

TRAINERS' GUIDE

FOOD&MORE

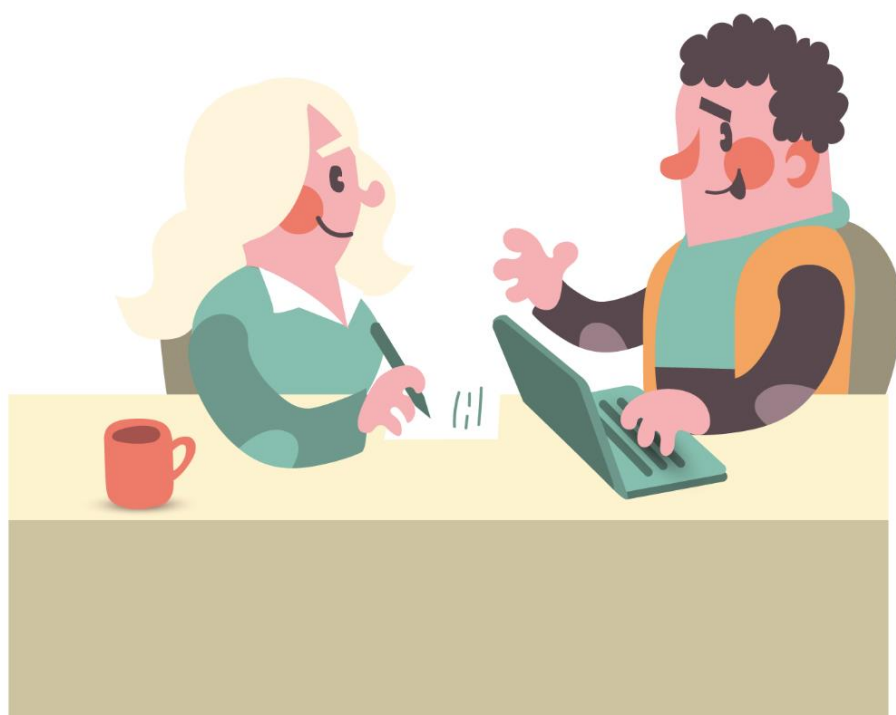


Table of content

The Food&More project	3
About the Trainers' Guide	4
MODULE 1	5
Getting to know each other / Ice-breaking game (Hungary)	6
Getting to know each other/ Which answer is a lie? (Hungary)	6
Introduction of a CSA farm/ Farm treasure hunt (Hungary)	6
Circles of impact (Hungary)	8
What makes a CSA work well? (Hungary)	8
SWOT analyses (Hungary)	9
Getting to know the context on the farm, connecting the dots within a community (Poland) ...	10
Dreaming circle (Dragon dreaming) Czechia	11
Deep listening (Czechia)	12
What do I need to feel part of the community (Czechia).....	14
MODULE 2	15
Getting to know each other / Ice breaking game (Hungary).....	16
Communication challenges, misunderstanding (Hungary)	16
Sources of information (CSA roles and communication needs) (Hungary).....	17
Making decisions (Hungary)	17
Importance of inclusive decision-making: consensus (Hungary)	18
What makes a meeting (any kind) effective, active, and sometimes fun? (Hungary)	19
Synergy, a tool for super focused meetings (Hungary).....	20
Deep communication (Poland).....	21
Open Space (Czechia)	22
MODULE 3	24
Getting to know one another / Ice breaking game (Hungary)	25
Roles and tasks/ Ship game (Hungary)	25
Roles, tasks, finding the best fits (Hungary)	26
Me and my values (Czechia).....	27
Explore your role in the food community (Czechia).....	28
Vivid image: method to express current feelings in the group (Czechia)	29
Art exhibition - sustainable vision and sustainable leader (Czechia)	30
IMPRESS	31

The Food&More project

Food&More is a European education programme designed by four organisations: Tudatos Vásárlók Egyesülete (Hungary) – co-ordinator, Asociace AMPI (Czechia), Fundacja EkoRozwoju (Poland) and URGENCI International Network. Our aim is to support food citizens, those conscious consumers who do more than just buy their food – they support small-scale food producers, organise food communities and support our organisations.

One of the key elements of our project was “The Food&More training” programme. This is a modular training programme, and it aims to teach how to build stronger food communities by using practical methodologies for participatory decision-making and planning, community-based communication, and co-operation. The 3-module training programme was tested in Hungary, Czechia, and Poland. This training guide summarises the best methods from these three countries.

All the Food&More tools and materials are available on URGENCI’s website. We also developed communication materials, short films, presentations for food citizens, useful guides for food community organisers, and tested an on-line course. If you are interested to learn more about the project, take a look at the website or the Learning Hub.

Links:

<https://urgenci.net/resources/>

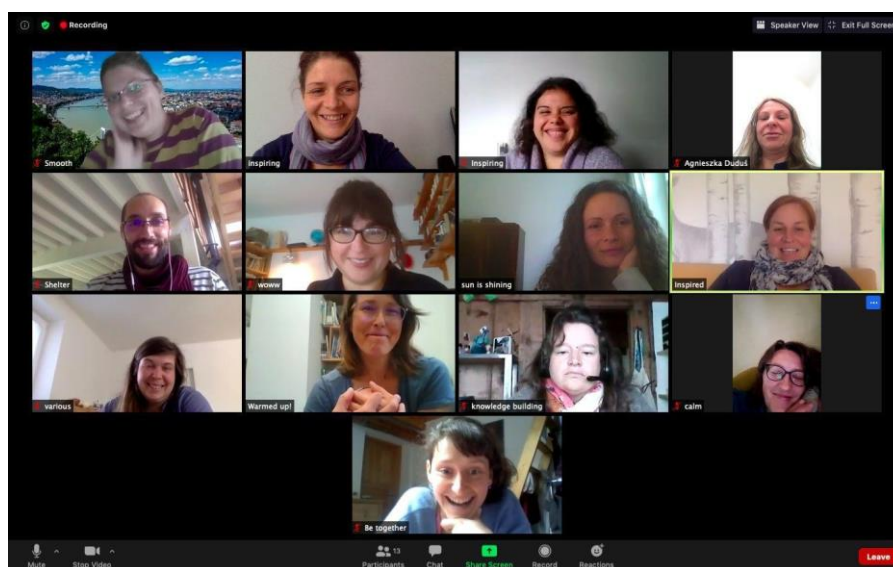
<https://hub.urgenci.net/>

For different language versions and additional support, please contact your national organisations!



About the Trainers' Guide

The three modules of the Food&More training programme were tested in three countries: Hungary, Czechia, and Poland. All partners work with food citizens, but we realised that our target groups are not the same. In Hungary, TVE worked with one CSA community and tried to improve their community-based co-operation. AMPI in Czechia targeted those committed activists and representatives of food communities who are close to the emerging Czech CSA network. In Poland, FER worked with an even more complex group: everyone who is connected to food citizenship in Poland. It soon became obvious that we cannot address these groups with the same training methodologies.



So, we decided to be flexible: TVE organised an online “Train the trainer event” where we agreed on the guiding principles and key topics (participatory decision-making and planning, community-based communication, and co-operation), but partners were free to develop their own training outline.

This is why this guide does not provide a detailed training plan of each module, the chapters are more like a “pool of methods”. Partners explained the best methods they tested. If you are interested in the detailed training curricula, please contact the partner organizations of Food&More.

MODULE 1

The idea behind the first module of the Food&More training is that based on the European survey of the Solid base¹ project for the sustainability of food communities, managing and keeping the community together is essential². The first module of Food&More took a day, and it was focused on the introduction of participants (and the host farm) on making the co-operation function smoothly; the theoretical background of food citizenship; community-based co-operation and self-analysis for food communities.

The training methodologies listed below were selected as the most successful or effective from the test training events carried out in the three partner countries. All the listed activities followed the participatory methodology of Food&More: intensive participation of individuals, as well as interactive group work, community-based planning and presentation of staff or trainers were all implemented. Please use these as a pool of methods, this chapter will not form a whole training day. If you are interested in the detailed training curricula, please contact the partner organisations of Food&More.



¹ A previous Erasmus+ project of some Food&More project partners: <https://urgenci.net/solid-base/>

² Link: <https://urgenci.net/wp-content/uploads/2019/11/Booklet31082018final.pdf>

Getting to know each other / Ice-breaking game (Hungary)

Icebreaker and introduction of participants

- **TARGET, CONTENT AND SKILLS:** Participants will feel more relaxed in the group if they know each other's names, ideas and background, and the trainer can subsequently also easily monitor what the main focuses and the interests of the participants are. Self-presentations of participants help to identify their experiences, motivation, wishes, interests, and expectations.
- **METHOD:** Working in pairs
- **METHOD DESCRIPTION:** Participants form pairs, preferably with the person sitting next to them. Everybody has 1 minute to present his/her name, experiences, and expectations to their partner. The trainer might facilitate the start with a few initial questions that would help motivate participants to begin talking. Examples of these might be: "Where are you from? ", "What is your experience with CSA" or "What do you expect from your training?". After this introduction, pairs can choose whether to introduce each other or themselves to the group.
- **TOOLS:** paper, pencil - participants can write notes in the workbook
- **DURATION:** 30 minutes (it depends on the number of participants)
- **RESOURCES:** Facilitation techniques at <http://www.seedsforchange.org.uk/tools>

Getting to know each other/ Which answer is a lie? (Hungary)

Icebreaker and introduction of participants

- **TARGET, CONTENT AND SKILLS:** Participants may know each other to some extent, but this activity would contribute to creating an even more relaxed and co-operative atmosphere which is important in a modular training.
Participants need to guess which statement is a lie from the 3 sentences which are used as "self- introduction".
- **METHOD:** Mutual introduction, group activity
- **METHOD DESCRIPTION:** Participants think of 3 different statements about themselves that were a significant moment of their lives. They say them out loud, and the group should guess which one is not a true. We can encourage everyone to think about special or funny statements. (Just one example from our training: "I once piloted a submarine.") Then the next participants do the same, and so on. If there are more learners, it is possible to create 2 groups.
- **TOOLS:** paper, pencil - participants can write notes and use the workbook
- **DURATION:** 25 – 30 minutes (it depends on the number of participants)
- **RESOURCES:** Facilitation techniques at <http://www.seedsforchange.org.uk/tools>

Introduction of a CSA farm/ Farm treasure hunt (Hungary)

Introduction of a farm and farmers

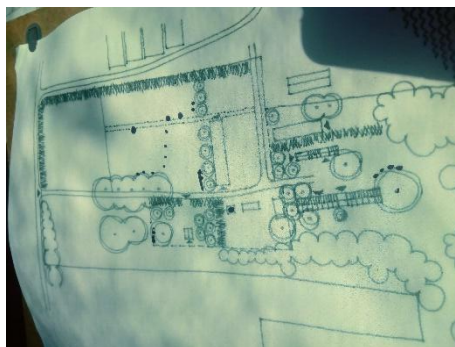
- **TARGET, CONTENT AND SKILLS:** In Hungary the Food&More training was organised on a CSA farm for its community. With this activity, we encouraged the self-learning skills of training participants. Instead of the ordinary guided farm tour, learners could get to know the farm based on given instructions (“Personal, social and learning to learn competence”). As agroecological farming and the concept of CSA were also in focus, the activity contributed to the improvement of skills “environmental and consumer awareness” and “learning for healthy living”.

If the training is hosted on a farm, we can arrange a farm treasure hunt (an interactive activity in the fields). After a short presentation of the farm/CSA, participants can discover the farm themselves. This activity would motivate all the learners for more participation, even those who are familiar with the environment.

- **METHOD:** Presentation and group activity
- **METHOD DESCRIPTION:** First, we ask our hosts (farmers, CSA organizers) to introduce the farm where we are. There is some basic information which should be shared with the group: when they started the farm/the size of the farm and farming methods/basic information about the CSA. Thereafter, we form a group of 3-4 people and give them some time to discover the place where we are, based on some instructions. All groups are asked to collect some plants, crops, or other natural elements of the farm in some given colours. So, for example: Group 1. green and yellow, Group 2. Green and red, Group 3. Green and purple and Group 4. Green and white. There is some time to walk through the farm and collect these elements, and then the small groups introduce what they have found to one another. During this round, the farmer(s) can help to explain why this plant is important, how they grow it to everyone etc. When all the small groups have finished showing what they have collected, there could be some time to create an installation.



- **TOOLS:** Map of the farm (optional), workbook for taking notes about the basic presentation



- **DURATION:** 60 minutes (15 minutes introduction, 25 minutes to discover the farm and 25 minutes for sharing the “treasures of the farm”).

Circles of impact (Hungary)

Learning about the impact of food citizenship

- **TARGET, CONTENT AND SKILLS:** Food citizens do not only buy their food from LSPAs (Local Solidarity-Based Partnerships of Agroecology), but also do something “more”. This activity could contribute to realising what their impact is on several levels. The skills which are connected to this method are: “Citizenship competence”, “Civil, environmental and consumer awareness”.
Training participants identify the “circles” they represent. These could be a local community, a national movement or even an international organization. They have some impact (environmental, social, or economic) at all levels. Through a group-based discussion, they list these and share them with the others.
- **METHOD:** Group activity
- **METHOD DESCRIPTION:** Work in 3 small groups; each group has a flipchart paper with a five circles target drawing on it. We ask the participants to imagine if they are the point in the middle of these circles, how they would name the outer/bigger circles (CSA community, national network, the international CSA network and so on). Once they have named them, they should discuss and somehow mark on the circles what impact they make as being part of a circle (for example, a CSA community). Then we share the results in plenary and discuss the findings. If the participants find it difficult to name the circles, trainers can share some ideas.
- **TOOLS:** Flipcharts, markers
- **DURATION:** 45 minutes
- **RESOURCES:** Short film of Food&More: Consumers who are changing the Word:
<https://www.youtube.com/watch?v=mW9WWzDharY&t=1s>

What makes a CSA work well? (Hungary)

Analysing the situation of a food community

- **TARGET, CONTENT AND SKILLS:** The group discussion could help to bring the reality and the ideas and needs in a food community closer to one another. By listing the elements

of a food community that works well, a wish list could be created, and the unspoken needs and challenges could appear. For example, it can turn out that members would like to have more delivery points, but farmers and organisers do not have the capacity for that, they would need more community participation even at the one existing delivery point. This method could be used if you work with one food community. In Hungary, the method was tested with one CSA community. The aim of this activity is to make everyone aware of how an ideal working food community should operate, what are the important elements of satisfaction and to perceive this question from the perspective of different actors.



- **METHOD:** Group work and discussion
- **METHOD DESCRIPTION:** Participants work in 3 small groups again; we can reorganise the groups. The groups collect how a ' CSA that is working well' appears from their perspective (Group 1. members, Group 2. farmers, Group 3. co-ordinators). Each small group shares the results, and the other two groups can give feedback, how they feel about it or how they can relate to it from another perspective. If we see that there are too many members, for example, trainers can divide participants into a group representing a key actor. The third possibility is that each group can list the ideas for several actors. On the picture, a farmer, and a member work together, and they list the ideas of both groups.
- **TOOLS:** flipcharts, markers, and Food&More workbook for taking notes
- **DURATION:** 60 minutes (Group work: 20 minutes, Sharing: 30 minutes)
- **RESOURCES:** Be part of CSA! booklet: https://urgenci.net/wp-content/uploads/2016/11/BPCSABooklet_2016_eng.pdf

SWOT analyses (Hungary)

Self-analyses of a food community

- **TARGET, CONTENT AND SKILLS:** After the first training day of Food&More, the SWOT analyses can be a good tool for synthesizing and carrying out a self-analysis for a given food community. The result of the shared discussion could be used even after the training. This activity can provide a good basis for improving skills of “Personal, social and learning to learn competence” as well as community/group development and conflict management skills and for building the ability of long-term planning. SWOT analysis is a useful tool to understand the current situation of an organization or community. This strategic planning tool is used before planning or when an important decision must be made. “S” stands for Strengths, “W” means Weaknesses, “O” stands for the Opportunities and “T” stands for Threats.

- **METHOD:** Homework, group work
- **METHOD DESCRIPTION:** Participants should organize a session before Module2 when they carry out a joint SWOT analysis (offline or online). All actors should be invited (members, farmer(s), worker(s), co-ordinator(s)) and a facilitator who can help with the process. They should summarise the result in a table (see Food&More working book). This will be shared at the beginning of the second training day and could be used for planning or even in problem resolution. The method is easy enough to be used by communities by themselves. 4 guiding questions can help the brainstorming:
 STRENGTHS: What works well in our food community?
 WEAKNESSES: What do we need to improve?
 OPPORTUNITIES: What opportunities are open to us?
 THREATS: What risks do we see facing our CSA?
- **TOOLS:** Flipchart, markers, and Food&More workbook
- **DURATION:** at least 30 minutes
- **RESOURCES:** About SWOT analysis: https://en.wikipedia.org/wiki/SWOT_analysis

Getting to know the context on the farm, connecting the dots within a community (Poland)

The stroll

- **TARGET, CONTENT AND SKILLS:** This method of conducting a meeting allows you to see the wider context in which the community is operating. Literally - you can get to know the area, neighbourhood, and surrounding nature better. Furthermore, figuratively - learning about the history of the place, the relationships that connect or divide. Required skills for the leader: preferably a local person, familiar with the terrain, able to maintain a balance between the story and allowing the participants to walk in silence.
 This is a good method to use during a whole day training/ visit on the farm or more than one day training session. It helps to consolidate the group, stimulate the brain and all the senses. A well-planned stroll session could help to find a solution for an issue that emerges in a group or just to find a better perspective for a community (regarding their development, roles within a group, finding an inner motivation, etc)
- **METHOD:** a neighbourhood stroll
- **METHOD DESCRIPTION:** Introduce the motif for the walk - will it be getting to know the surroundings of the farm? Or maybe places where crops are grown and then supplied to the food community. The history or natural resources of a given village or district may also be a motive. The route should enable both free conversation during the walk and a place where you can stop, take a break, and focus on the view. Plan the route well, depending on the group's abilities - the walk should be pleasant, without being

overwhelming. Although it is good to have a planned route, as a walk leader, be open to the needs of the group - to turn off the route, see something unplanned.

Have a plan, but don't be afraid to change it and follow the group. The most valuable things will happen if you let the group feel at ease during the walk. Your narrative will be a perfect complement to spontaneous conversations between participants. A walk should feel like a pleasant exertion, as a nutritious part of the training day. Therefore, make sure that it is not too strenuous or boring. Participants should feel it makes sense to take part in a walk. The person conducting this part of the training should have a good feeling and be able to read the needs of the group skillfully. It is important to be able to observe well without being overwhelmed by your story.

- **TOOLS:** shoes and clothes adequate for the weather
- **DURATION:** minimum 60 minutes, optimal 120 regardless the number of participants
- **RESOURCES:** Role of a movement for a learning activity (neurological approach): ex. Brain rules. Twelve principles for surviving and thriving. John Medina;

Dreaming circle (Dragon dreaming) Czechia

- **TARGET, CONTENT AND SKILLS:** Participants can experience one part of the Dragon dreaming participatory planning method. Every project starts with the dream of an individual person. Often this dream may come out of a new awareness, an aha-moment. Through the process of communication, the dreamer becomes fully aware of the nature of his/her dream. Most projects get blocked at the dreaming stage because people do not share their dream with others. This is the first threshold that a good project idea must cross. Once a person has an idea or a dream, the first step in Dragon Dreaming is therefore to share this with a group of people. Who should these people be? It is not only important to choose someone who has the proper skills and knowledge that might help the project, but they should be the people you want to be and work with. It is all about relationships. Dream Circle is a meeting where the collective intelligence of a group is liberated. It is also the process in which your individual dream needs to die, to be reborn as the dream of the whole. In the Dream Circle, everyone needs a chance to first determine what is important to them and then share their needs with the others. As the project continues, however, it will become apparent what is needed for everyone to identify with the project 100 percent. Only if everyone who is present can identify 100 percent with the dream, will they be able to commit to the project and support it wholeheartedly. During the dream circle, it should always be possible for someone to find that this project is not his/her cup of tea. This person should then be allowed to

say so, even openly and honestly, if it might be painful for the group. Furthermore, It is helpful if each part of the dream is expressed in the most positive way possible. Instead of someone saying what they do not want, try to find a way of saying what they do want. It truly energizes a group if the dream is then read aloud in the past tense as if the project had already happened.

- **METHOD:** Dreaming circle.
- **METHOD DESCRIPTION:** Choose a simple example on which participants can try out the dreaming method. A topic with which everyone is familiar and experienced. E.g., organizing a community meeting at the end of the season. Explain what the project is to be about and ask participants a Generative Question such as: *»What would this project have to be like so that you can say afterwards – this was the best possible way to have spent your time? «* Or: *»What would enable you to say – yes! I am so pleased I worked on this project!?»* And now everyone present answers the question in turn. If someone has nothing further to add, they can pass. If someone passes, they can later add a new idea when it is their turn again. It is important in a Dream Circle that every idea is recorded. One way of doing this is to appoint a recorder to capture the ideas as they are shared. Another way could be for the recording to be done by whoever is next to the person whose turn it is to speak, and follow the process as mentioned above. Either way, the recorder writes the name of the speaker and captures the essence of what is being said. Don't try to capture every word, just get the essence of it. Once this is written down, check with the speaker that this reflects what they wanted. If you find the energy falling, there is something going wrong. Watch out for Analysis Paralysis, i.e., that your Dream Team gets stuck in the debate over the meanings of words. Make sure, that there is a flow in the Dream Circle – this way it is an uplifting experience. The Dream Circle continues until everyone in turn has passed. It is important to declare the circle as finished and – of course – to celebrate!
- **TOOLS:** flipchart, markers
- **DURATION:** 30 min
- **RESOURCES:**
http://www.dragondreaminginstitute.org/documents/DDI_WorkshopHandbookV01.pdf

Deep listening (Czechia)

- **TARGET, CONTENT AND SKILLS:** Participants experience what it is like to be heard and to listen to others with real respect. Listening is a soft skill - perhaps the softest of the soft skills. What is the big deal, we might ask? There is a lot going on during communication. The speaker must put into words not only information but often complex perceptions, thoughts, feelings, and intent. Then a listener must de-code this

message through a filter of their biases, attitudes, beliefs, feelings, motives, and life experiences. And to make it even more complex, experts tell us that words make up only about 11% of the message in face-to-face communication. The tone of voice is about 35% of the message and body language, as well as other contextual cues, make up about 55%. Although exact percentages are hard to come by, it is true that there is simply a lot going on which can make deep listening challenging. Deep listening means suspending judgment and being fully present with another person to understand his or her experience or perspective. Deep listening involves hearing more than the speaker's words but taps into the more profound meaning, unspoken needs, and feelings conveyed. It is done with the heart and the mind as well. To listen well, we must understand that people want to be heard. They want to know that their opinion matters. They want our empathy and respect. Empathy is doing our best to experience the world from their perspective. Respect is offering due regard for their opinions, feelings, needs, and personhood. And yet, for the most part, we are not good listeners. We listen to respond rather than understand. Our minds think about 400 words per minute, and we speak only 125 words per minute, which means we get distracted and fail to give others our full attention. We are quick to judge what others are saying and agree or disagree, think we already know, or we give advice, fix problems, dismiss, or one-up other people rather than hear what they are really saying. It is by deep listening that we grant these gifts of empathy and respect. Listening shows that we not only understand what they are saying, but that we value and respect them as human beings. Through deep listening, we not only communicate information but affirm and support others as well as build and transform relationships. Deep listening is an important skill that helps to create close relationships among people.

- **METHOD:** Listening to each other in pairs.
- **METHOD DESCRIPTION:** Participants create pairs. The first participant has 2 minutes to talk and express his/her emotions, feelings, and thoughts relating to a given topic or question. Silence is also a way of communication. The other participant is paying maximum attention to the speaker. They observe not only the content of the words, but also all manifestations of non-verbal communication. The listener will then have two minutes to express what they have heard, seen, felt. e.g., *I saw that...* *I heard that...* They do not judge, just describes the situation. In this way, the speaker can gain valuable reflection. Thereafter, the roles are reversed. In the end, participants can share mutually and discuss their experience.
- **TOOLS:** paper and pens for taking notes

- **DURATION:** 15 minutes
- **RESOURCES:**
 - ✓ <https://www.rogerkallen.com/the-art-of-deep-listening>
 - ✓ http://www.dragondreaminginstitute.org/documents/DDI_WorkshopHandbookV01.pdf
 - ✓ <https://www.lifehack.org/789807/listening-skills>
 - ✓ <https://www.tonyrobbins.com/mind-meaning/the-power-of-deep-listening>

What do I need to feel part of the community (Czechia)

- **TARGET, CONTENT AND SKILLS:** Participants realize what is important for them in the community. This activity contributes to identifying participants' own needs that the community must meet for them to be comfortable in it.
- **METHOD:** Interaction in a group. Discussion.
- **METHOD DESCRIPTION:**

Part 1: The facilitator asks participants to line up according to how much they feel part of their community, ranging from not feeling part at all to feeling fully part.

Part 2: Participants discuss in the group or smaller groups the question: "What do I need to feel part of the community?" They record important observations on a flipchart. If there are discussions in several groups, the session can be closed with reflection and sharing the summary in the big group.
- **TOOLS:** No tools are needed
- **DURATION:** 15 minutes

MODULE 2

Based on our previous needs analyses, members/eaters of food communities are interested in taking part in decision-making processes. But we have also discovered that community-based decision-making is not always easy. Therefore, the second training module of Food&More was designed to help participatory decision-making and conflict resolution in food communities. Our aim with this module was to equip food citizens with knowledge, skills, and motivation to enhance democratic decision-making in their food communities.

How can decisions be made? Why is communication challenging? And how can different actors, like farmers and eaters of food communities, work together? The second training day of Food&More was dedicated to these questions. Test training events took one day. Training methods followed the participatory aspect of our project: intensive participation of individuals, interactive group work, community-based problem-solving were all implemented.

Just as in the previous chapter, what you will find here are the selected methodologies from the three partner countries. For the training curricula which explains how Module 2 was organized, please contact our partner organizations.



Getting to know each other / Ice breaking game (Hungary)

Icebreaker

- **TARGET, CONTENT AND SKILLS:** Participants will feel more relaxed if they can share their emotions, thoughts with the group. It is easier if we ask them for an association, and this exercise is a good activity for achieving that. Of course, you can substitute the object, it can be an animal, plant, vegetable even a soup or other food. It can be helpful to find something which is connected to the topic of the training or the place.
- **METHOD:** Mutual introduction, Self-presentations of participants
- **METHOD DESCRIPTION:** Participants sit/stand in a circle. Trainers ask them: What animal you feel like today that can be found in this garden? Everyone has some time to think about their answer, and they then share it with the others using 1-2 sentences to explain.
- **TOOLS:** no tools are needed
- **DURATION:** 15 minutes (it depends on the number of participants)
- **RESOURCES:** Facilitation techniques at <http://www.seedsforchange.org.uk/tools>

Communication challenges, misunderstanding (Hungary)

- **TARGET, CONTENT AND SKILLS:** Communication is not easy. Even if we think the other person understands what we are saying, there may be misunderstandings. And this can also happen in good working communities. Participants can experience themselves how challenging communication can be to strengthen their skills for future communicational situations. The exercise shows how communication is if we do not have all the information or just do not “see” something.
- **METHOD:** Drawing game
- **METHOD DESCRIPTION:** Participants sit in two rows and there are tables between them. On the tables there are papers and markers they can use for drawing. People in one row are blindfolded, so they cannot see, and they will draw on the paper in front of them on the table. The facilitator shows an image of geometric forms (can be easy or more difficult) to the ones without the blindfold. They have 2 minutes to instruct their partner - sitting in front of them on the other side of the table - to draw what they see. They cannot communicate with each other after that.
Next round: now the blindfolded people will explain - and not seeing what their partner is drawing. In this round, there are no shapes to copy, and image - for example - a horse on a farm (they cannot use the word of horse and farm). So, there are also 2 minutes to explain this and allow the other person to draw. This time the person who is drawing can ask questions.
After the drawing exercise, there is a plenary discussion about how the exercise went, what was easier, to draw or to explain. What kind of communication challenges, possible misunderstandings could we detect? How do these relate to our everyday life and to a CSA?

- **TOOLS:** Blindfolds, papers, markers, Food&More workbook
- **DURATION:** 20 minutes (it depends on the number of participants)

Sources of information (CSA roles and communication needs) (Hungary)

- **TARGET, CONTENT AND SKILLS:** In a community there are several roles. The key actors of a food community are involved there should be farmers, eaters, co-ordinators, but there are some stakeholders who have an effect from outside the community (a neighbour for example) and some people play temporary roles (e.g., an intern, or a seasonal worker). If the communication and community-based co-operation is not working well, the needs of these actors are not met, problems may occur. We would like to improve these skills. Training participants learn through this activity how the different needs and “shares” can be met in a food community and why it is important to list these.
- **METHOD:** Group-based activity
- **METHOD DESCRIPTION:** Participants are divided according to possible food community characters (it could be a member, farmer, co-ordinator, seasonal worker, neighbour or close community, volunteer, or intern). They form a group of 2 or 3 and start talking about and making a list of - from their given role - what kind of information they would need for their work or position and what they would need to share with others. They determine the minimum level of information and beyond. We can use 15 minutes for collecting the ideas and in the second part of this activity it is useful to contrast the “needs” and “shares” in all the given roles. This may take some time.
- **TOOLS:** Papers, markers, Food&More workbook
- **DURATION:** at least 30 minutes (it depends on the number of participants)

Making decisions (Hungary)

- **TARGET, CONTENT AND SKILLS:** Thanks to the simulation game, training participants can experience what it is like to make decisions in a growing group, taking their preferences into consideration. The simulation game contributes to the improvement of skills like community-based decision-making, communication, and basic organisational skills.
Decisions in a community should be made jointly. Collective decision-making has several advantages: it increases the involvement, helps to understand the situation, and generates solutions.
- **METHOD:** Simulation game
- **METHOD DESCRIPTION:** Ask participants to list 'What are the 5 things you want to bring with you to an island?' – they need to write them down on a piece of paper. After 1-2 minutes they form pairs and the task is the same, 'What would you bring with you to an island?' but this time they - two of them - need to come up with a shared list of 5. They have 5 minutes to decide. After this, the same task should be repeated in a group

of 4. “What are those 5 things they would all bring?’ Now they have 10 minutes to decide. Ask them to write the 5 things on the paper.

Then a plenary discussion is organized for sharing the experiences. What made the decision-making easier or

harder? This should include a plenary discussion about how decision-making processes and connected conflict resolution work in your community.

- **TOOLS:** Papers, markers, Food&More workbook
- **DURATION:** 50 minutes (of course, this can be longer if we allow more time for the plenary discussion)



Importance of inclusive decision-making: consensus (Hungary)

- **TARGET, CONTENT AND SKILLS:** Consensus building is an important tool of active citizenship. It is based on the values of equality, freedom, co-operation, and respect of everyone's needs, which are all essential for food communities. The community-based technique is important, not only to fully involve group members in decision-making, but it also contributes to the development of the sense of ownership. Consensus-building involves looking for 'win-win' solutions that are acceptable to all. When everyone agrees with a decision, they are much more likely to implement it. Additionally, people are also more likely to stay involved in a group that is committed to hearing their views and meeting their needs. Training participants learn basic information on consensus decision-making and list how they can use it in their communities, all while gaining basic problem-solving soft skills. This activity is based on Solid base training of TVE and useful for improving skills of democratic decision-making and co-operation.

The following steps about consensual decision-making are introduced for adult learners.

(Detailed flowchart and main source:

<https://www.seedsforchange.org.uk/consflow.pdf>)

1. Introduce and clarify the issues to be decided. Share the relevant information.
2. Explore the issue and seek ideas. Collecting issues and concerns; collect ideas to solve the problem; have a broad ranging discussion and debate ideas. Start thinking about solutions to people's concerns. Eliminate some ideas, short list others.

3. Look for emerging proposals. Look for a proposal that weaves together the best elements of the ideas discussed. Look for a solution that addresses people's key concerns.

4. Discuss, clarify, and amend your proposal. Ensure that any remaining concerns are heard and that everyone has a chance to contribute. Look for amendments that make the proposal even more acceptable to the group.

5. Test for agreement. If there is an agreement, you should check the blocks, stand asides, reservations, agreement, and consensus.

6. Implement the decision: If there are no blocks, not too many stand asides or reservations and there is an active agreement, the decision should be implemented. The group should decide who, when and how it will be carried out.

- **METHOD:** Plenary

- **METHOD DESCRIPTION:** Trainers ask participants if there are any methods that they use for decision-making in their food community. We collect these on a flipchart.

Then consensus-based decision making is explained by the trainers. We can ask the participants before that if they have experience in consensus or what they think, why this method could be used by food communities. This activity is closely connected to the next one, so we can combine the content. For example, we can discuss hand signs during this group work and just mention this during the next one.

- **TOOLS:** Printed lists of the 6 main steps, flipcharts, pens, pencils, Food&More workbook

- **DURATION:** at least 30 minutes

RESOURCES: Guide on consensus making:

<https://www.seedsforchange.org.uk/consensus>

A Consensus Handbook of Co-operative decision-making for activists, co-ops and communities, Seeds for Change Lancaster Cooperative Ltd, 2013

What makes a meeting (any kind) effective, active, and sometimes fun? (Hungary)

- **TARGET, CONTENT AND SKILLS:** Food community members should get information, express their opinions, take responsibilities, and decide on common questions. Facilitation can be learnt by using practical experiences, by reflecting on your experience of meetings and observing other facilitators. Meeting facilitation, specifically, combines a series of roles and tasks. For example: keeping people on topic, time-keeping, listening carefully to what everyone is saying and problem-solving. In this session, participants will be guided through the main steps of a facilitated meeting, using their personal experiences. This activity was used by TVE before Food&More as well and proved to be useful in strengthening the skill of facilitation. Training participants learn about the main steps of a facilitated meeting, which are:

1. Preparation (What is this meeting about, where do we want to achieve? Making agenda)
 2. Starting point
 3. I-We-It (According to Kay Tift, in any group, three major topics are always on the agenda. We can call them “I”, “We” and “It.” “I” is about who I am and how I feel now. “It” is about me–you relationships within the group.” “We” is about our behaviour towards each other, for example our meeting culture, everything to do with our shared relations. This theory is about what we do together, our collective task or focus.)
 4. Signs, signals (What are the signs to determine whether people are fully present or not throughout the process? Energy level, group dynamics)
 5. Inclusion in group process - (How can you include everybody's opinions, doubts, etc.?)
 6. Closure (expressions, next steps, feelings)
- **METHOD:** Group discussion
 - **METHOD DESCRIPTION:**
 Part 1: Let's go through the process of a meeting or discussion! Trainers create a flow of a river using scarfs or paper to imitate the river. Have the 6 points written and easily readable on a piece of paper. Lead the group through the river, putting down the pieces of papers on the floor and asking questions about each stage (why it is important, what experiences they must share connected to each stage). Preferably, two trainers work with two smaller groups.
 Part 2: Plenary discussion about the topic, questions, sharing of experiences. Trainers could start this session with short summaries of the main findings in their groups.
 - **TOOLS:** Scarf or paper, 6 points printed on papers, Food&More workbook
 - **DURATION:** 30 minutes for short group discussion + 15 minutes for plenary
 - **RESOURCES:**
 Long guide: <https://www.seedsforchange.org.uk/facilitationmeeting>
 Tools: <https://www.seedsforchange.org.uk/tools>
 Hand signals: <https://www.seedsforchange.org.uk/handsig.pdf>
 Facilitation meetings, A guide to making your meetings effective, inclusive, and enjoyable, Seeds for Change, 2019

Solid Base Trainers Guide: https://www.solidarische-landwirtschaft.org/fileadmin/media/solidarische-landwirtschaft.org/Das-Netzwerk/Projekte/solidbase/Trainers_guide_Solid_Base.pdf

Synergy, a tool for super focused meetings (Hungary)

- **TARGET, CONTENT AND SKILLS:** All of us have experienced never-ending meetings. In a food community, members usually do not have much time because they have a job, family, and other commitments. It is therefore crucial to organise effective and inclusive meetings. Synergy is a good tool for achieving that. This activity strengthens facilitation and communication skills.

The Synergy method was developed by Erhard Fleck in Sweden. At a synergy meeting, the agenda is built and used dynamically. Learners get to know how they can apply these in their food communities.

- **METHOD:** Presentation
- **METHOD DESCRIPTION:** Trainers explain the Synergy method. Participants can read some basic information about it in Food&More Workbook.

The facilitator builds the agenda.

Stage 1. Wish List: Each person tells the facilitator what topics he or she brings to the meeting. These are written as an agenda in a way that is visible to everyone, for example on a flipchart or whiteboard. The time estimate is made by the person suggesting the topic. The amount of time allocated to the whole meeting should not be allowed to determine estimates.

The time required for the topics is totalled and written on the agenda, and the total is compared with the time available for the meeting. If there is enough time for all topics as requested, proceed to the actual meeting. Otherwise, go to Negotiations.

Stage 2. Negotiation: The facilitator asks the group how to handle the discrepancy between time requested and time available. Only the person presenting a topic can choose to shorten or eliminate it, so a process of negotiation ensues.

Stage 3: Dealing with the topics.

- **TOOLS:** Papers, markers, Food&More workbook
- **DURATION:** 20 minutes
- **RESOURCES:** Learning for change: <https://legacy17.org/Files/Article-related/L4C.pdf>

Deep communication (Poland)

The Council

- **TARGET, CONTENT AND SKILLS:** The method gives structure to the meeting through the proposed formula of opening and closing. Thanks to this, participants can enter the group process and exit the training day smoothly and fully. The way of implementing the method introduces good practices that participants can also use outside the training in every other part of the community life.

Settling into the present, presenting your reflections, listening carefully.

- **METHOD:** The council
- **METHOD DESCRIPTION:** Participants sit in a circle in a way that allows them to see each other. It is important to all be on the same level (all on chairs or all on the floor). In the middle, on the floor, we place one object that will be passed on to the person who is speaking. The person in charge of the circle starts the meeting by introducing the rules (one person speaks, the rest listens, we only talk about ourselves, what we think, feel, we do not give advice unless we are asked to do so. The person who has the object in his or her hand may speak and communicates the object to the next speaker everyone

has the right to remain silent, we do not interrupt. Once everybody has decided, the council is closed. The rules of communication used in a circle can also be extended to other parts of the meeting (training) and then move on as a good rule of thumb in communicating with others in the community.

- **TOOLS:** An object - it could be a stone, a twig, a feather. Generally, a person launching the council has their own speaking object. It's good to have something you can hold in your hand.
- **DURATION:** The council takes time. It depends on the number of participants. At least 45 to 90 minutes for a group of 12-15. It is crucial is not to rush people.
- **RESOURCES:** Knowledge about conducting a council is mainly shared orally. There are few written publications, usually in the form of an account of what was shared, rather than a textbook. Some information online: <https://waysofcouncil.net/>

Open Space (Czechia)

- **TARGET, CONTENT AND SKILLS:** Participants bring and discuss their topics and share their experience with others. This activity contributes to the improvement of facilitation and communication skills.

“Open Space” is a technique for running meetings where the participants create and manage the agenda themselves. This method is ideal if you want participants to gain ownership of an issue and come up with solutions. Participants agree on the areas of discussion that have importance for them, and then take responsibility for facilitating the sessions.

- **METHOD:** Active participation and experience-sharing.
- **METHOD DESCRIPTION:** An Open Space meeting will typically begin with introductions by the facilitators (we would recommend at least two). They will introduce the purpose of the discussion and will explain the self-organising process of ‘Open Space’. Group members then post their topic areas of choice on the bulletin board at a designated space and time. As each member posts their topic on the board, they tell the group what they have written. If there are more topics than time and space, the facilitators can support the wider group to decide which discussions should be prioritised. Any participant may suggest an issue – but they must have a real passion and the ability to start a discussion. They must also ensure that notes of the discussion are written up. When all issues have been allocated a time and place, participants sign up to attend those individual sessions. Sessions typically last up to one and a half hours, with the whole gathering usually lasting anything from a half day to up to two days! The opening and agenda creation take a maximum of an hour, even with a massive group. Now it's time for the individual groups to get to work. With participants moving from discussion to discussion. Open Space Technology begins without any pre-determined agenda, with work

directed by a 'theme', 'purpose' or 'invitation' carefully articulated by leaders of the meeting. After the opening briefing, the facilitator usually remains in the background.

Guiding Principles and One Law of the process:

- Whoever comes are the right people.
 - Whenever it starts is the right time.
 - Wherever it happens is the right place.
 - Whatever happens is the only thing that could have happened.
 - When it's over, it's over
 - The 'Law of Two Feet' states that if at any time during the time together you find yourself in a situation where you are neither learning nor contributing, use your two feet and go somewhere else.
- **TOOLS:** flipchart, markers, sticky notes
 - **DURATION:** 3 hours (planning part plus + 2 sessions 45 min)
 - **RESOURCES:** <https://www.mind.org.uk/media-a/4924/open-space-method.pdf>

MODULE 3

The operation of food communities is based on close co-operation between food citizens, farmers, and employees of the community. Solidarity-based food systems can only achieve financial sustainability if they actively involve their members in the economic and management planning processes - as shown in our European survey in 2018. The co-operation between stakeholders outside the community is equally important to that. Experience-sharing and networking may be a key success factor at local, national, and European levels. This is why the third module of Food&More training focuses on long-term perspectives, highlighting the possible ways of co-operating within or outside the community. Learners can strengthen their communication, co-operation, civil, environmental and consumer awareness skills, as well as their ability for volunteer management and basic organisational skills.

Just as in the previous chapters, what you will find here are the selected methodologies from the three partner countries. For the training curricula which explain how Module 3 was organised for the different target groups, please contact our partner organisations.



Getting to know one another / Ice breaking game (Hungary)

Icebreaker

- **TARGET, CONTENT AND SKILLS:** Participants will feel more relaxed if they can share their emotions and thoughts with the group. It is easier if we ask them for an association, and this is a good activity for that. Of course, you can substitute the object, it can be an animal, plant, vegetable even a soup or other food. It can be useful to find something which is connected to the topic of the training or the place.
- **METHOD:** Mutual introduction, Self-presentations of participants
- **METHOD DESCRIPTION:** Participants sit/stand in a circle. Trainers ask them to choose a movement from our garden world that best represents how you feel this morning - the others follow the movement.
- **TOOLS:** no tools are needed
- **DURATION:** 15 minutes (it depends on the number of participants)
- **RESOURCES:** Facilitation techniques at <http://www.seedsforchange.org.uk/tools>

Roles and tasks/ Ship game (Hungary)

- **TARGET, CONTENT AND SKILLS:** It is not always easy for food community members to mention their strengths and weaknesses or just explain how they feel in the community. Replacing themselves with a character can make it easier for members to talk about themselves. This activity can be useful for identifying skills, preferences, and desires (*I chose the character because I am good at...*) and also to discover inner, maybe hidden issues (e.g., someone is not satisfied with their situation, job, responsibility). In practice: if we know these details, this will make it easier to match tasks to the right people, for example find the best volunteer for an activity. Concerning conflict or problems, we can list some actions to solve the situation (e.g., *I am the cleaning lady; however, I should work as a captain.*) Food community members choose a character from a drawing and explain to the others why they chose that one.
- **METHOD:** Personal thinking time and plenary
- **METHOD DESCRIPTION:** We use the ship drawing from Food&More workbook. Trainers ask the participants to look at the picture and identify the characters in it. We can mention some key characters out loud: there is a captain who is responsible for the whole crew, or someone who is cleaning. Then the trainer asks the participants to think about their food community and from this perspective and asks them to choose a character who they would like to be. They have some thinking time for that. Thereafter, we share in a big circle who has chosen each character. It is useful to take some notes because this allows us to see that some members like to clean for example

or organise events for the others. We can then connect the tasks in a food community to their wish characters.

- **TOOLS:** pens, Food&More workbook
- **DURATION:** 45 minutes (it depends on the number of participants)



Roles, tasks, finding the best fits (Hungary)

- **TARGET, CONTENT AND SKILLS:** Burn-out may be a serious problem in the life of food communities. With this method, we aimed to help develop community-based co-operation by sharing the tasks based on skills and preferences. The group-based discussion is also a key to co-operation, as some people try to avoid fulfilling all their tasks or try to find someone else to do them in their place. During this exercise, food community members can make volunteer commitments.

Sharing tasks within a food community, using the preferences and skills which were collected during the “Roles and tasks – ship game” method.

- **METHOD:** Group discussion
- **METHOD DESCRIPTION:** Co-ordinators or farmers of the food community list those activities which could be done by someone from the community. These can be physical activities as farming or contribution, organisational tasks connected to organizing community events



or deliveries, or even background tasks such as strategic planning or editing a mailing list or a blog. If the list is ready, everyone in the group can volunteer for an activity. It is important that they should not do it under pressure. If someone cannot take on any tasks at a given time, this should be accepted. The previous method “Ship game” can be a good starting point in sharing the activities, trainers can refer for some preferences. E.g. “Kate, you said you like to organise parties. Would you be interested in organising community events?”

Participants can also suggest new tasks or activities if they would like to do something that was not listed. E.g., someone would like to take photos of the farm.

It is important to note all the commitments because this could be shared with other food community members who may not be present at the training event. And this can also help later to check the process or find someone for a specific task.

- **TOOLS:** flipchart, markers or someone can take notes on a laptop
- **DURATION:** 45 minutes

Me and my values (Czechia)

- **TARGET, CONTENT AND SKILLS:** Our values reflect what is important to us. They are, in short, a way of describing our individual motivation. Together with our beliefs, they are natural factors that guide our decision-making. Values can be positive or fear-based (limiting). For example, honesty, trust, and responsibility are positive values, while blame, revenge, and manipulation are limiting or fear-based values. Personal mastery entails overcoming and eliminating our fear-based beliefs. When our beliefs or behaviours are not aligned with what is important to us - our values, we lack authenticity. Every human being in the world grows and develops in seven well-defined areas. These areas are defined in Barrett's Seven Levels of Needs Model. Each area focuses on specific needs that are common to all. An individual's level of growth and development depends on their ability to meet these needs.

At different times, you may observe that you focus more on some levels and less on others. This is due to changing life conditions. It is important to understand that within the seven levels, a higher level should not be considered as better than a lower one; for example, you will find it difficult to focus on helping others if you have health or financial issues.

You can use values-based work for self-knowledge and personal development as well as for mutual understanding within the community or organisation where you work. Each of us is different, and that's a good thing. Diversity brings greater resilience, but it also requires mutual respect and understanding of differences. We need to cultivate the ability to see the added value in differences.

You can take a free test of your values on the Barrett Values Centre website. An assessment will be emailed to you. You will find out what values are important to you. You will get a description and interpretation of them, as well as recommendations for future work.

- **METHOD:** Discussion in pairs/small groups/ whole group.
- **METHOD DESCRIPTION:** Ask the participants to complete the values test at home and bring the results to the workshop, as you will be working with them.

Introduce the participants to the topic. Why is it useful to deal with values? Describe the seven levels of values according to Barrett. How do values guide our decision making? Positive values and limiting values based on fear.

Get the discussion going. Combine discussion in pairs, small groups or whole group.

Option 1: Participants create pairs, preferably with the person that they know the least. In the first round, everyone has 2 minutes to present his/her results of Barrett test. The trainer might facilitate the start with a few initial questions that would help motivate participants to begin talking. Examples of these might be: What levels of values do I have, and which are missing? Is there any level that is significantly filled? What does it tell me? What is important to me? In the second round, they can discuss questions: What values are important to each of you? What values do you have in common? How do you differ?

Option 2: Small group or whole circle discussion. Examples of questions for discussion. What are our values? Do we have a code of values?

At the end, you can share the reflection in the whole circle. What did I take away from the activity?

- **TOOLS:** flipchart, papers, pencils - participants can write notes
- **DURATION:** 45 min
- **RESOURCES:** <https://www.valuescentre.com>

Explore your role in the food community (Czechia)

- **TARGET, CONTENT AND SKILLS:** Participants analyse their role in the food community. Participants will be aware of their roles that they actively perform in the CSA initiative. By asking questions, they answer what role they choose, what they believe they are doing, and what they need for their performance. They also assess what they want, what their knowledge needs are, and what they can learn through their chosen role.
- **METHOD:** Participants' self-analysis - Pyramid of my role in the food community
- **METHOD DESCRIPTION:** This method is based on the concept of the "Logical levels (pyramid)" invented by Robert Dilts. This is a practical activity where each participant writes their answers to the questions in the prepared form. Who am I? What do I want to do in the role? These relate to the role or roles that a participant in a CSA might hold. Along with the role, they write, for example, the values, beliefs, abilities, ways of acting, and behaviour which are linked to the chosen role. During writing, the content of the role for the individual is thought up. After completing the "pyramid", the participant assesses whether they fulfil the role, what benefits come from it, and what limits they have found.
- **METHODOLOGY:**
 - Every participant works separately with their template and answers the questions. (5 minutes)
 - Participants can share their findings and experience in pairs. (10 minutes)
- **TOOLS:** scheme of roles, paper, pencil - participants can write notes
- **DURATION:** 15 minutes
- **RESOURCES:**

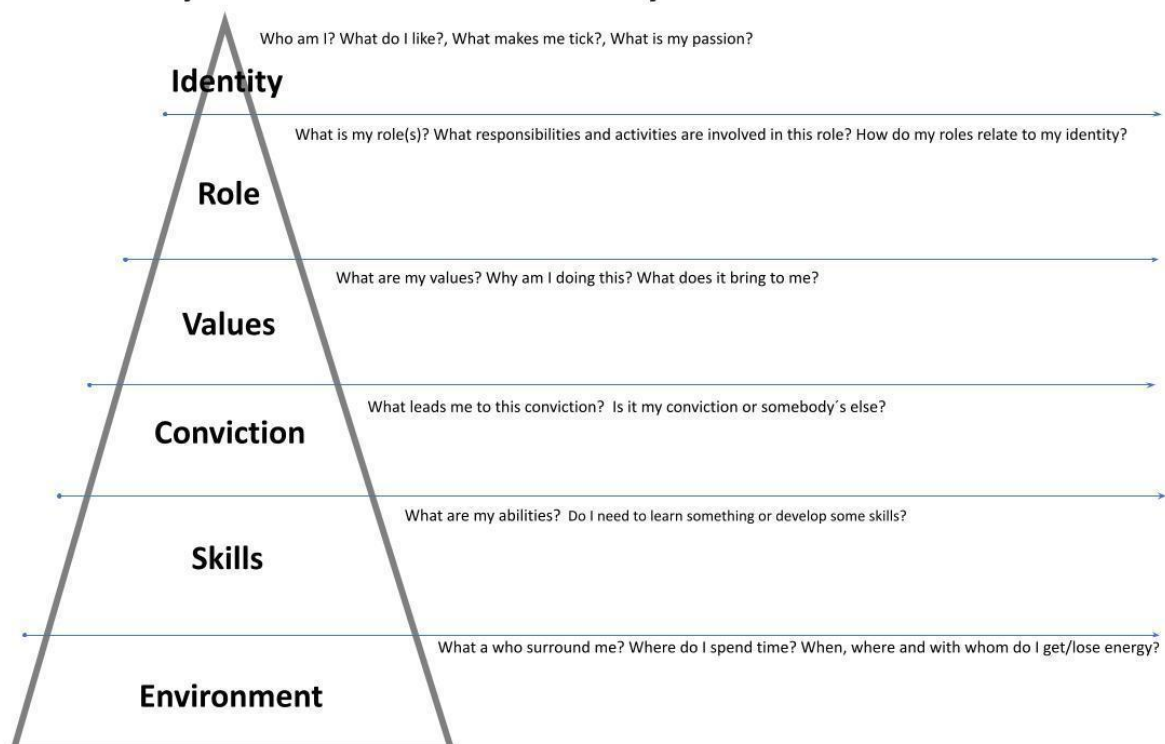
- About mind map and pyramid of rolls: <http://www.mindmapmad.com/robert-dilts-logical-levels-mind-map/>
- Logical levels of change - Robert Dilts: <http://discoveryinaction.com.au/logical-levels-of-change-robert-dilts/>

Option: Participants who are not active members in the CSA can fill in the “pyramid” with the idea of what role they think they could hold. This exercise is done by thinking about their values, beliefs, simply by themselves. They can discover their undisclosed qualities, offer them to the CSA initiative and become an active member with their role and responsibilities.

Scheme: Pyramid of roles

What is my role in the food community?

Inspired by concept of “Logical levels” invented by Robert B. Dilts



Vivid image: method to express current feelings in the group (Czechia)

- **TARGET, CONTENT AND SKILLS:** Participants will feel close to each other, connected, and relaxed after the workshop. They can express their feelings and have fun together. This activity contributes to self-expression of emotions and relaxation. Closing the workshop.
- **METHOD:** Collaborative theatre
- **METHOD DESCRIPTION:** Invite the participants to jointly create a vivid image that expresses their current feelings and emotions. They can collaborate and improvise in

any way they like. The image may change as people gradually become involved and change their role. Emphasize that it is possible if someone just wants to be an audience member, that this is possible.

- **TOOLS:** -
- **DURATION:** 10 minutes

Art exhibition - sustainable vision and sustainable leader (Czechia)

- **TARGET, CONTENT AND SKILLS:** Participants become aware of their role in teamwork. The ability to collaborate is key in the community. A community is also a group of very diverse people who differ in their ability to communicate, their knowledge, experience, values, and beliefs. They perceive the world through their lens. Working together is therefore often a challenge. This activity enables participants to explore their ability of collaboration.
- **METHOD:** Reflection and collaboration.
- **METHOD DESCRIPTION:** Participants are divided into two groups. Each group will be provided with a flipchart and drawing materials. The task of each group will be to create a picture together on a given theme. The first theme: "What does a sustainable community leader look like?" The second theme: "What does a sustainable vision look like?" Each group will then show their image to the other. Participants from the groups will share with each other what they see in the image, what it conveys, how it affects them. At the same time, they will reflect on how the collaborative process of creation took place. The facilitator can initiate the discussion by asking questions. How did the collaboration make you feel? How did you divide the roles? Who was the leader? etc.
- **TOOLS:** flipchart, markers, pencils
- **DURATION:** 1 hour

IMPRESS

Published in 2022 as part of the Food&More international project that was funded by the European Union under the Erasmus+ programme and conducted in partnership by:

TVE, www.tudatosvasarlo.hu

AMPI, www.asociaceampi.cz

Fundacja EkoRozwoju (FER) <http://fer.org.pl/en/>

URGENCI, www.urgenci.net

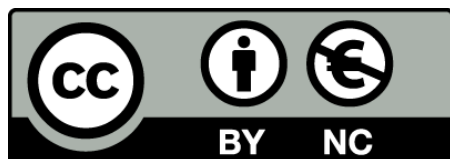
Written by: Zsófia Perényi, Šárka Krčílková, Wojtek Mejor

Edited by: Zsófia Perényi

Proof-reading: Judith Hitchman

Project team: Anikó Haraszti, Samson Hart, Šárka Krčílková, Nathalie Markiefka, Barbara Mayer, Wojtek Mejor, Monika Onyszkiewicz, Jocelyn Parot, Alena Wranová

All images in this publication are the property of the above-mentioned partners unless otherwise stated.



This publication has been published under the Creative commons licence:

Pictures were taken at the first kick-off meeting in Prague, during the online “Train the trainer” event and in Dunasziget, Hungary during the Food&More training sessions.

The European Commission's support to produce this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union