

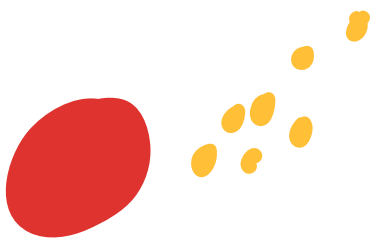


**sincerely,  
food**

# **SINCERELY, FOOD**

## Multipliers' guide

How (and what) to talk to your target audience



[www.sincerelyfood.eu](http://www.sincerelyfood.eu)

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## i. WHAT IS THIS GUIDE FOR?

This guide provides information and practical guidance for multipliers (i.e. those who are going to pass the message to others) involved in promoting the key messages/replicating the key activities of the international initiative entitled “**Sincerely, Food**” (see below), which is aimed at raising awareness of food waste and ways to reduce it.

This guide will help its users plan, deliver and evaluate their own activities, including public presentations, learning sessions and awareness raising events.

## ii. WHO IS THIS GUIDE FOR?

This guide is a programme for awareness raising activities, e. g. public presentations, which can be delivered by multipliers – who received training as part of the “**Sincerely, Food**” initiative (see below) – to their chosen target audience, e. g. school students, fellow teachers, members of local community, target groups of social projects, etc.

“**SINCERELY, FOOD**” ► **MULTIPLIER** ► **TARGET AUDIENCE**

## iii. HOW TO USE THIS GUIDE

This guide is intended to be a flexible resource. You may want to adapt it to meet your local or individual needs, or use it to support existing learning programmes or activities which you currently deliver, e. g. as a teacher or at an NGO.

This guide provides practical assistance to prepare for talking to your target audience(s), promoting ideas of the “**Sincerely, Food**” project, and run your own activities addressing the topic of domestic (consumer) food waste, its global impacts and possible solutions.

This guide contains scenario(s) for presentations on different (sub)topics. It can be used to implement all sorts of food waste-themed activities, e. g.:

- school lessons / university lectures
- seminars or meetings for NGOs or other stakeholders
- presentations/trainings in working places
- presentations to general public
- contributions to conferences and other kinds of inputs
- community engagement/events



# INTRODUCING THE INITIATIVE



## INTRODUCING THE INITIATIVE

This Guide was devised as part of the international initiative “**Sincerely, Food**” that was implemented in Bulgaria, Croatia, Estonia, Latvia, Lithuania, and Romania in 2017-2020.

- Main thematic focus: food waste in households (consumer/ domestic food waste)
- Approach: Global learning, i.e. one addressing inter-dependencies between low-income countries/regions and high-income regions such as Europe regarding processes involving food
- Aimed at:
  - providing its target groups with relevant information on food waste and its global impacts as well as with useful tips to reduce food waste at home
  - raising awareness of the fact that food waste, wherever it is generated, causes social, economic, and environmental consequences elsewhere and around the globe
  - fostering awareness and understanding of the role and responsibility of the public/individuals in relation to interdependent world





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# DELIVERING YOUR PRESENTATION

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## 1.1. ICE-BREAKER

### Introduce the team/yourself. Announce:

- the topic: you might want to keep your audience intrigued by addressing the topic obliquely, e. g.: “Our today’s topic is rather delicious: Food”.
- the structure of your presentation (optional): if you don’t want to disclose your cards, present the structure in broad terms, e. g.: “After a short intro, we’re going to discuss practical matters”.

Consider asking your audience to share their reasons for attending the event.

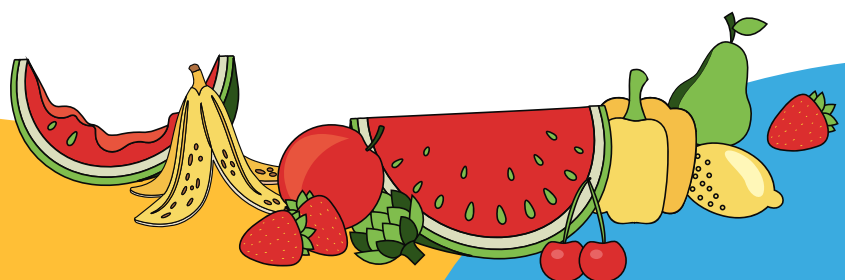
### Introducing yourself/the team

- Option 1:** ▶ Use Interactive presentation “Waste-less food consumption: are you ready?” (see *handouts*). Present a couple of slides about your background and the topic(s) of the campaign/initiative/presentation.
- Option 2:** ▶ Deliver your intro only showing the “**Sincerely, Food**” logo or an impactful visual with food. Ask the audience “ice breaker” questions, e. g. “Are there any consumers in this class?”

[More ideas of ice breaker questions](#)

### Getting to know each other

- Option 1:** ▶ Consider using an online platform of live audience polling (e. g. [kahoot.com](#)) to get to know your audience. Here are some ideas for questions to be asked via a live audience poll:
- How often do you eat every day?
  - Which sector/who produces the most food waste?
  - How often do you over-buy/over-prep food?
  - Does food waste have an impact on climate/change?
  - Would you like to reduce food waste at your home?
  - Do you use a grocery shopping list while shopping?
- Option 2:** ▶ Invite participants into a circle: each participant has to ask his/her neighbours’ names (on the left and right); then run the circle with each saying the names of their neighbours. They may also ask each other the questions suggested in the Option 1.





## 1.2. DOWN TO BUSINESS

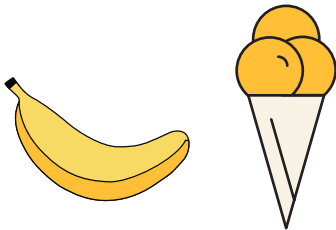
It's time to introduce the subject.

If available, use local data – national food waste figures, average salary statistics, “product baskets” etc. – and local examples: the more, the better.

Make sure to use key words:

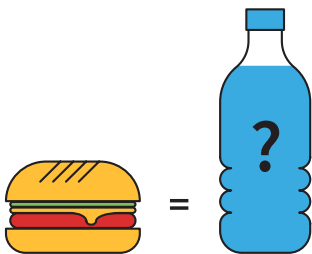
- food waste
- avoidable/unavoidable
- edible/inedible
- food supply chain
- life cycle of food products

**Option 1:** ▶ Comment the results of the live audience poll (see 1.1, “Getting to know each other”). To facilitate discussion:



- Consider using an image or a video showing a consumer who is about to throw away a food product, such as a black-spotted banana.
- Ask your audience: “Is it really unavoidable?”
- Go on by showing a picture illustrating many possibilities of using up overripe bananas.
- Ask your audience: *What is unavoidable food waste?*

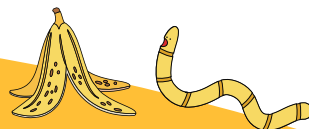
**Option 2:** ▶ Present an image of a food product/meal, e. g. a burger.



- Ask your audience: “How much water does it take to produce this meal?”
- Reveal the water footprint of the product/meal.
- Ask the audience why the footprint is that big.
- Introduce the idea of the life cycle of the product. Explain what a “food-print” is.
- Present an image of people cueing to collect water in water-stressed areas. Make a point about water-stressed countries that use water to produce food-for-export that is wasted.

**Option 3:** ▶ Ask participants to share their experience involving food waste. Go on by inviting the audience to discuss what is lost together with wasted food.

**TIP:** Each new topic/slide may be preceded by questions that will help raise your audience's curiosity and start discussion

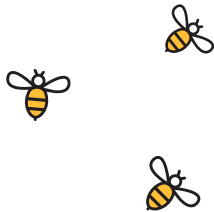




## 1.2.1. GOING GLOBAL



### Option 1: ►



#### Food waste related impacts

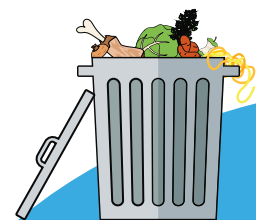
While talking about food waste related impacts, be sure to address multiple aspects:

- economic
- social
- environmental

As there is a big variety of examples that may be presented, select at least one example for each group of impacts.

Use Interactive presentation. Add more questions if needed.

- Continue discussing the question of “what is lost together with wasted food”.
- Consider starting with an emotionally charged and visually impactful example, e. g. a family of orangutans affected by deforestation. For starters, ask your audience: “What species is this? How are they doing as a species these days?”
- Explain the link between food waste and deforestation.
- Use a slide to ask similar questions about bees: “Pesticides are used to grow food. Bees are facing extinction. Is there any link between these two phenomena?”
- Ask your audience if a food product “has got legs” and go on by introducing the idea of ecological footprint: “Yet it does leave a footprint!”
- Go on by discussing “food miles”, the product’s journey, and supply chains.
- Consider asking: What are the benefits and disadvantages of globalized food supply chains?
- Show an impactful image of people escaping an extreme weather event and talk about “climate refugees”.
- Go on by discussing the environmental impact of food waste.
- Consider inviting your audience to calculate a water/carbon footprint of menus or products.
- Show an impactful image of people suffering from hunger / facing severe water shortage.



- Test your audience by asking questions such as “Are we talking about millions or billions [of people]?”
- Explain that enough food is produced in the world to feed everybody.
- Discuss the 1/3 figure of wasted food.
- Consider citing other effects linked to the global functioning of wasteful food system, including:
  - migration
  - human rights violation
  - food security crisis
  - poverty

**Option 2:** ▶ Choose any of the examples provided in the [publications](#) of the “**Sincerely, Food**” project, in the [quizzes](#) or the [video animations](#) to illustrate the environmental, economic, and social impacts of food waste to start your presentation of the global aspects of food waste.

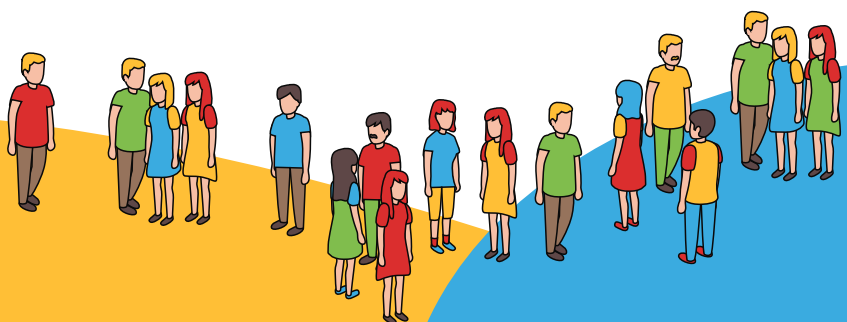
**Option 3:** ▶ To facilitate discussion, consider using examples such as the [social ad on palm oil that was banned](#). Ask your audience: *Do you think there’s a link between the palm oil issue and food waste?* Emphasise not only the environmental, but also the social and economic aspects of the issue.

**TIP: Depending on the audience’s reactions, ask additional questions about each (sub)topic, or ask the audience if they have questions**

**Option 4:** ▶ Show the animation “[Kitchen stories. WATER](#)” about Kenyan beans. Discuss with your audience:

- interdependence between the two sides of economic interaction *from the point of view of the Farmer*
- interdependence between the two sides of economic interaction *from the point of view of the Consumer*

Ask your audience how changing a point of view may shed a different light on the issue (it’s called the “ownership of the problem”).



## 1.2.2. GOING HOME

### The role of households/consumers

Quote:

- EU household food waste figures and percentages
- national figures, if available

Discuss with your audience:

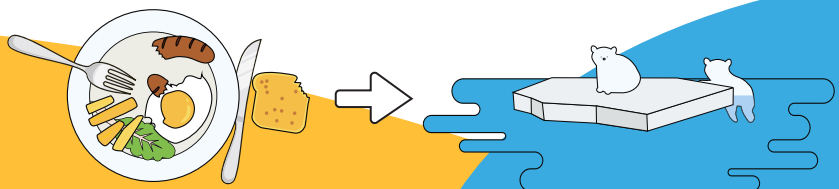
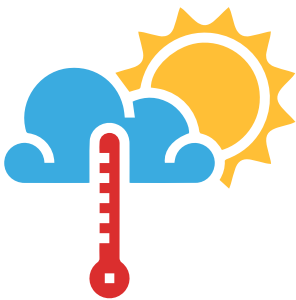
- household characteristics as linked to food waste
- reasons for food wastage at home

Consult the [publications](#) of the “**Sincerely, Food**” project for examples.

**Option 1:** ▶ Use Interactive presentation.

- Invite your audience to guess/tell which sector (“Who?”) contributes the most to the overall food waste.
- Ask about the difference concerning food waste between high income countries and low income countries.
- Inspire your audience by presenting some impressive examples of super effective food waste reduction campaigns.
- When commenting on the efforts that resulted in reduction of food waste, facilitate discussion by asking:  
*Is this achievable in our local context? Would those measures/ actions work in our country?*
- Reference sources that regard food waste reduction as a highly effective measure to fight climate change, e. g. “[Project Drawdown](#)”: food waste reduction as Top 3 solution to global warming.
- Discuss why food waste is addressed in [SDGs – UN Sustainable development goals](#) and [EU’s Circular economy package](#).

**Option 2:** ▶ Present a calculation of how much money the wasted food costs to households in your country. Consider comparing your national data to that of neighbouring countries. Show an image of wasted food and ask the audience how they feel about the food waste amounts and reasons.



**How to reduce food waste at home?**

Present a collection of easy tips emphasising food waste prevention and reduction at home, including (and in the following order, to introduce the idea of a cycle/recycling and prevention of waste):



how to plan your shopping



how to plan your meals



how to shop smartly



how to store food



how to freeze your products



how to portion your meals



how to re-use your leftovers



how to compost at home

**Option 1:** ▶ Use Interactive presentation. Comment the tips on the go:

**PRESENTING TIP 1:**

**Meal planning**

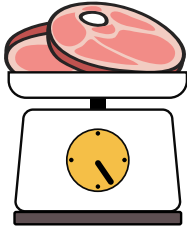
- If we plan portions and buy food strictly sticking to our grocery shopping list – no food would be left uneaten, and more money will stick with us!
- Always make sure no food is hiding from you in the fridge or cupboard. “Audit” yourself on a regular basis.  
In the freezer, look for UFOs – unidentified frozen objects.

**PRESENTING TIP 2:**

**Smart shopping**

- Make your product list either on paper or using your phone notebook, or using any mobile app you may download.
- Europeans reportedly spend 5 hours a month on average choosing and buying food that goes uneaten.
- If you want to spend less money, take a shopping basket instead of that clumsy trolley.
- Almost 50 percent of Europeans feel confused by the terms “Use by ...” and “Best before ...”.
- 10 percent of food waste in EU results from confusion caused by the expiration dates.





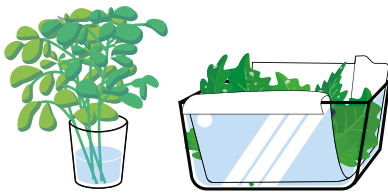
### PRESENTING TIP 3:

#### Portioning

- Portion planning does not mean you will have to prep and eat less. You will cook precisely the amount that you can (and will) eat.
- You can determine the amount of meat, fish or vegetables you need for your meals by using your fist, palm, cupped hand, and hand.
- According to a study conducted in Denmark, by switching to plates that are 9 percent smaller than your usual ones, the amount of food waste can be reduced by more than 25 percent.

### PRESENTING TIP 4:

#### Smart storing



- Use as little plastic as possible to store food. Check the composition of plastic containers for harmful chemicals.
- Do not keep potatoes and onions together: potatoes sprout faster when exposed to onion gas.
- Lettuce leaves and herbs will stay fresh longer if you sprinkle them with water, wrap them in a paper towel and store in a bag or container in the refrigerator.
- Soups, stews, pasta, rice and other prepared food can be stored safely in the freezer for up to 3 months.
- Never put thawed food back in the freezer.

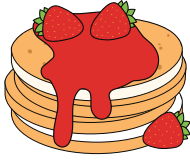
### PRESENTING TIP 5:

#### Re-using leftovers



- Before showing a slide, ask participants to share their own experience of / tips on how to re-use the leftovers of bread, pasta and oat porridge. Then give your examples and advices.
- You can always re-use rice in new dishes, for example, by mixing them with vegetables or turning them into a delicious rice pudding for dessert.
- Oatmeal porridge is perfect for pancakes, donuts, biscuits and even smoothies.
- Use pasta leftovers for salads, soups or bake them with spices and seasonings.

**Option 2:** ▶ Ask participants to share their own experiences involving:



- food purchasing habits
- storing
- freezing
- re-using leftovers
- etc.

## 1.3. GOING PUBLIC

### What does it take to plan and implement an activity/campaign?

Explain to your audience (and be sure to follow the following steps yourself when promoting your activities) that in order to organise a food waste-themed activity or campaign, they will need to:

- define their target group(s)
- select methods to be used
- opt for a venue and time
- draft the programme
- craft key messages to be used
- promote the activity
- receive the feedback
- monitor results

**Option 1:** ▶ Look for examples from your own implementing experience: which campaigning elements were successful and which did not prove effective? Submit your examples for discussion.

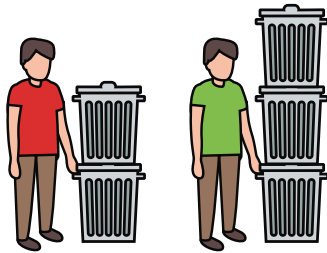
**Option 2:** ▶ Ask members of the audience to share their activist experiences. Break the audience up in groups and task them with defining steps/criteria for an effective campaign or activity. Discuss the results in a joint discussion.

### How to communicate online (and off-line)

Explain to your audience that in order to promote/publicise their food waste-themed activity or campaign, they will need to:

- define their target group(s) to be reached
- write a text message
- find a matching and impactful visual
- choose the right channels for promotion
- engage other multipliers/stakeholders/supporters





Be sure to use the “Key messages” of the “**Sincerely, Food**” campaign for your online messaging, e. g.:

- It takes a lot of time, energy, as well as natural and human resources to grow and produce food.
- Globally, 1/3 of all produced food is wasted.
- More food is wasted from homes than from restaurants or supermarkets.
- European households are responsible for more than a half of total food waste in the EU.
- Food waste contributes a great deal to the climate change.
- Reducing food waste around the world would help curb emissions of planet-warming gases.
- If less food is wasted in high income countries, low income countries could benefit.
- Reducing food waste can reduce the pressure to produce more food, and that would reduce pesticide use and the need to destroy forest ecosystems.
- Consumers have a big role to play in tackling food waste.

**Option 1:** ▶ **Look for examples from your own experience of using social media channels:** submit examples of successful as well as less effective communication for discussion. Ask your audience why some messages prove to be more successful than others.

**Option 2:** ▶ **Team work:** invite participants to write a short message about food waste at home for a social media post. Task them with deciding on the “voice of tone” and the target audience, and ask them to think about impactful visuals to support the message.

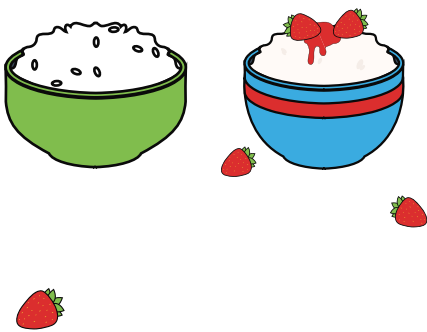
**Option 3:** ▶ **Team work:** ask participants to sketch a concept for a small campaign addressing consumer food waste, including:

- a title of the campaign
- main messages
- forms of activities
- target groups
- outreach
- ways of getting feedback
- assessing results

The results of the teams’ work can be presented in the form of a poster.



## 1.4. DO-IT-YOURSELF



Inspire your colleagues / target audience with a call to action by referring to the activity forms that have proved effective as part of the “**Sincerely, Food**” campaign, including:

- **Food labs:** invite a chef or a (micro-/local) celebrity or a “food personality” to host an interactive food prepping session, putting across key messages about food saving, such as “Plan your meals”, “Re-use your leftovers”, “Use up your products”, “Those black bananas are great”.
- **Tournaments:** organise food waste-themed tournaments in schools or during summer camps, inviting students to play games dealing with food waste.
- **Debates:** organise food waste-themed debates at schools or in a public place.
- **Simulation-based training:** invite a young audience to an interactive (gamified) activity providing insights into a product’s life cycle (e.g. Tomato’s Journey).
- **Info booths:** never miss an opportunity to infiltrate community events/festivals with your food waste-themed info booths/tents: invite people to play some food-waste themed games, to crack some quizzes and to win prizes.
- **Story-telling workshops:** invite a blogger or a local influencer, an artist or a lecturer to assist an audience in creating audio-visual stories about food waste.
- **Stakeholder meetings:** invite local stakeholders and ask for their support for your actions aimed at food waste awareness raising / reduction.
- **Installations:** consider inviting students or local creatives to design eye-catching objects to be installed/exhibited in public spaces or places as a means to promote key messages about food waste.

Illustrate your call to action with a slide show of photos from the events and actions you have organised.





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# MANAGING THE AUDIENCE

International trends in education show a shift from the traditional teacher-centred approach to a learner-centred approach.

While talking to your audience, make sure you:

- use proven techniques **to capture and hold attention**, e.g. show a visual, ask your audience a question, then reveal the answer
- are **responsive to questions** and interactive with the audience
- answer questions so you always look like you know the answer – even when you don't!
- learn from and about participants as they learn from and about you
- make use of learners' past experiences and knowledge
- are facilitative rather than didactic
- get your participants laughing and **enjoying themselves** while they learn
- make the task or outcomes **clear to the learners**
- break groups up into pairs or trios to get all **engaged** with some specific tasks
- don't deal with discussion groups/teams larger than eight
- are **attentive** to quiet members of the audience (are they happy listeners? bored? disinterested? lacking in confidence? frustrated?)
- deflect members of the audience/group away from negative personal comments
- take into account the **emotional** aspect of group dynamics, including their own feelings which can be shared





Sohel Parvez Haque / Shutterstock.com

## GETTING FEEDBACK

### Training evaluation

Receiving feedback is an important part of any training.

You may want to get the feedback from learners by way of an informal exchange, e.g. gathering in a circle; answering questions:

- Having completed this training, what things have you learned that you didn't know before?
- What is one thing you may do differently in your home environment?
- What is the most significant thing you have learnt as a result of today's experience?
- Is there anything you might think differently about after today's experience?
- Is there anything that could have been done differently in this training?

For project implementation monitoring, however, it's important that learners submit their feedback in writing. Hand out an evaluation form (see a sample form below), asking "We would really appreciate it if you could spend a few minutes at the end of the session today completing this form".





## EVALUATION FORM

1 What aspects of the unit did you find **most** valuable?

---

2 What aspects of the unit did you find **least** valuable?

---

3 What **changes**, if any, do you intend making to your work/practice as a result of your learning?

---

<b>Please select a rating indicating how much you agree or disagree with each statement:</b> <i>(space provided below for relevant comments)</i>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
4 The unit was <b>enjoyable</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 The unit was <b>relevant</b> to my professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 The unit met my <b>learning needs</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 The unit provided sufficient opportunity for <b>interaction &amp; discussion</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The <b>pace</b> of the unit delivery was acceptable (please comment if/ where <b>too fast/too slow</b> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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How would you rate the following? <i>(space provided below for relevant comments)</i>	Very poor	Poor	Just below average	Just above average	Good	Excellent
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9 The **presenting** skills of the facilitator(s)

10 The **responsiveness** of the facilitator(s) (e.g. to actively engage, facilitate learning, answer questions)

11 The **knowledge** of the facilitator(s)

12 The balance of **teaching methods**

13 The **practical exercises** (i.e. role plays, group work etc.)

14 The **training resources** (i.e. handouts, PowerPoint slides, videos, actors etc.)

15 Please add any comments regarding the above statements:

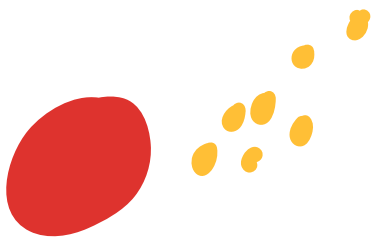
16 Please state at least one way in which the unit could be **improved** for next time:

17 Any additional comments:

18 Would you recommend this unit to a colleague? Yes  No

How would you rate the following?	Very poor	Poor	Just below average	Just above average	Good	Excellent
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19 Overall the course was:



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