



# Handout for the teachers

## Edible Connections

Intercultural educational project  
for grades 8 - 13



Slow Food®  
Deutschland  
gemeinnützige UG





# Introduction

The impacts of the **climate crisis** and the **loss of biological diversity** can only be solved globally. The change to **fair supply chains** and **appropriate payment** for producers requires international cooperation within the globalised food system. In order to preserve the worldwide **diversity of food cultures** and the variety of plants and animal breeds, tastes and dishes, we urgently need transnational exchange.

Children and young people are shaping their future in a world where **global cooperation** is indispensable. They face challenges caused by the ruthless exploitation of natural resources and unfair trade. These challenges cannot be met at a national level alone. Unfortunately young people do not often have the opportunity to cooperate internationally.

**Edible Connections** offers an approach to actively practice global dialogue with students.

## The idea:

Young people from the Global North and the Global South engage in a virtual exchange to develop ideas to shape the future of our planet.

The project focuses on **culturally diverse eating habits**. By dealing with food, the young people are shown concrete options for action.

In the **intercultural dialogue** about food the students learn about a global culture of cooperation and are motivated to act out of a sense of solidarity and responsibility.

Learning objectives:

- › Raise awareness for **global connections** of the food system
- › **Critically reflect** personal purchase decisions regarding sustainability
- › Practice a **constructive intercultural dialogue**
- › View global problems in a **global perspective**
- › Offer suggestions for taking action in **daily life**

# Basics: Structure and Procedure of Exchanges

The project contains **three modules** which can be combined arbitrarily. The central module focuses on a dialogue between the two school classes. The students are supposed to discuss the topic in a constructive and goal-oriented manner. Doing that, they learn about the current food system and its global interrelationships in two previous modules. These include theoretical input and practical experience during an excursion.

The regular structure of the project is as follows:

1

In the **first module** the students get theoretical input on the global food system and its impact on humans, biodiversity and climate. In addition, instructions on how to conduct a world café will be given. In a dialogue the students apply what they have learned and develop their own positions.

*Duration: minimum 90 min*

2

The **second module** focuses on the local food industry. The students explore a local food store or any local place of food vending (supermarket, organic food store, market). Thereby they apply their newly acquired knowledge in practice through observing the place and conducting interviews.

*Duration: minimum 90 min*

3

The **third module** is dedicated to the exchange with a partner class. A dialogue on securing global common goods will be conducted based on the experiences from the two preparatory modules. There will be suggestions to get in contact with the other class in advance.

*Duration: minimum 120 min*

**Total time required:** 3 workshop sessions, minimum 5 hours

## Note:

For the duration, the minimum time required is indicated in each case – however, if there is sufficient time available, the modules can be extended, for example by longer discussion blocks.





# First Module: Theoretical Input

The first module provides theoretical input to understand, analyse and evaluate global connections of the food system. Accordingly, the leaflet for the students also contains a theoretical input part. There are texts with explanations to read and games to strengthen the students' knowledge. The modules can be used individually or combined.

There is also the option to let the students discuss their theoretical knowledge afterwards in a world café (p. 9 Optional: The World Café).

## Learning objectives and competencies:

understanding and critically reflecting global connections of the food system

Duration: approx. 90 min

**The module comprises four methodical units according to the following structure:**

## 1. Quiz: Our food system

**Goal:** introduction of the global food system; give a first insight into the different topics of the project and their complexity

**Material:** leaflet

**Duration:** 15 min

**Procedure:** The teacher reads out the questions and the students vote on the answers they think to be true.

Alternatively, the questions can be asked and answered in partner work. The game should introduce the topic of global food production.

## 2. Game: Where does our food come from?

**Goal:** showing the connectivity of the global food system

**Material:** leaflet, large map

**Duration:** 20 min

**Procedure:** A student stands in front of their classmates where a large map is provided. One of the classmates asks a question to any of the suggested products. The student tries to guess the right region on the map.

The game can also be played as a (group) duel. The answers can be found in the leaflet.

### 3. Guessing and research game

Goal: reflection on global problems of food production

Material: leaflet

Duration: 15 min

Procedure: The students fill in the table from the leaflet, read the texts and then check their answers.

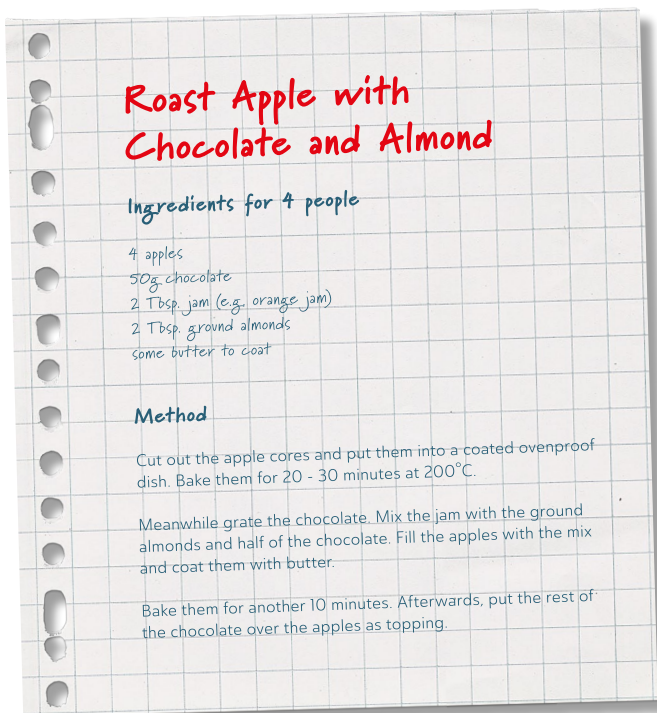
### 4. Quiz: Food production

Goal: review and consolidation of the theoretical input

Material: leaflet

Duration: 20 min

Procedure: The students answer the questions and discuss them afterwards.



### Optional

As possible **homework**, we suggest a recipe from the leaflet using the food presented. The students can cook this recipe at home using only fair trade and organic products.

The cooking and shopping experiences are then discussed in the plenary session. The difficulty that organic and fair trade certification is not always found on the same products should also be addressed here.

During the first module there should also be room for a **first contact with the partner class**.

The teacher should discuss this with the teacher at the partner school in advance and decide which of the tasks should be carried out.

## There are different tasks that the partner classes can carry out:

### Introduction

**Goal:** getting to know the partner class

**Duration:** 15 min to 30 min

**Procedure:** The students can think of a form of introduction. In the leaflet there is a template for a profile, which the students can use for orientation. Alternatively, a short video or audio contribution can be made. The students can also write a text or a poem or be creative in other ways. The result is to be shared with the partner class.

### Nutrition diary

**Goal:** getting to know food and showing its relevance for one's own diet; reflecting on consumer behaviour; comparing consumption habits

**Duration:** 10 min preparation, 20 min evaluation

**Procedure:** The students think about a type of fruit or vegetable which they want to reflect on for two weeks. The classes can either try to find a product that both countries consume or each class names a product that is important for their diet. After the two-week period, the students discuss their results. It is important not to go into individual eating habits in order not to "expose" anyone. The aim is to work out to what extent the observed foods are relevant to the students' local food world.

### Favourite recipe

**Goal:** compare personal eating habits with those of the partner class

**Duration:** 10 min preparation; 15 min evaluation

**Procedure:** Another possibility is the exchange of favourite recipes. For this purpose, the students think of a regional recipe and share it with the group. The students vote for their favourite recipe and share it with the partner class. In return, the partner class also shares a recipe. Finally, the experiences of the individual tasks can be discussed in the live call.

If the students want to get in contact via social media, a declaration of consent from the parents for the use of smart phones and social media must be obtained in advance. Furthermore, many social platforms have an age restriction. It should be clarified whether all students are old enough to use them.



# Optional: The World Café



A world café is a discussion method that enables students to enter into a dialogue on a topic. The teacher creates a café-like atmosphere in which the participants feel comfortable to engage in discussions in small groups.

## Learning objectives and competencies:

development of a common dialogue about the global food system and its consequences, application of the acquired knowledge, developing and communicating opinions.

**Material:** classroom with five tables/table groups; “tablecloths” made of paper or cardboard and pens; large numbers as table names.

**Duration:** approx. 90 min (5 rounds of 10 minutes each round)

## Procedure:

It is recommended to decorate the room and to provide food and beverages for the participants during the breaks in between the rounds. During the world café, participants will work in small groups at different tables on different aspects of a topic.

The process consists of five rounds, so that each person has sat at each table once and dealt with the respective aspect. “Tablecloths” made of paper or cardboard are placed on the tables. The participants can record their findings and contributions to the discussion on those. This can be in the form of drawings or written contributions. The table number should also be clearly visible. The questions for each table can be found in the leaflet. They can also be displayed on the tables.

At the beginning of the world café, a “host” is chosen for each table. The hosts stay at one table and summarise the results at the beginning of each round. At the end of the last round there is a short presentation in which the hosts summarise the discussions at their table. Afterwards the whole group can discuss, for example, what could be further implemented as a group in the future. The results of the world café should later be incorporated into the preparation of the live call.

If there is not enough time for a five-round event, the world café can also be held with three rounds. In this case, it is recommended to use the tables two, three and four as indicated in the leaflet.

# Second Module: The Excursion

## Learning goals:

- › Recognising international interdependences using the example of internationally traded fruit and vegetable varieties.
- › Comparing plastics and other types of packaging.
- › Checking the proportion of organic and fair trade products in the supermarket.
- › Critically reflecting on the monotony of varieties.
- › Addressing the issue of food waste.
- › Question the transparency of the food system.
- › Interviewing customers and employees in order to deal with different positions and opinions.

Before the excursion it is important to establish contact with the management of a supermarket and announce the excursion. Furthermore, it should be asked whether the customers may be interviewed by the students and whether an employee would be willing to answer questions from the students. In addition, consent for photo documentation in the store must be asked.

When visiting the market or store, the students are divided into small groups of approximately five people. The leaflet contains various tasks and tables. Depending on the time frame, you can combine and adapt the tasks as you wish.

## Observation table

**Goal:** critical reflection of product selection, packaging and labels

**Duration:** 20 min

**Procedure:** The students walk through the market in their small groups and fill in the provided table in the leaflet. Here they are first led to different departments of the store and critically examine the assortment from different points of view.

## Fruit and vegetable searches

**Goal:** recognition of international interdependence using the example of internationally traded fruit and vegetable varieties

**Duration:** 15 min

**Procedure:** The students look for five types of fruit and five types of vegetables and note the different parameters (price, origin, seasonality, organic farming, packaging). Then they should figure out whether a product from a country further away is automatically more expensive than a regional product.

## Advantages and disadvantages of the store/market

**Goal:** critical reflection of pricing, recognising advantages and disadvantages of the store

**Duration:** 20 min

**Procedure:** The students consider the advantages and disadvantages of the (super)market in terms of price, size and assortment, accessibility, supply, packaging and sustainability.

## Interview

**Goal:** critical reflection of the local shopping world

**Duration:** 10 min

**Procedure:** The students conduct a short interview with an employee of the store or market. By asking about product variety, waste production, turnover and origin of the products, the students are encouraged to critically reflect on the existing conditions.



## Survey

**Goal:** critically examine consumer behaviour

**Duration:** 15 min

**Procedure:** The students ask different customers of the (super)market questions regarding their consumer behaviour. This enables them to change their perspective and to develop an understanding of people's purchase decisions and consumer behaviour. In addition, the comparison enables them to critically reflect on and question their own behaviour.

In the **follow-up**, the students process the information and present it to each other.

Questions for follow-up work would be, for example:

- To what extent is our food system sustainable? Is it designed to preserve the global community?
- What do we perceive as positive and where do we see problems?
- How are matters such as (plastic) waste, food waste, means of transport and fair production conditions dealt with?
- Which purchasing option did we like best and why?



# Third Module: The Live Call

After a first contact to the partner school was already generated during the other workshop days, the actual live call should now be carried out. First of all, some **technical requirements** are important.

- Stable internet access
- Availability of camera and microphone
- Availability of projector
- Availability of speakers

**The live call is divided thematically into three blocks:**

## › **General questions**

This part is about getting to know the partner class (short introduction). Questions about everyday school life and free time are asked and answered.

## › **Personal eating habits and local consumption**

The students should get to know the food system of the partner class and exchange views on shopping, cooking and eating habits. The experiences from the excursions will also be discussed here.

## › **Global food system**

Now the global perspective is to be discussed. The students exchange information about food cultivation, export and import as well as packaging. They will also discuss the advantages and disadvantages of the global food system and their wishes for the future.

This thematic structure should be presented to the students. In addition, a time frame for the individual thematic blocks should be set as a guide. In the leaflet suggestions are presented which the students can use to prepare for the live call. It is important to let the students determine the main points of the dialogue and to give them room to voice and discuss their own interests. They do not have to adopt the questions from the leaflet. They then prepare their questions and consider answers to possible questions. Ideally, the teachers of both school classes exchange questions before the live call.

During the live call the students take turns asking and answering questions with their partner class. The procedure is based on the topics in the leaflet. The teacher is moderating the exchange.

For each topic section, a person is designated to ask questions and answer them. Alternatively, two people can be designated to take turns.



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