

**>VALUE FOOD / Description provided by: BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH<**

**Brief description of the Activity**

In this activity, we develop self-knowledge and skills related to problem identification, solutions finding, encourage ability to change, as well as thinking skills such as questioning, reframing, identifying emotionally driven responses versus problem-driven responses, opportunity seeking. It aims at empowering young adults to develop an attitude towards sustainability and social engagement.

**Targeted Audience**

Disadvantaged/low-qualified young adults

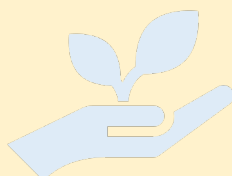
**Practical Setting - Context of Activity**

- ✓ **Labour Market**
- **School Environment**
- **Community Work**


**Linked Stop of VALUE Roadmap (IO1)**


- **Self-Management**
- ✓ **Think outside of the Box**
- **Can Do Mindset**
- **Enrichment**
- **Making it Happen**
- **Roadblocks**
- **Transition**

**Type of Activity:** mini project



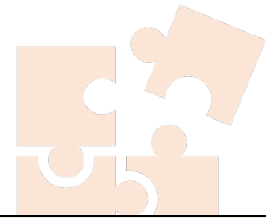
**Other Information**

 **Purpose:** personal and occupational empowerment

 **Time:** 2-4 weeks

**✎ Extra advice for implementation:**

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## Show Case - Mini Project

**Group size:** 1 - unlimited participants

**Required space:** no specific requirements

**Material:** notebook, smartphone or cam to take pictures, where available: flipchart or white board to display selected pictures throughout the project duration.

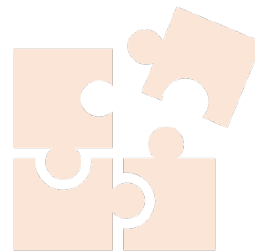
**Preparation:** none other than whiteboard to pin pictures

### Chosen process for implementation:

1. The first step is a brainstorming about the current situation and the past to show the constant need of living with change. We selected the topic "value of food". Participants were guided by questions like:
  - If they noticed any obstacles in buying the usual food during these times;
  - If they changed their eating habits then, or noticed some change among family and friends in this regard;
  - If they knew the average value of food thrown away and reasons for this kind of waste. (Current research could be looked into at this moment.)
2. In the second step, participants are asked to observe their own (and e.g. their family's) habits when it comes to food waste during a period of 1-2 weeks; to take photos every day of the food they didge. Each of the participants shall pin their selected "picture of their food waste today" onto the whiteboard or wall where it shall be displayed for the remaining project time. In addition, they shall take notes about the purchase habits (e.g. how much they spend, where and how often they go to purchase their food, etc.) and start reflecting upon what they could do to avoid food waste themselves.
3. The third step consists of fostering discussion among peers, of talking about reasons for food waste or (first) food waste avoidance solutions. We have seen change in behaviour when it comes to planning the purchase and dishes, how often and where they go for daily needed produce e.g. In addition, we fostered brainstorming ideas on using left overs, sharing food in the community over the remaining project time.
4. The final step is supposed to reflect on the photos they collected, solutions found, changes initiated, work done individually. It is important to:
  - Highlight and emphasize the importance of adopting a positive attitude of self-care in difficult times.
  - Help participants in making knowledge and skills learnt transparent also for possible employability purposes.



## Show Case - Mini Project



### **Message of the activity:**

With this activity a reflection process on valuing resources is started; in particular, about why it is important to value food (and other goods).