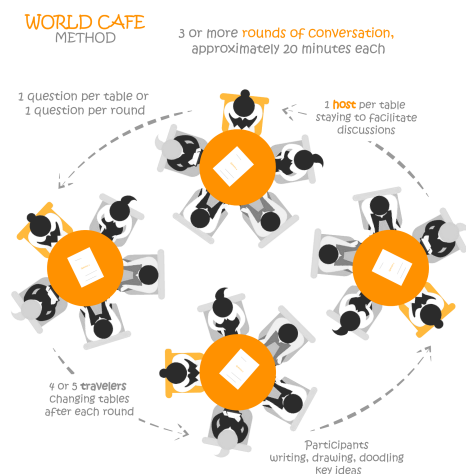
First step: determine the questions that you want to be answered. In the case of the Train the trainers workshop of Eat 4 Change the questions are: How will you make this idea more interesting for approaching youth 15-15 years old? / What steps should you consider for implementing the idea successfully? / Who will be the stakeholders that support this idea?

Second step: create a café environment. Take care of the tables and the decoration on these, guests of the café should feel comfortable and to be indeed in a space where they can relax and talk to each other. Provide on each table flip chart or working sheets or post-it notes.

Third step: define the roles of hosts and guests. Put the instructions in an obvious place for the hosts and the guests so anytime the participants can advise them. Each table has one host and the rest 4-5 people are considered as guests. The host is the main person who acts as a link of the previous with the next guests. She/He is responsible to share key points from the previous discussion so the new guests can discuss and deepen on the previous ideas. She/He encourages the guests to focus more and exchange ideas and in the meanwhile to write or draw their thoughts on the paper materials of the table. When a round is completed the table host changes and another one from the guests undertakes the role.

Fourth step: it's showtime! Each coffee table is devoted to one idea. The members of each table are around 4-5, one of them becomes the host. A round of the table lasts between 20-30min where the questions are discussed. During this time all members write down or draw their thoughts that remain on the table in order

to be seen by the next members. After this time, the facilitator notifies people to select a new host and the rest to move to another table that they prefer. Ideally all participants should visit each table, but if there are many, it is recommended to visit at least three tables.

Fifth step: process is completed. The last hosts of each table present the ideas and the points that were mentioned during the coffee time.

4.5 Get feedback on the training…

Activity **Title:** Tree of expectations

Learning Outcomes: Understand the group expectations and get feedback on the training.

Description: Gather the expectations of the participants on the beginning of the training and understand if they were met by the end of the training:

a) **At the beginning of the training**: Create a flipchart with a tree and ask participants to write on post-its one or two expectations that they have for the program. They should add the post-its to the tree.
b) By the end of the training:
   i)   Ask participants to move the expectations from the tree to the 'floor' if they think the expectations were met;
   ii)   Give time for the participants to share their experiences in a circle, making sure that everyone is heard.

Activity **Title:** Evaluation lights!

Learning Outcomes: A self-reflection process for the gained knowledge, the experience of the seminar and the feeling of empowerment.

Materials: Flipcharts, colorful post-it papers, pencils or markers

Description: Around the room three flipcharts are placed with a different heading: green, orange, red. Each color represents:
   a) the green color is for those things that participants want to keep from the seminars;
   b) the orange color is for those things that participants feel that needs to be improved for the seminars;
   c) the red color is for those things that participants feel that should reevaluate and change for the seminars .
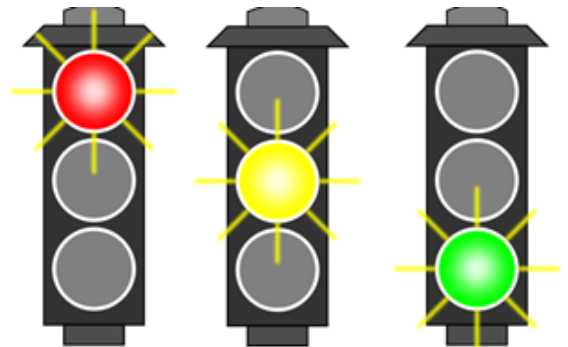
Participants are given post-its, a few of each three colors, to write down their thoughts individually. After 10 min participants get up and stick their post-its on the respective flipchart. When everyone finishes, they have 3min to walk around and have a look at the flipcharts and then they return to their seats. They then have the opportunity, if they want, to discuss and share their thoughts with the group.

THANK YOU!

Thank you for participating in the Train the Trainer and using our handbook!

If you have any further questions or want to provide feedback, please don't hesitate to contact Nathan Spees or Sanna Palvanen.

Nathan: nathan.spees@wwf.at
Sanna: sanna.palvanen@wwf.fi

## i-Eat4Change - the official Eat4Change youth engagement platform!

WHAT? online resource for young people (15-30y.) from Europe
GOAL? to support young active people who want to take concrete steps for climate-friendly, sustainable nutrition and demonstrate "active citizenship"
CONTENT? 3 Components: "Get Connected" - "Get Trained" - "Get active"
HOW? Just sign up and encourage others to do so too! https://i-eat4change.com/
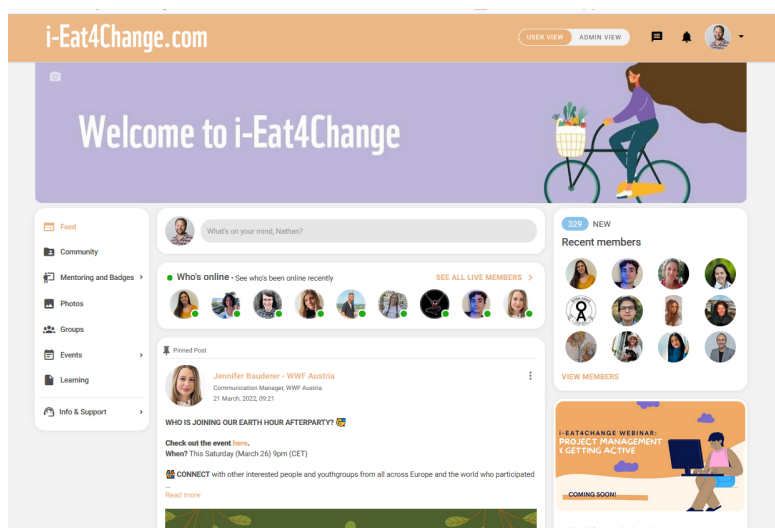

Sustainable Diets: Transforming Global Food Systems: The Kathryn Fuller Science for Nature Fund supports an annual Science for Nature Symposium featuring global leaders in science, policy, and conservation. Additionally, a regular seminar series provides a forum for the conservation community to learn about new concepts and challenging and cutting edge topics.

https://vimeo.com/wwffuller

Mobilising Youth for Sustainable Diets: Guide to Educators

Looking for more ideas for activities to use in a classroom around sustainable diets? Look no further! Check out our "Mobilising Youth for Sustainable Diets" guide for educators.
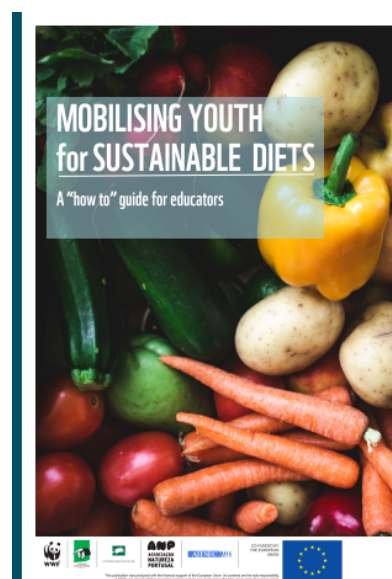
Eat4Change Action Project Application Form

1) Be sure to watch the Eat4Change Project Management video series (https://i-eat4change.com/resources)!
2) Together with a group of youth, plan your project
3) Submit your application to be considered an Eat4Change Project!

Apply here: <u>https://forms.gle/vmP7aZUAbRrvtfVv7</u>

Below you will find a selection of questions that are found in the online application

Title: What is the title of your project? (choose a catchy one!)

Description: Provide a brief project description (summary of 2-3 sentences)

Team: If you are working with others, who is on your team and what are their main roles and responsibilities?

Problem: How does the problem that you want to tackle connect to the themes of "Eat4Change?"

Targets: Who is/are your target group(s)?

Project Goal: What is your project goal? What is the real aim of your project? What do you want to change/accomplish through your project? (Tip: Ensure that your project goal is S.M.A.R.T.)

Main Activities: What are the main activities of your project? (these are not individual tasks, but the larger activities: eg. organize 1-2 workshops, host an information evening, produce 3 podcasts, etc.)

-

-
-
-
-
-
-

Timeline: Please create a detailed project timeline

Resources needed: What resources will you need to complete your project and where do you plan to acquire them?

Evaluation: How will you evaluate your project to assess how well you reached your project goal?

Additional ideas for resources?
Please let us know what we can add to this list!

Notes from the workshop

Notes from the workshop

Notes from the workshop

Notes from the workshop

Notes from the workshop

Notes from the workshop

Notes from the workshop