

# Collection of all Sessions

Annex of the  
Trainers' Handbook



Co-funded by  
the European Union

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# Session 1 – Introduction to Plant-based farming

*Introduction to the concept of plant-based farming, benefits and challenges.*

## Introduction

Session 1 introduces plant-based farming as an innovative approach to agriculture that addresses climate change and promotes a more sustainable food system, benefiting both producers and consumers. It outlines the environmental, economic, and social advantages of this holistic farming method, emphasizing its alignment with sustainable practices and its potential to create a positive impact across these dimensions. The Session explores the complexities of adopting plant-based farming in the EU, focusing on barriers such as conflicts of interest, misconceptions, resource limitations, and cultural norms.

Session 1 draws on the content of the Learning Units under “Topic 1 – What is plant-based farming and consumption?”:

- Unit 1 – What is plant-based farming?
- Unit 3 – The benefits of plant-based farming
- Unit 5 – Challenges and obstacles of plant-based farming

By combining the content of the learning units above, the Session aims at providing a comprehensive introduction to plant-based farming, by offering a clear introduction to the concept of plant-based farming and its benefits for producers and consumers, while also exploring obstacles and challenges to its widespread adoption.

The Session consists of two 45-minutes Lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After participating in Session 1, learners will be able to:

- Define plant-based farming, refer to its main characteristics and approaches, and offer examples related to own experience.
- Discuss about the factors that have led to the emergence of the plant-based farming concept.
- Analyse the environmental advantages of plant-based farming, identify key benefits in terms of environmental, economic and social aspects, and highlight the holistic approach of plant-based farming.
- Comprehend the multifaceted challenges regarding plant-based farming, applying critical thinking skills to analyse the barriers hindering the widespread adoption of plant-based farming, and understanding the need of collaborative strategies to address the identified challenges.

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss on the corresponding Comics

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The Comics that correspond to this Session are aimed at introducing the learner to the concept of plant-based farming, possible benefits as well as challenges in making the transition, and raising issues for discussion. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 1 of Topic 1: THE WIND OF CHANGE** *(Page 3-6)*

The Comic introduces two of the comics characters, Peter and Susan. Peter has just inherited his parents' dairy farm and wonders whether he should continue as usual farming his land to produce feed for cows or whether he should leave his own mark and make a change. Susan, an experienced plant-based farmer, presents to him plant-based farming as a sustainable alternative to conventional farming.

- **Comic 3 of Topic 1: GREEN HARVEST** *(Page 11-14)*

Peter visits Susan at her producer's market, where she talks to him about the benefits in making the transition to plant-based farming.

- **Comic 5 of Topic 1: FIELDS OF DEBATE** *(Page 19-22)*

The Comic introduces a new character, John, who is a neighbouring dairy farmer and strongly believes in conventional farming methods. John debates against the effectiveness of plant-based farming and argues in favour of conventional farming.

The learners are invited to participate in a guided discussion on the comics. The learners are encouraged to freely express their views and relate to their own experience. The following questions may help guide the discussion:

- In Peter's case, what are the reasons for considering a change? Do you relate to his rationale?
- Which of the characteristics of plant-based farming do you find the most important? Why?
- Do you think Susan follows plant-based farming just because it is friendly for the environment? Do you think there are other good reasons behind her choice?
- According to Susan, can Peter make the transition to plant-based farming overnight? What is her advice?
- Do you think that John, the older farmer, makes some good points against plant-based farming? Which are these?
- Do you think that an older farmer like John can help a younger farmer like Peter with his transition to plant-based farming? If yes, how? If no, why not?
- Do you agree with Susan's response to John that it is not just about volume of production? Why?

Highlight key points of the discussion and write them down, in order to link them to the theoretical content to be delivered in the following part.

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation: **SESSION 1: Introduction to plant-based farming**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). Session 1 PPT brings together the content of selected Learning Units of **Topic 1: What is plant-based farming and consumption?** (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 1 – What is plant-based farming? (Page 7-11)
- Unit 3 – The benefits of plant-based farming (Page 16-20)
- Unit 5 – Challenges and obstacles of plant-based farming (Page 27-31)

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. Going through the learning content of the Units above is strongly recommended prior to delivering the content through the PPT presentation.

While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson aims at engaging the learners in learning activities in order to deepen their understanding, help surface misconceptions or doubts, and complement learning by encouraging the learners to share their own experience. For each of the activities suggested below it is indicated whether they are suitable for implementation in-class/face-to-face or virtual/online settings. Evaluation activities are suggested at the end of this Lesson in order to assess the learners' knowledge and attitudes, and evaluate the Session (in case the optional Lesson 3 is implemented, the Evaluation activities may be performed at the end of that lesson).

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities suggested below aim at deepening understanding, engaging the learners in dialogue and encouraging learners to share their own experience. The trainer may select one of the activities to perform, due to time constraints. The remaining activity may be performed in an additional optional Lesson 3.

#### *Learning activity No.1: Plant-Based Perspectives: Inspiring Farmer Transformations*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                        |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                |
| Competences acquired                        | Teamwork, critical thinking, recognition of motivation behind plant-based farming initiatives                                                                                                                                                                                                                                                                                                     |
| Resources needed                            | Research case studies from your country-region that reflect the examples of plant-based farming initiatives from various regions or agricultural settings.<br>Alternatively, the following case examples can be used:<br>The Vegan Society (UK): <a href="#">Grow Green. Success stories of plant protein agriculture.</a><br>The Transformation Project: <a href="#">Transformation Farmers.</a> |
| Remarks for the trainer (how to facilitate) | Please note that the above examples are extreme cases of farmers who transformed their productions from meat/dairy to fully plant-based alternatives. Although these cases are exciting, it should be emphasised                                                                                                                                                                                  |

|                                          |                                                                                                                                                                                      |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | that the general term of plant-based farming does not require the total transformation of farming practices. Nevertheless, their way of thinking should be inspiring!                |
| Implementation (In-class, virtual, both) | The activity can be performed in-class. To perform the activity in virtual settings, each learner can focus on one case study and reflect on the motivation and benefits identified. |

#### Description of the activity:

Step 1: Divide the participants into smaller groups (max 5-6 participants/group) and provide each group with a case study to analyse. The case studies should reflect the story of a farmer who decided to start the production according to plant-based practices. (2 minutes)

Step 2: Encourage groups to read the story of the selected farmer, and identify the following:

- a) What was the (personal/economical/environmental, etc.) motivation behind the change?
- b) What are the specific benefits observed in these initiatives, such as environmental sustainability, economic viability or social impact? Try to identify as many benefits as possible! (10 minutes)

Step 3: After the in-group discussion, participants are asked to group the identified benefits according to the 3 pillars of sustainability: Environmental, Economic, Social. (5 minutes)

Step 4: Each group presents their findings, emphasising the unique advantages and lessons learned from the case study. (10 minutes)

Step 5: After the presentations, facilitate a discussion on common themes and best practices observed across different examples. (3 minutes)

#### *Learning activity No. 2: The Plant-Based Farming Debate*

|                                             |                                                                                                                                                                                                      |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                           |
| Max. No. of participants                    | 12                                                                                                                                                                                                   |
| Competences acquired                        | Empathy, teamwork, deeper understanding of diverse perspectives, debating skills                                                                                                                     |
| Resources needed                            | The Session 1 PPT presentation and the Session Comics.                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Since this activity is based on the essence of debate, make sure that the ethical guidelines are met (and kept). You might also deepen the debate by not only determining the pro and contra side of |

|                                          |                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | plant-based farming, but also assign a specific role to each member of the group (for example each group can contain a farmer, a consumer, a policymaker, the “pro” group might contain an expert agronomist or environmentalist, the “contra” group a dairy industry representative, etc.). This way, the activity could get more engaging, however, a bit longer as well. |
| Implementation (In-class, virtual, both) | The activity can be performed in-class. To perform the activity in virtual settings, the learners will need to be broken down in teleconferencing “rooms”.                                                                                                                                                                                                                  |

Description of the activity:

Step 1: Divide the learners into two groups: one representing proponents of plant-based farming and the other presenting arguments against it. (Alternatively, you can also assign a specific role to each of the group-members, see above). Preferably, provide resources beforehand outlining the benefits and challenges of plant-based farming. *(5 minutes)*

Step 2: Encourage each group to prepare persuasive arguments supporting their assigned stance. *(10 minutes)*

Step 3: Allow time for both sides to present their viewpoints, engage in a structured debate, and facilitate a moderated discussion afterwards. *(15 minutes)*

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners’ benefits in terms of knowledge and attitudes.

### *Evaluation activity No.1: Evaluation of Session experience*

|                          |                                                                                                                                                                                    |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                 | 5 minutes                                                                                                                                                                          |
| Nr. of max. participants | 30                                                                                                                                                                                 |
| Methods of assessment    | <i>Online survey application (e.g. Mentimeter, Kahoot, etc.)</i>                                                                                                                   |
| Resources needed         | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a> |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

#### Indicative questions:

##### 1. Which activity was the most engaging for you?

- Comics discussion
- PPT presentation (content delivery)
- Learning activities
- I enjoyed all of them
- None of the above

##### 2. Did the Session provide a good balance between information and interactive activities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

##### 3. Did the comics help you better understand the challenges and benefits of plant-based farming?

- Yes
- Somewhat
- No

4. Was the information presented in the PPT clear and easy to follow?

- Yes
- Somewhat
- No

5. How did the learning activities help you to understand plant-based farming better?

- Very helpful
- Somewhat helpful
- Not helpful

*Evaluation activity No.2: Quiz on the basics of Plant-based farming*

|                                             |                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                                                                                                                      |
| Nr. of max. participants                    | 30                                                                                                                                                                                                                                                              |
| Methods of assessment                       | <i>Multiple-choice quiz</i>                                                                                                                                                                                                                                     |
| Resources needed                            | The Session Comics and the Session 1 PPT presentation.                                                                                                                                                                                                          |
| Remarks for the trainer (how to facilitate) | Encourage the learners to have another look at the Comics and discuss, reflecting on the Session activities and their new knowledge and attitudes. Guide the discussion, referring also to the initial highlighted issues of the Comics Discussion of Lesson 1. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                            |

Description of the activity:

The trainer prepares the quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond. The following 10 questions are indicative; the trainer is free to suggest own questions taking into account the learners profile and the issues raised by the learners during the session.

The trainer may offer short feedback on the responses.

1. Which of the following best defines plant-based farming?
  - a) Eliminating animal farming
  - b) Using only fresh and naturally grown plant crops as feed for animal farming

- c) Growing crops solely for human consumption, minimizing or eliminating animal-based inputs
- d) Growing crops and feed with respect to the environment

*Answer: c) Growing crops solely for human consumption, minimizing or eliminating animal-based inputs*

2. Which of the following best describes a main benefit of plant-based farming discussed in the session?
- a) Increased reliance on synthetic fertilizers
  - b) Reduction of greenhouse gas emissions
  - c) Higher land usage requirements
  - d) Increase in habitat destruction

*Answer: b) Reduction of greenhouse gas emissions*

3. What is a key challenge faced by plant-based farming, as highlighted in the training?
- a) Overabundance of financial support
  - b) Strong cultural norms favouring traditional animal husbandry
  - c) Excessive government support for plant-based initiatives
  - d) High consumer demand for plant-based products

*Answer: b) Strong cultural norms favouring traditional animal husbandry*

4. Which of the following practices contributes to improved soil health in plant-based farming?
- a) Monoculture planting
  - b) Excessive tilling
  - c) Crop rotation and use of green manure
  - d) High use of chemical pesticides

*Answer: c) Crop rotation and use of green manure*

5. How can plant-based farming potentially support the welfare of smallholder farmers?
- a) By increasing dependence on costly synthetic fertilizers
  - b) By offering limited options for crop diversification
  - c) By reducing reliance on expensive external inputs
  - d) By solely focusing on exporting products rather than local production

*Answer: c) By reducing reliance on expensive external inputs*

6. What is a common misconception about plant-based farming mentioned in the session?
- a) It requires more water and land compared to conventional farming

- b) It is inherently unsustainable and less productive
- c) It does not contribute to climate change mitigation
- d) It focuses on producing food without the need for livestock-derived inputs

*Answer: b) It is inherently unsustainable and less productive*

7. Which strategy was discussed as a way to overcome financial barriers in transitioning to plant-based farming?
- a) Encouraging the exclusive use of traditional farming techniques
  - b) Developing partnerships between policymakers, farmers, and researchers
  - c) Increasing taxes on plant-based farming practices
  - d) Reducing research and innovation funding

*Answer: b) Developing partnerships between policymakers, farmers, and researchers*

8. What is an example of a conflict of interest that impacts plant-based farming regulations?
- a) Strong advocacy for permaculture practices
  - b) Lobbying efforts by meat and dairy industries to restrict plant-based labelling
  - c) Support from all stakeholders for the adoption of plant-based diets
  - d) A universal agreement on the benefits of plant-based alternatives

*Answer: b) Lobbying efforts by meat and dairy industries to restrict plant-based labelling*

9. Which of the following cultural factors can hinder the acceptance of plant-based farming?
- a) Historical preference for animal husbandry in certain regions
  - b) Universal recognition of plant-based farming as superior
  - c) Minimal influence of tradition and heritage in agriculture
  - d) Lack of any cultural significance tied to farming practices

*Answer: a) Historical preference for animal husbandry in certain regions*

10. How does plant-based farming contribute to balancing environmental, economic, and social aspects?
- a) By increasing deforestation to make way for more crops
  - b) By requiring extensive use of animal manure for soil fertility
  - c) By promoting practices that improve soil health, reduce emissions, and support community welfare
  - d) By focusing solely on maximizing short-term profits over environmental health

*Answer: c) By promoting practices that improve soil health, reduce emissions, and support community welfare*

## Lesson 3 (optional)

This optional Lesson aims at offering an opportunity to carry out additional learning activities (e.g. a learning activity from Lesson 2 that was not carried out due to time constraints) or a study visit to further complement the learning experience of the participants.

### *Outdoor (optional) activity No.1: Farm visit*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 1 – 2 hours (excluding travel)                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Competences acquired                        | Teamwork, critical thinking, fieldwork and investigation skills, identification of benefits and challenges in plant-based farming in real world settings.                                                                                                                                                                                                                                                                                       |
| Resources needed                            | The trainer will need to identify a farm in the region applying plant-based farming, or alternatively a farm applying sustainable farming methods (e.g. organic farming, conservation agriculture, biodynamic farming, regenerative farming), and arrange for a study visit. Alternatively, the study trip may be organised to a conventional farm.                                                                                             |
| Remarks for the trainer (how to facilitate) | The study visit may be organised to a farm already (and consciously) applying plant-based farming, to a farm currently applying other methods of sustainable farming that may consider making the transition to plant-based farming, or to a conventional farm. Prepare the learners for the study trip by offering a short summary of the farm (i.e. where it is located, type of produce, farming method applied, a short story of the farm). |

### Description of the activity:

The aim of the study visit is to gain real-world know-how on the benefits and challenges of plant-based farming through a guided tour of the farm and a short interview and discussion with the farm holder. Depending on the profile of the study-trip farm (plant-based, other sustainable farming methods, conventional farming) the learners are encouraged to pose questions to the farm holder regarding the motivation behind making a transition to plant-based farming, the potential or recorded benefits, and potential or recorded challenges. In the case the farm holder is not familiar with the concept of plant-based farming, the learners should be able to define it and describe its basic characteristics, potential benefits and challenges, and discuss with the farm holder whether he/she would consider applying plant-based farming and the reasons behind his/her views.

Following the study visit, the learners can discuss the findings within the group.

## Additional Learning Activities (optional)

The Additional Learning Activities below are optional and serve to inspire the trainers implementing this Session of the Training Course. Their implementation depends on the specific framework of the training course, i.e. availability of time and resources.

| Learning Activity 1                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                                       | <b>The EU needs your help!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Duration</b>                                   | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Nr. of participants</b>                        | Maximum 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Competences acquired</b>                       | Critical thinking<br>Teamwork<br>Understanding of different characteristics, approaches and objectives of plant-based farming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Resources needed</b>                           | The Unit content available above. Pens and paper, or computers and a projector.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Remarks for the trainer</b>                    | The purpose of the Activity is to engage the participants in brainstorming and reflection on the definition of plant-based farming. In facilitating the activity make sure that all participants have the chance to engage in the brainstorming and express their views in a respectful way.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Description</b>                                | <p>Step by Step description:</p> <p>Step 1: Divide the participants into groups and introduce them to the Activity scenario: The EU urgently needs your help in formulating a definition for plant-based farming, to present at an international conference tomorrow! The definition must be clear, concise, and include the core elements of plant-based farming. It must be limited to 100 words maximum!</p> <p>Step 2: The participants in groups are then encouraged to brainstorm and collaborate to produce a definition for the EU that fits the criteria above. The definitions must be written down, either on sheets of paper, or on a computer connected to a projector.</p> <p>Step 3: Each group presents their definitions to the plenary. Each group may explain how they reached their definition and why they think the EU should accept it.</p> <p>Step 4: After all groups have presented their definitions, with the assistance of the trainer, the participants vote for the best definition to send to the EU or formulate a new definition that brings together elements from the definitions presented.</p> <p>Step 5: The participants in plenary are encouraged to reflect on the activity. Was it difficult to formulate a definition of plant-based farming? What were the challenges they faced?</p> |
| <b>How to implement the activity individually</b> | The learner may perform the activity individually, and try to formulate a definition of plant-based farming for the EU according to the criteria set. Reflect on the experience as in Step 5 above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Learning Activity 2                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                                       | <b>Examples please!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Duration</b>                                   | 1-2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Nr. of participants</b>                        | Maximum 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Competences acquired</b>                       | Critical thinking<br>Teamwork<br>Recognition of characteristics and approaches of plant-based farming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resources needed</b>                           | <p>The learners can be encouraged to perform a quick search on the internet for farming case studies or share case studies from their personal experience. Alternatively, the case studies below can be used:</p> <ol style="list-style-type: none"> <li>1. Farm Stefan Cigut - <a href="https://regina-ra.eu/farm-stefan-cigut-driving-regenerative-agriculture-in-pomurska">https://regina-ra.eu/farm-stefan-cigut-driving-regenerative-agriculture-in-pomurska</a></li> <li>2. Bio Farmland - <a href="https://www.biocyclic-vegan.org/partners/producers/bio-farmland/">https://www.biocyclic-vegan.org/partners/producers/bio-farmland/</a></li> <li>3. John McHugh - <a href="https://regina-ra.eu/john-mchugh">https://regina-ra.eu/john-mchugh</a></li> <li>4. The Southern Lights pilot farm - <a href="https://regina-ra.eu/the-southern-lights-pilot-farm">https://regina-ra.eu/the-southern-lights-pilot-farm</a></li> <li>5. Vega&amp;Dobro - <a href="https://www.vege-dobro.com/o-nas">https://www.vege-dobro.com/o-nas</a></li> </ol>                                                                            |
| <b>Remarks for the trainer</b>                    | <p>The purpose of the Activity is to stimulate the curiosity of participants and discussion on the basis of different farming case studies, encouraging them to identify characteristics and approaches of plant-based farming and engage in discussion. Encourage the participants to come up with farm case studies in their local area, region or country, to make the Activity more relevant to them and increase their motivation and interest. The case studies they will focus on don't have to be good practice examples of plant-based farming; case studies may include conventional farming, sustainable farming (regenerative farming, organic farming etc.) and plant-based farming examples. Make sure the discussion does not go into details on specific farming practices.</p> <p>If there are time limitations, or in addition to the case studies provided by the participants, you can use the 5 examples provided above. These examples were selected specifically in order to highlight core elements of what is plant-based farming, and they are not all considered examples of plant-based farming.</p> |
| <b>Description</b>                                | <p>Step by Step description:</p> <p>Step 1: Divide the participants into groups and ask them to provide examples of farms implementing plant-based farming. The participants may draw from their own experience or search on the internet. Alternatively, they can use the examples provided above.</p> <p>Step 2: The groups are then encouraged to identify characteristics and approaches of plant-based farming in their selected examples. Are they really examples of plant-based farming? If not, why?</p> <p>Step 3: Each group presents their findings to the plenary. Other participants are encouraged to ask questions and debate whether a case study is an example of plant-based farming or not.</p> <p>Step 4: After all groups have presented their findings, with the assistance of the trainer, the participants vote and reach a verdict on each case study: Is it a plant-based farming example or not?</p> <p>Step 5: The participants are encouraged to reflect on the case studies and discuss on how different case studies could make the transition to plant-based farming.</p>                       |
| <b>How to implement the activity individually</b> | The learner may look into the case studies provided above and identify characteristics and approaches of plant-based farming. Which of these case studies are truly examples of plant-based farming and why? What elements of the remaining farms should change in a transition to plant-based farming?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Learning Activity 3                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                                       | <b>"Farm Evolution: Cultivating Change through Plant-Based Futures"</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Duration                                   | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Nr. of participants                        | The activity can be performed as an in-class activity, with a maximum number of 30 participants (i.e. approx. 6 groups).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Competences acquired                       | Collaboration, critical thinking, active engagement, scenario-building                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Resources needed                           | <p>Content of Unit 1 &amp; 3, in order to determine the preferred plant-based farming methods, as well as content of Comic 3, for outlining the benefits and motivational thoughts for a farmer who wishes to make changes.</p> <p>No external resources are needed, however, if you prefer, you might assign base scenarios for each group (i.e. specifying the size of the farm, agricultural setting, current products produced, main challenges, etc.) in order to make sure that the end-results are different.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Remarks for the trainer                    | Provide a scenario where participants role-play as farmers looking to transition from conventional to plant-based farming methods due to various reasons (e.g., environmental concerns, market demand, health considerations).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Description                                | <p>Step by Step description:</p> <p>Step 1: Divide the participants into smaller groups (max 5-6 participants/group) and provide each group with a case study to analyse. Ask each group to imagine a (conventional) farm they are currently running. Make sure that groups specify their starting position and base scenario (without getting into too much details). This step can also be assigned by the facilitator (please see above at resources).</p> <p>Step 2: After the base scenario, task the groups to design a simple farm plan outlining the transition process from conventional to plant-based techniques and products. Make sure that the outlining is simple, it should focus on the following:</p> <ul style="list-style-type: none"> <li>a) Why do you want to change your current farming practices? (obstacles, challenges, motivation)</li> <li>b) What would you like to change in your farm? (products, farming methods, etc.)</li> <li>c) How would you like to start? What are the first things to consider?</li> <li>d) What benefits can these bring compared to the current operation? (please consider environmental, economic and social benefits as well)</li> <li>d) How would you imagine your farm in 5 years? (ideal scenario)</li> </ul> <p>Step 3: Each group presents their farm plan and ideal scenario, detailing how plant-based farming methods can offer benefits.</p> <p>Step 4: Facilitate feedback and discussion, encouraging participants to assess the feasibility and advantages of the proposed plans.</p> |
| How to implement the activity individually | The activity may be implemented individually, by selecting a base scenario and preparing a transformation plan including and mostly focusing on the anticipated benefits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Learning Activity 4                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                                       | <b>“Plant-Based Farming Solutions Lab”</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Duration                                   | Maximum 1 hour (depending on the number of groups involved)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Nr. of participants                        | The activity can be performed as an in-class activity, with a maximum number of 20 participants (i.e. 4 groups). Alternatively, the number of groups might be increased, if needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Competences acquired                       | Critical thinking, collaborative problem-solving, analysing the obstacles of plant-based farming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed                           | Content of Unit 5, in order to determine the key areas of obstacles that hinder the widespread adoption of plant-based farming.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Remarks for the trainer                    | This activity can be ideally performed in 4 groups (each group assigned to a specific key area of challenges). Nevertheless, if you would like to change the number of groups then either duplicate the key areas (2 groups dealing with 1 key area), or split the key challenges into more sub-areas (so that each group deals with one specific sub-area).                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Description                                | <p>Step by Step description:</p> <p>Step 1: Form small groups and provide each group with a specific challenge related to plant-based farming, such as conflicting interests, misconceptions &amp; knowledge gaps, lack of resources/vulnerable livelihoods and cultural norms &amp; aspects.</p> <p>Step 2: Task each group with brainstorming potential solutions or strategies to address the given challenge. Encourage them to draw upon their collective knowledge, experiences, and available resources.</p> <p>Step 3: After a designated time, each group presents their identified challenges and proposed solutions to the class.</p> <p>Step 4: Facilitate a discussion to compare and analyse the effectiveness and feasibility of the suggested approaches in addressing the obstacles of plant-based farming.</p> |
| How to implement the activity individually | The activity may be implemented individually, by selecting a core challenge and listing possible suggestions for solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

# Session 2 – Introduction to Plant-based diets

*Basic overview of plant-based diets, benefits and challenges.*

## Introduction

Session 2 delves into the concept, benefits, and challenges of plant-based diets. Plant-based eating is gaining traction as a powerful tool for improving health, fostering environmental sustainability, and promoting ethical food systems. This Session will explore how plant-based diets can lead to better health outcomes, including reduced risks of chronic diseases and enhanced overall well-being. We will also examine their environmental impact, emphasizing their role in reducing greenhouse gas emissions, conserving natural resources, and addressing food security challenges.

In addition to discussing these benefits, the Session will address the key obstacles to adopting plant-based diets. These include cultural resistance, misconceptions about nutritional adequacy, and practical challenges like affordability and accessibility.

Session 2 draws on the content of the following Learning Units of “Topic 1 – What is plant-based farming and consumption?”:

- Unit 2 – What are plant-based diets?
- Unit 4 – The benefits of plant-based diets
- Unit 6 – Challenges and obstacles of plant-based diets

By the end of this session, learners will gain a comprehensive understanding of the potential of plant-based diets and the strategies needed to overcome the barriers to their adoption.

The Session consists of two 45-minutes Lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After participating in Session 2, learners will be able to:

- Understand the concept of plant-based diets, including the range of dietary types and their adaptability.
- Recognize the benefits of plant-based diets, identify the key health benefits and understand the environmental advantages.
- Explore the sustainability impact, and analyse how plant-based diets contribute to sustainable food systems.
- Understand the social, cultural and economic challenges to adopting plant-based diets, including misconceptions, accessibility issues and lobbying.

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss on the corresponding Comics

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

The comics connected to this Session explore the journey of understanding and adopting plant-based diets, highlighting their health, environmental and ethical benefits, while addressing common misconceptions and barriers. The comics emphasize the flexibility of plant-based eating, the importance of reducing environmental impact and the challenges of shifting habits. The storyline inspires dialogues towards healthier, more sustainable food choices. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 2 of Topic 1: AN UNEXPECTED ENCOUNTER** *(Page 7-10)*

The comic presents an unexpected reunion between two old friends, Agatha and Adam, in a supermarket. Their conversation takes a turn when Adam mentions his shift to a plant-based diet, sparking curiosity and misconceptions from Agatha, who initially associates plant-based eating with strict veganism or health issues. Adam clarifies the flexibility and variety of plant-based diets, highlighting their health, environmental, and ethical benefits. The comic concludes with Adam inviting Agatha to explore a nearby plant-based food shop, blending personal connection with an introduction to sustainable consumption.

- **Comic 4 of Topic 1: HELP YOURSELF AND THE PLANET** *(Page 15-28)*

The storyline continues as Agatha and Adam visit a plant-based shop, discussing the benefits of a plant-based diet. They discuss how adapting a plant-based diet can improve health and reduce environmental impact by lowering carbon and water footprints. Agatha expresses a desire to learn how to cook plant-based meals and receives encouragement and offers of help from Adam. At the end of the comic, Agatha also bumps into Peter (the young farmer), both new to the concept of plant-based production and consumption.

- **Comic 6 of Topic 1: CHANGING HABITS CAN CAUSE A FIGHT** *(Page 23-26)*

Agatha, returning from the shopping, answers the phone, and tells her mother about Susan's shop, which offers a variety of healthy, locally-sourced plant based foods. Agatha's mother is sceptical and resistant to the idea of reducing meat consumption, fearing health deficiencies and social embarrassment. The comic highlights the health benefits of plant-based diets, such as managing blood pressure and reducing the risk of diseases, as well as the environmental benefits. Despite the mother's initial resistance, Agatha is determined to prepare a delicious plant-based menu for a family celebration, emphasizing the need to overcome obstacles and change dietary habits for better health and environmental sustainability.

After reading the comics (in advance or shortly in the beginning of the Lesson), the learners are encouraged to express their views and start the discussion. The following guiding questions can be used:

- What misconceptions about plant-based diets did Agatha have, and how did Adam address them? Have you or someone you know had similar views?
- How do you think personal connections, like Adam and Agatha's friendship, influence someone's openness to learning about plant-based lifestyles?
- What benefits of plant-based diets discussed in the story resonate with you the most – health, environmental or ethical? Why?
- Agatha expressed curiosity about cooking plant-based meals. What challenges or motivations do you think people face when transitioning to plant-based eating habits?
- How can conversations like the one between Agatha and her mother help overcome resistance to dietary changes within families?
- In what ways do you think access to shops offering plant-based, locally sources foods can make the transition easier for individuals and communities?
- How do societal norms and cultural traditions affect people's willingness to adopt plant-based diets, as seen in Agatha's mother's concerns?
- If you were in Agatha's position, how would you approach introducing plant-based meals to a sceptical family member or a friend?
- The comics touch on reducing carbon and water footprints through plant-based diets. What steps could you personally take to minimize your environmental impact?
- How can learning from others' experiences, like Agatha learning from Adam, inspire and guide someone's journey toward sustainable consumption?

This discussion bridges the personal and practical insights with the theoretical content, including the definition of plant-based diets, their environmental and health benefits, and the social and economic factors influencing their adoption. It prepares learners to explore the topic more comprehensively, connecting their reflections to the structured knowledge that follows in the PPT.

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation: **SESSION 2: Introduction to plant-based diets**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). Session 2 PPT brings together the content of the following Learning Units of **Topic 1: What is plant-based farming and consumption?** (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 2 – What are plant-based diets? *(Page 12-15)*
- Unit 4 – The benefits of plant-based diets *(Page 21-26)*
- Unit 6 – Challenges and obstacles of plant-based diets *(Page 32-35)*

The PowerPoint presentation focuses on the key concepts, benefits, and challenges of plant-based diets. It covers the definition and components of plant-based diets, emphasizing the consumption of plant-derived foods while minimizing or excluding animal products. The presentation highlights the health benefits, such as reduced risk of chronic diseases and improved longevity, as well as the environmental benefits, including lower water and carbon footprints. Additionally, it addresses the challenges and obstacles to adopting plant-based diets, such as cultural norms, limited awareness, convenience, affordability, nutritional concerns, marketing biases, and insufficient supportive policies. The presentation aims to provide a comprehensive understanding of plant-based diets and their significance for health and sustainability.

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson aims at engaging the learners in learning activities in order to deepen their understanding, help surface misconceptions or doubts, and complement learning by encouraging the learners to share their own experience. For each of the activities suggested below it is indicated whether they are suitable for implementation in-class/face-to-face or virtual/online settings. Evaluation activities are suggested at the end of this Lesson in order to assess the learners' knowledge and attitudes, and evaluate the Session (in case the optional Lesson 3 is implemented, the Evaluation activities may be performed at the end of that lesson).

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities suggested below aim at deepening understanding, engaging the learners in dialogue and encouraging learners to share their own experience. The trainer may select one of the activities to perform, due to time constraints. The remaining activity may be performed in an additional optional Lesson 3.

#### *Learning activity No.1: Plant-Based alternatives for dinner*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                             |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                     |
| Competences acquired                        | Teamwork, critical thinking, understanding key characteristics of plant-based diet                                                                                                                                                                                                                                                                                                     |
| Resources needed                            | Unit 2 content, and PPT presentation. Whiteboard, papers, markers.                                                                                                                                                                                                                                                                                                                     |
| Remarks for the trainer (how to facilitate) | The purpose of this activity is to understand the definition and types of plant-based diets, and link these with personal experience of the participants, in order to strengthen knowledge retention, enhance critical thinking and cultivate positive attitudes towards plant-based diets. Encourage participants to brainstorm and draw from their own experience without criticism. |
| Implementation (In-class, virtual, both)    | This activity can be performed in class. To perform the activity in virtual settings, each learner should focus on their own meal,                                                                                                                                                                                                                                                     |

|  |                                                                                                                                                 |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------|
|  | upload the idea on a common shared platform (for example Miro or Kahoot). Then, the trainer facilitates a discussion, selecting the best meals. |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------|

#### Description of the activity:

Step 1: Divide the participants into groups of 3-5 and allocate to each group a different type of plant-based diet (e.g., lacto-ovo vegetarian, vegan, pescatarian, plant-based version of Mediterranean Diet, flexitarian, etc.) (2 minutes)

Step 2: The groups are then invited to propose a single dish for dinner, according to the diet allocated to them, i.e. like if they had adopted that diet. The participants are encouraged to draw from their own experience and personal eating habits, and take ideas from the traditional local cuisine. Group discussion to select the most appealing version is encouraged. (10 minutes)

Step 3: Each group presents their proposed dish to the plenary. The trainer makes a list on the whiteboard (or by using notes). The main diet type should also be add and named. (5 minutes)

Step 4: Each groups then are asked to select their favourite dish from the list (something that they would like to have and intend to try, or simply just sounds the best). Select the winner, and also reflect to the choices (to see, which diet would be the most popular). (5 minutes)

Step 5: Once the selection is over, the trainer invites the plenary to reflect on the dishes and meal plans proposed. Was it hard to propose dishes for the different diets? Are the dishes proposed traditional or representative of the local cuisine? Would they be willing to follow the meal plans proposed? Why? The participants are invited to discuss. (8 minutes)

#### *Learning activity No.2: Overcoming barriers to adopting plant-based diets*

|                          |                                                                                                                                                                                                  |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                 | 30 minutes                                                                                                                                                                                       |
| Max. No. of participants | 30                                                                                                                                                                                               |
| Competences acquired     | empathy building, problem-solving practice, tailored solution to challenges of plant-based diets                                                                                                 |
| Resources needed         | Flipchart or whiteboard, pre-written case scenarios (printed or displayed) highlighting common barriers (see below examples), solution brainstorming sheets (or simple papers), markers and pens |

|                                             |                                                                                                                                                                                                                       |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Remarks for the trainer (how to facilitate) | Guide participants in brainstorming practical solutions. Stress the importance of inclusivity and local adaptations in addressing barriers. Encourage participants to consider both creative and practical solutions. |
| Implementation (In-class, virtual, both)    | This activity can be performed in class. To perform the activity in virtual settings, separate break-out rooms should be used for the discussion part of the activity (advanced use of online platforms is required). |

#### Description of the activity:

Step 1: Introduction and warm up: briefly explain that the activity will focus on identifying and overcoming barriers to plant-based diets. Highlight the importance of empathy and collaboration in developing actionable solutions. *(5 minutes)*

Step 2: Divide participants into smaller groups of 3-5 people, depending on the total number of participants (there are 6 barrier scenarios available, make sure that the number of groups does not exceed the number of different scenarios). Assign each group a different barrier scenario (either randomly or based on their interest in the topic). Distribute brainstorming sheets to the groups (or single papers), and ensure they understand their scenario. *(5 minutes)*

Step 3: Each group discusses their assigned scenario and identifies the root causes of the barrier. (Example questions: What specific challenges does the person in the scenario face? What resources or support would they need to overcome these challenges? What role can community, education or policy play in addressing these barriers?) Groups brainstorm practical and creative solutions and record their ideas on the brainstorming sheets. *(10 minutes)*

Step 4: Each group presents their barrier scenario and proposed solutions to the rest of the participants. Encourage other groups to ask questions or suggest additional ideas. *(7 minutes)*

Step 5: Summarize the key insights and highlight common themes or innovative ideas shared during the activity. Encourage participants to think about how they can apply these solutions in their communities or personal lives. *(3 minutes)*

**Pre-written barrier scenarios to be used in this activity:**

**1. Cultural norms and tradition**

*Scenario: Maria lives in a small town where meat dishes are central to family gatherings and cultural celebrations. She wants to transition to a plant-based diet but fears backlash from her family and being excluded from social events.*

**2. Limited accessibility and affordability**

*Scenario: David lives in a rural area where plant-based alternatives, like tofu or almond milk, are expensive and not always available. He wants to eat fewer animal products but doesn't know how to create affordable and nutritious meals with local options.*

**3. Lack of knowledge about cooking plant-based meals**

*Scenario: Sarah is curious about eating more plant-based foods but feels overwhelmed by the thought of cooking with unfamiliar ingredients, like lentils or tempeh. She usually relies on easy-to-make meat-based recipes and isn't confident about switching to a new cooking style.*

**4. Nutritional concerns**

*Scenario: Kevin is a weightlifter who eats a high-protein diet and believes plant-based diets might not provide enough protein to support his fitness goals. He's interested but worried about losing muscle or feeling weak.*

**5. Time Constraints**

*Scenario: Emily works two jobs and has very little time to cook. She often eats takeout or microwavable meals. She's concerned that a plant-based diet would take too much time to prepare and isn't sure where to start.*

**6. Marketing and Social Misconceptions**

*Scenario: Mark believes that plant-based diets are only for environmental activists or health fanatics. He's hesitant to try it because he doesn't identify with those groups and is worried his friends might ridicule his choice.*

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

You will find 2 types of evaluation activities:

1. The first activity is aimed at receiving short feedback from the learners regarding their experience in participating in the Session. This feedback aims to help the trainer make any necessary adjustments during the course.
2. The second activity is aimed at assessing the knowledge acquired (such as mini quiz or reflective discussion).

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                         |
| Max. No. of participants                    | n.r.                                                                                                                                                                                                                                                                                                                                                                                              |
| Methods of assessment                       | <i>Online survey application (e.g. Mentimeter or Kahoot)</i>                                                                                                                                                                                                                                                                                                                                      |
| Resources needed                            | Access to online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                     |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                              |

### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

### Indicative questions:

1. Which activity was the most engaging for you?
  - Comics discussion
  - PPT presentation (content delivery)
  - Learning activities
  - I enjoyed all of them
  - None of the above
  
2. Did the Session provide a good balance between information and interactive activities?
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  
3. Did the comics help you better understand the challenges and benefits of plant-based diets?
  - Yes
  - Somewhat
  - No
  
4. Was the information presented in the PPT clear and easy to follow?
  - Yes
  - Somewhat
  - No
  
5. How did the learning activities help you to understand plant-based diets better?
  - Very helpful
  - Somewhat helpful
  - Not helpful

*Evaluation activity No.2: Quiz on the basics of Plant-based diets*

|                                             |                                                                                                                                                                          |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                               |
| Nr. of max. participants                    | n.r.                                                                                                                                                                     |
| Methods of assessment                       | <i>Multiple-choice quiz</i>                                                                                                                                              |
| Resources needed                            | The Session Comics and the Session 1 PPT presentation.                                                                                                                   |
| Remarks for the trainer (how to facilitate) | Encourage the learners to have another look at the Comics and discuss, reflecting on the Session activities and their new knowledge and attitudes. Guide the discussion, |

|                                          |                                                                                        |
|------------------------------------------|----------------------------------------------------------------------------------------|
|                                          | referring also to the initial highlighted issues of the Comics Discussion of Lesson 1. |
| Implementation (In-class, virtual, both) | Both                                                                                   |

#### Description of the activity:

The trainer prepares the quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond. The following questions are indicative; the trainer is free to suggest own questions taking into account the learners profile and the issues raised by the learners during the session.

1. What is a key characteristic of a plant-based diet?

- a) Focus on high animal protein intake
- b) Consumption of primarily processed foods
- c) Emphasis on foods derived from plants
- d) Avoidance of all carbohydrates

*Answer: c) Emphasis on foods derived from plants*

2. Which of the following is NOT a type of plant-based diet?

- a) Vegetarian
- b) Pescatarian
- c) Paleo
- d) Vegan

*Answer: c) Paleo*

3. Which plant-based protein sources are commonly included in plant-based diets?

- a) Tofu, lentils, and chickpeas
- b) Fish, eggs, and honey

c) Milk, yogurt, and cheese

d) Chicken, beef, and pork

*Answer: a) Tofu, lentils, and chickpeas*

4. What is a flexitarian diet?

a) A diet excluding all animal products

b) A primarily plant-based diet allowing occasional animal products

c) A raw vegan diet with no cooked foods

d) A ketogenic diet focusing on low carbs

*Answer: b) A primarily plant-based diet allowing occasional animal products*

5. Which of the following is a health benefit of plant-based diets?

a) Reduced risk of cardiovascular diseases

b) Increased risk of vitamin B12 deficiency

c) Higher cholesterol levels

d) Improved absorption of animal proteins

*Answer: a) Reduced risk of cardiovascular diseases*

6. How does a plant-based diet positively impact the environment?

a) It increases the use of freshwater resources.

b) It reduces greenhouse gas emissions.

c) It leads to deforestation.

d) It increases dependency on fossil fuels.

*Answer: b) It reduces greenhouse gas emissions.*

7. Plant-based diets are associated with a smaller water footprint. How much can a vegetarian diet reduce an individual's water footprint?

- a) 10%
- b) 30%
- c) 50%
- d) 58%

*Answer: d) 58%*

8. What is a common misconception about plant-based diets?

- a) They are flexible and adaptable.
- b) They are nutrient-dense.
- c) They are always vegan.
- d) They improve gut health.

*Answer: c) They are always vegan.*

9. Which of the following is a major barrier to adopting a plant-based diet?

- a) Easy access to fresh produce
- b) Lack of knowledge about plant-based cooking
- c) Wide variety of plant-based alternatives
- d) Support from family and friends

*Answer: b) Lack of knowledge about plant-based cooking*

10. How can cultural norms act as a barrier to plant-based diets?

- a) They promote locally grown vegetables.

b) They reinforce traditions of meat-heavy meals.

c) They encourage diverse plant-based cuisines.

d) They simplify access to plant-based products.

*Answer: b) They reinforce traditions of meat-heavy meals.*

## Lesson 3 (optional)

This Lesson contains an outdoor activity, with a local market excursion. The aim of the activity is to explore plant-based food options nearby and discuss challenges related to adopting plant-based diets.

### *Outdoor (optional) activity No.1: Plant-based discovery at the local market*

|                                             |                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 2-3 hours (includes market exploration, group discussion, debriefing)                                                                                                                                                                                                                   |
| Max. No. of participants                    | 20                                                                                                                                                                                                                                                                                      |
| Competences                                 | Identifying key components of plant-based diet, recognizing challenges in sourcing plant-based ingredients, enhancing practical knowledge about plant-based food option in local communities                                                                                            |
| Resources needed                            | Market map or guide (if available), handouts summarizing plant-based diet components and common challenges, notebooks or worksheets for participants to record observations.                                                                                                            |
| Remarks for the trainer (how to facilitate) | Visit the market beforehand to identify stalls with a good variety of plant-based options. Prepare questions to guide participants' observations and discussions. Be ready to discuss cultural or economic aspects influencing the availability and affordability of plant-based foods. |

### Description of the activity:

**Introduction:** Meet at a designated point near the market. Provide an overview of plant-based diets and their challenges (e.g., misconceptions, limited access to certain foods). Distribute handouts outlining: key plant-based food groups (fruits, vegetables, legumes, grains, nuts, and seeds) and challenges like affordability, availability, and cultural perceptions. Assign participants the task of identifying: affordable and diverse plant-based options and any visible cultural influences in the food offerings. (Please see the example handout.)

**Market Exploration (cca. 1 hour):** Divide participants into small groups (3–4 people each). Each group receives a checklist to guide their exploration (for example): find examples of plant-based protein sources, Identify affordable options for fruits, vegetables, and grains, observe any cultural specialties or plant-based foods unique to the area, note if any plant-based alternatives (like plant-based milk or meat substitutes) are available. Encourage participants to ask stall owners about their products, including where they are sourced.

Group Discussion (30 minutes): Gather participants in a nearby open space (a park or seating area near the market). Facilitate a discussion on: What plant-based options were most readily available? Were any foods difficult to find or prohibitively expensive? How might cultural influences shape the market offerings? Use the discussion to link observations to challenges covered in Unit 6, such as affordability and accessibility.

Debrief and Reflection: Summarize the key takeaways from the market visit. Discuss practical solutions for overcoming identified challenges, such as shopping seasonally or exploring bulk-buying cooperatives. Invite participants to share one new insight or strategy they will use to make plant-based eating more accessible in their lives.

*Logistical tips for planning and execution:*

- Market Choice: Select a market with a variety of fresh produce and plant-based foods.
- Meeting Point: Choose a convenient and visible spot near the market.
- Accessibility: Ensure the market and walking routes are suitable for all participants.
- Guidance: Provide clear instructions on staying together as a group and maintaining respect for vendors and other market visitors.
- Weather Preparation: Inform participants to dress appropriately for the weather and bring water.

## Sample Handout for the market excursion: Plant-based discovery at the local market

This activity will help you:

- Identify key components of a plant-based diet.
- Recognize challenges in sourcing plant-based ingredients.
- Explore how cultural and economic factors influence the availability of plant-based foods.

### What to Do?

As you explore the market, work with your group to complete the tasks below. Be sure to take notes and engage with stall owners when possible.

#### *1. Plant-Based Food Groups*

Identify examples of the following food groups and note the price range (if visible):

Fruits and Vegetables:

Examples: \_\_\_\_\_

Price Range: \_\_\_\_\_

Legumes (e.g., lentils, beans, chickpeas):

Examples: \_\_\_\_\_

Price Range: \_\_\_\_\_

Whole Grains (e.g., rice, quinoa, oats):

Examples: \_\_\_\_\_

Price Range: \_\_\_\_\_

Nuts and Seeds:

Examples: \_\_\_\_\_

Price Range: \_\_\_\_\_

Plant-Based Protein Alternatives (e.g., tofu, tempeh):

Examples: \_\_\_\_\_

Price Range: \_\_\_\_\_

## *2. Cultural influences*

Observe and note any cultural influences on the food offerings:

Are there any foods or dishes specific to the local culture? (E.g., regional fruits or legumes):

Examples: \_\_\_\_\_

How do these foods align with plant-based diets? (E.g., are they commonly plant-based?):

Observations: \_\_\_\_\_

## *3. Accessibility and affordability*

Consider the following questions and note your observations:

Are plant-based foods affordable compared to animal-based foods?

Observations: \_\_\_\_\_

Are there any plant-based alternatives (e.g., plant-based milk, mock meat)? If yes, are they easily available and affordable?

Observations: \_\_\_\_\_

Are there bulk-buying or budget-friendly options?

Observations: \_\_\_\_\_

## *4. Challenges and Barriers*

Identify potential challenges in sourcing plant-based foods:

Which foods were difficult to find?

Observations: \_\_\_\_\_

Are there any misconceptions about plant-based foods that you heard from stall owners or others?

Observations: \_\_\_\_\_

### *Reflection Questions*

After exploring the market, think about the following:

What surprised you about the availability or pricing of plant-based foods?

How do you think cultural preferences shape the food options available here?

What is one strategy you can use to make plant-based eating more accessible in your daily life?

Did this visit change your perspective on plant-based eating? If so, how?

### *Tips for Talking to Vendors*

Ask open-ended questions like:

"Where do these vegetables come from?"

"Do you have any tips for cooking these legumes?"

"What's the most popular plant-based product you sell?"

Be respectful of their time, especially if the stall is busy.

## Additional Learning Activities (optional)

The Additional Learning Activities below are optional and serve to inspire the trainers implementing this Session of the Training Course. Their implementation depends on the specific framework of the training course, i.e. availability of time and resources.

| Learning Activity 1                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                                       | <b>Why plant-based?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Duration</b>                                   | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Nr. of participants</b>                        | Maximum 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Competences acquired</b>                       | Teamwork<br>Critical thinking<br>Understanding and debating the factors behind the emergence of plant-based diets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Resources needed</b>                           | The Unit content available above. Whiteboard or paper boards, markers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Remarks for the trainer</b>                    | The purpose of this activity is to link the Unit content on the factors behind the emergence of plant-based diets, to the personal attitudes of the participants, in order to strengthen knowledge retention, enhance critical thinking and cultivate positive attitudes towards plant-based diets. Encourage the participants to brainstorm and express their subjective views openly without criticism.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Description</b>                                | <p>Step by Step description:</p> <p>Step 1: Divide the participants into groups. Ideally the groups will be as diverse as possible in terms of age, gender, interests, etc.</p> <p>Step 2: The groups are then invited to rank the different factors that have led to the emergence of plant-based diets by order of importance to them. Each participant is encouraged to share and discuss his/her views within the group, and negotiate a common ranking. Each group must agree on one ranking.</p> <p>Step 3: Each group presents their proposed ranking and justifies their selection.</p> <p>Step 4: The participants are invited to reflect on the rankings. Are they different? How? Can they be summarised into one common ranking? The participants are encouraged to share their views.</p> <p>Step 5: At the end, the participants should be in a position to answer the question “Why plant-based?”, based on their own set of principles, attitudes and views.</p> |
| <b>How to implement the activity individually</b> | The learner may implement this activity by ranking the factors given in the Unit content according to his/her personal principles, attitudes and views. At the end, he/she should be in a position to answer the question “Why plant-based?”, based on his/her personal views.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Learning Activity 2                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                                       | <b>Let's change the diet</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Duration                                   | 2 x 45 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Nr. of participants                        | 24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Competences acquired                       | <ol style="list-style-type: none"> <li>1. Identifying healthy food and its ingredients</li> <li>2. Know how to include healthy ingredients in the menu</li> <li>3. Make a menu based on a plant based diet for one day</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Resources needed                           | <p><a href="#">Prehramske karte   Pedagoška fakulteta (uni-lj.si)</a></p> <p><a href="https://www.amazon.in/ButterflyFields-Learning-Educational-NUTRIMANIA-Nutrition/dp/B08MVXK1MP">https://www.amazon.in/ButterflyFields-Learning-Educational-NUTRIMANIA-Nutrition/dp/B08MVXK1MP</a></p> <p><a href="#">Nutritional Information Playing Cards - National Science Week</a></p> <p><a href="https://shaheeilias.com/project/nutrition-playing-cards/">https://shaheeilias.com/project/nutrition-playing-cards/</a></p> <p><a href="https://www.fit-talent.com/fit-food-details">https://www.fit-talent.com/fit-food-details</a></p> <p>The Unit content available above. Pens and paper.</p>                                                                                                 |
| Remarks for the trainer                    | The purpose of the activity is to introduce food that strengthens health to the participants and to actively involve the participants in the design of healthy meals with the inclusion of a plant-based diet. During the activity, the participants are divided into groups of 4. It is necessary to ensure that each group presents its product.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Description                                | <p>Step by Step description:</p> <p>Step 1: Present food of plant origin, the learners list the food and its good properties that contribute to health.</p> <p>Step 2: Invite the learners to say if they have already read somewhere which diseases can be treated with food? Learners list.</p> <p>Step 3: Divide the learners into groups of 4 and distribute food cards to them.</p> <p>Step 4: Ask each group to write a typical meal for lunch that they usually eat. Each group unites and writes the ingredients for lunch.</p> <p>Step 5: Instruct each group to replace ingredients of animal origin with ingredients of plant origin. Learners help themselves with food cards.</p> <p>Step 6: A representative of each group presents the results, all participants discuss.</p> |
| How to implement the activity individually | Each participant can look up the benefits of plant-based food in the literature. He writes down the menu for the last two days on a piece of paper and tries to replace the ingredients of animal origin with ingredients of vegetable origin. It takes into account the nutritional value.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Learning Activity 3  |                                                                                                                                                                                                                                                                              |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                 | <b>Let's calculate the water and carbon footprint of my dish</b>                                                                                                                                                                                                             |
| Duration             | 2 x 45 min                                                                                                                                                                                                                                                                   |
| Nr. of participants  | 28                                                                                                                                                                                                                                                                           |
| Competences acquired | <ol style="list-style-type: none"> <li>1. Identifying the impact of menu composition on the environment.</li> <li>2. Preparing a meal with minimal water and carbon footprint.</li> <li>3. Recognizing the influence of food choices on the health of the planet.</li> </ol> |
| Resources needed     | <a href="#">Foodprints Calculators - Earth Day</a>                                                                                                                                                                                                                           |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <a href="#">Water Footprint Calculator and Tips for Reduction - FoodPrint</a><br>Computers. Pens and paper to put down the results.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Remarks for the trainer                    | The purpose of the activity is to present the learners with the carbon and water footprint created by the food that the learners usually consume. Through calculations, the learners should be aware of the impact that each individual has on the planet by choosing the food they consume. Using calculators, the learners try to make a healthy meal for the planet as well.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Description                                | <p>Step by Step description:</p> <ol style="list-style-type: none"> <li>1. Introduce the water and carbon footprint of food.</li> <li>2. Learners are paired, and each pair selects two typical dishes that they commonly consume as main meals.</li> <li>3. Learners record the ingredients of the chosen dishes on paper and calculate the water and carbon footprint. They then compare the results.</li> <li>4. Request each pair to present their dishes and the corresponding footprint calculations. Learners engage in a discussion about the findings.</li> <li>5. Encourage learners to use a calculator to devise a meal with the lowest possible water and carbon footprint.</li> <li>6. Learners present their results, swap menus, and discuss the potential implications of adopting such a dietary approach.</li> </ol> |
| How to implement the activity individually | This activity can also be undertaken individually.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Learning Activity 4     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                    | Role play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Duration                | 2 x 45 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Nr. of participants     | 24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Competences acquired    | <ol style="list-style-type: none"> <li>1. Acquired knowledge for recognising the difficulties in adopting plant based diets.</li> <li>2. Identifying ways to overcome obstacles in adopting plant-based diets..</li> </ol> <p>Acquisition of communication skills and tolerance in defending different opinions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Resources needed        | The contents listed above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Remarks for the trainer | <p>The discussion can become very heated. The trainer must keep this in mind when implementing the activity and take necessary measures to keep it under control. At the beginning, the trainer should state the purpose of the game, which is to find a solution to change diets. He/she divides the students into two equal groups. The first group are those who have to change their diet (young mothers, elderly ladies, patients, farmers...), the second group are those who can help (teacher, official, doctor, politician, journalist...). Then let the heated discussion between the learners in different roles last for 20 minutes. Stop the discussion, calm the learners down. Everyone then is invited to say what they can do according to their role or what kind of help they need.</p> |
| Description             | <p>Step by Step description:</p> <p>The classroom turns into a traditional town where people (learners) eat mostly meat. The mayor of the town (the trainer) wants to promote plant-based diets to enhance the health of the residents (learners). The mayor (trainer) invites the villagers (learners) to talk about how to do it.</p> <ol style="list-style-type: none"> <li>1. Distribute the roles to the learners and divide them in two groups</li> </ol>                                                                                                                                                                                                                                                                                                                                            |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>2. A heated discussion / debate is taking place for 20 min.</p> <p>3. The learners are invited to present their conclusions.</p> <p>4. Write down the conclusions reached.</p> <p>5. Talk about whether this can be done in real life. Yes or no? And why?</p> <p>Learners roles: traditional farmer, sustainable farmer, old ladies who don't want to change, patients, teenagers, chef, politician, journalist, municipal officer, member of parliament, young mothers' group, athlete, shopkeeper, teacher, doctor etc.</p> |
| How to implement the activity individually | The activity cannot be implemented individually.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# Session 3 – Motivation and stereotypes regarding plant-based nutrition

*What are the motivational factors, barriers and solutions to increase plant-based nutrition and what are the most common myths related to plant-based diet and the facts that argue those myths.*

## Introduction

Session 3 presents the most important drivers or motivational factors that make people shift to a more plant-based nutrition, from health and environment related to animal welfare and more. It also highlights the diverse barriers to plant-based meat alternatives consumption such as food neophobia, social norms and rituals or conflicting eating goals and solutions to address these barriers. This session also presents some of the most common myths related to plant-based (and vegan) diet and the facts that argue those myths. They come from various perspectives – taste, availability, diversity, health, nutritional value, cost, social life etc. For example, you probably heard that you can't get enough protein by eating only plants? Well, many plant-based foods are loaded with protein, but you might have to eat more of them to match amount of protein found in animal products.

Session 3 draws on the content of the Learning Units under “Topic 2 – What is plant-based nutrition?”:

- Unit 1 – Motivation to increase plant-based cooking
- Unit 3 – What are the misconceptions and stereotypes towards a more plant-based consumption?

The Session consists of two 45-minutes Lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After participating in Session 3, learners will be able to:

- Become aware of motivational factors, barriers and solutions to adopt more plant-based nutrition
- Enhance their motivation to increase usage of plant-based products in culinary
- Understand the misconceptions and stereotypes related to plant-based nutrition
- Be able to develop a critical perspective on mainstream discourses, empowering them to effectively challenge fallacies and misinformation concerning plant-based diets

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss on the corresponding Comics

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The Comics that correspond to this Session are aimed at introducing the learner to some of the possible motivational factors to change their nutrition to more plant-based (health issues) as well as some of common myths regarding plant-based nutrition (there aren't many plant-based eating options and I can't live without meat). The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 1 of Topic 2 – DRAMATIC TWIST** (Page 27-30)

The Comic introduces Agatha and her husband who have two children. Agatha's husband just received a medical certificate from his doctor indicating he has quite elevated cholesterol and that he has to change his diet. Agatha is just cooking one of their common meals, a meat stew, and she is worried about how to change her usual cooking to be healthier. She calls her mother who knows plenty vegetable recipes and asks for a potato stew recipe.

- **Comic 3 of Topic 2 – NO MEAT, NO MEAL?** (Page 35-38)

Agatha is having her uncle John at her home who is helping her with some pipes. When he finishes, she offers him a potato stew she cooked using her mom's old recipe but John is not satisfied when he learns there is no meat in the stew. He firmly believes that there is no meal without meat. Agatha is confused as everyone is missing meat and does not know how to introduce alternative ingredients in their diet so she decides to call her friend Adam who has some good advice.

- **Comic 5 of Topic 2 – GREEN GRILL** (Page 43-46)

The Comic presents Agatha's family having a "green" barbecue without meat, only with vegetable dishes. Uncle John is convinced there is no grill without meat and goes around to find some meat.

He tries “meat” salami he likes very much until Agatha reveals that there is no meat in that salami but pea protein. John is surprised about its taste and is willing to try also grilled zucchini. Agatha’s husband explains his cholesterol level improved and that everyone in the family feels much better after shifting to more plant-based diet.

The learners are invited to participate in a guided discussion on the comics. The learners are encouraged to freely express their views and relate to their own experience. The following questions may help guide the discussion:

- Why is Agatha’s husband refusing to eat the “usual” stew she is cooking?
- What is the key motivation that drives Agatha to think to start cooking more plant-based meals in her family?
- What is John’s firm state about the meals/what should all meals include? Do you agree with him?
- What is Agatha’s concern after her experience with John?
- What is John’s prejudice regarding food offered at the grill?

Highlight key points of the discussion and write them down, in order to link them to the theoretical content to be delivered in the following part.

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation: **SESSION 3: Motivation and stereotypes regarding plant-based nutrition**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). Session 3 PPT brings together the content of two Learning Units of **Topic 2: What is plant-based nutrition?** (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 1 – Motivation to increase plant-based cooking (*Page 42-49*)
- Unit 3 – What are the misconceptions and stereotypes towards a more plant-based consumption? (*Page 57-61*)

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. Going through the learning content of the Units above is strongly recommended prior to delivering the content through the PPT presentation.

While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson aims at engaging the learners in learning activities in order to deepen their understanding, help surface misconceptions or doubts, and complement learning by encouraging the learners to share their own experience. For each of the activities suggested below it is indicated whether they are suitable for implementation in-class/face-to-face or virtual/online settings. Evaluation activities are suggested at the end of this Lesson in order to assess the learners' knowledge and attitudes, and evaluate the Session (in case the optional Lesson 3 is implemented, the Evaluation activities may be performed at the end of that lesson).

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities suggested below aim at deepening understanding, engaging the learners in dialogue and encouraging learners to share their own experience. The trainer may select one of the activities to perform, due to time constraints. The remaining activity may be performed in an additional optional Lesson 3.

*Learning activity No.1: Role-play: Barriers vs solutions to plant-based diet*

|                                             |                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                |
| Max. No. of participants                    | 4 - 12 (even number of participants is required)                                                                                                                                                                                                                                                                                                                          |
| Competences acquired                        | Public performance and speaking<br>Creativity<br>Problem-solving<br>Understanding the main structural and motivational adoption barriers and solutions to plant-based meat alternatives consumption                                                                                                                                                                       |
| Resources needed                            | The Session 3 content. Pen and blank concept paper for each participant. A stopwatch for a teacher/facilitator.<br>Optional additional source:<br><a href="https://gfi.org/images/uploads/2020/03/FI_NAL-Consumer-Adoption-Strategic-Recommendations-Report.pdf">https://gfi.org/images/uploads/2020/03/FI_NAL-Consumer-Adoption-Strategic-Recommendations-Report.pdf</a> |
| Remarks for the trainer (how to facilitate) | The purpose of the activity is to present different barriers and possible solutions to                                                                                                                                                                                                                                                                                    |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <p>plant-based meat alternatives consumption by using role play among the participants. Each time one participant in a pair presents a barrier of his/her own choice (for example “I am very reluctant to try new food that I have never eaten before.”) while the other participant provides a possible solution to this barrier (for example “Try this delicious taste-almost-as-meat pea burger.”). When the round is done, the participants can optionally switch their roles in presenting barriers and solutions.</p> |
| Implementation (In-class, virtual, both) | <p>Preferably in class but also virtual is possible.</p> <p>If it is implemented virtually, divide the participants by two in different breakout rooms after giving them the instructions for work and let them work in pairs for 15 minutes (step 2). After that, invite all participants to return to the main room and perform the role-plays of all the pairs (step 3). Step 4 is also implemented in main room with all participants.</p>                                                                              |

#### Description of the activity:

Step 1: Make pairs among all the participants, each time one being a character with a barrier (A) to adopt more plant-based meat alternatives in his/her consumption and the other a character with a solution (B) to this barrier. Each participant gets a concept paper and a pen to draft his/her barrier or solution (5 min).

Step 2: Participants that are assigned to the “barriers” have 5 minutes to draft their barrier according to their personal choice and interest. It should be as realistic as possible and involve a character’s role name and short profile (for example: Tom, 45 years old, with two children, very traditionalist etc.). When they finish, they present their barrier to their pair - participant who has then 5 minutes to draft a solution to this barrier again as realistic and concrete as possible (10 min).

Step 3: Role-play of all drafted barriers and related solutions. The role play starts with character A presenting his/her barrier and continues with character B presenting a solution, character A can add

more arguments to his/her barrier and B provides additional arguments to presented solution. When a pair is playing their role, other participants listen and observe (10 min).

Step 4: Guided discussion: Do other participants have any other possible solutions to the presented barriers? Did they find the presented barriers and solutions possible/real or not? Do they have any personal experiences regarding the presented barriers or solutions? (5 min)

*Learning activity No.2: Myth Buster*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Max. No. of participants                    | Min 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Competences acquired                        | Public performance and speaking<br>Critical thinking<br>Problem-solving<br>Understanding the misconceptions and stereotypes related to plant-based nutrition                                                                                                                                                                                                                                                                                                                  |
| Resources needed                            | The Session 3 content. Cards with different myths written, number of the cards must be equal to the number of participants (for example Being vegan is expensive, You need dairy for strong bones etc.).                                                                                                                                                                                                                                                                      |
| Remarks for the trainer (how to facilitate) | The purpose of the activity is to present different myths and stereotypes related to plant-based nutrition by using “Myth Buster” role among the participants. Each participant picks up one card and presents the myth written on the card. The other participants are Myth Busters and dispel the myth using the facts described in the Unit content or adding their own facts/information. The presenter of the myth can argue with the provided facts further, if needed. |
| Implementation (In-class, virtual, both)    | In-class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Description of the activity:

Step 1: Put the cards upside down on a table and invite participants to pick each one card and to form a big circle (5 min).

Step 2: Ask the first participant to step in the centre of the circle and present his/her myth to other participants and after that they dispel the myth using the presented facts in this Session or their additional information/facts. After the first, all other participants present their myths in the same way (20 min).

Step 3: When all participants finish with their myths, sum up the presented myths and invite them for a final group discussion on facts related to those myths (5 min).

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | Online survey application (e.g. Mentimeter, Kahoot, etc.)                                                                                                                                                                                                                                                                                                                                                                                        |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the

Session. At the stage of the evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

Indicative questions:

1. Which activity was the most engaging for you?
  - Comics discussion
  - PPT presentation (content delivery)
  - Learning activities
  - I enjoyed all of them
  - None of the above
2. Did the Session provide a good balance between information and interactive activities?
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
3. Did the comics help you better understand the motivations and stereotypes regarding plant-based nutrition?
  - Yes
  - Somewhat
  - No
4. Was the information presented in the PPT clear and easy to follow?
  - Yes
  - Somewhat
  - No
5. How did the learning activities help you to understand motivations and stereotypes regarding plant-based nutrition better?
  - Very helpful
  - Somewhat helpful
  - Not helpful

*Evaluation activity No.2: Quiz on the motivation and stereotypes regarding plant-based nutrition*

|                          |                                     |
|--------------------------|-------------------------------------|
| Duration                 | 15 minutes                          |
| Nr. of max. participants | 30                                  |
| Methods of assessment    | Multiple-choice and True/False quiz |

|                                             |                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resources needed                            | The Session Comics and the Session 3 PPT presentation.                                                                                                                                                                                                          |
| Remarks for the trainer (how to facilitate) | Encourage the learners to have another look at the Comics and discuss, reflecting on the Session activities and their new knowledge and attitudes. Guide the discussion, referring also to the initial highlighted issues of the Comics Discussion of Lesson 3. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                            |

Description of the activity:

The trainer prepares the quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond. The following 9 questions are indicative; the trainer is free to suggest own questions taking into account the learners profile and the issues raised by the learners during the session.

**1. Foundational drivers consist of three core motivators, which are these?**

- a) Taste
- b) Cost
- c) Environmental impact
- d) Convenience

*Answers: a) Taste, b) Cost, d) Convenience*

**2. Evolving drivers don't directly relate to consumers' immediate wants and needs, true or false?**

- a) True
- b) False

*Answer: a) True*

**3. Some of the most prominent reasons to reduce meat intake and adopt a plant-based diet is motivated by:**

- a) Animal welfare
- b) Health concerns
- c) Environment protection
- d) Legislation

*Answers: a) Animal welfare, b) Health concerns, c) Environment protection*

**4. Motivational adoption barriers are:**

- a) Food neophobia
- b) Social norms and rituals
- c) Conflicting eating goals
- d) Limited availability in grocery stores and restaurants

*Answers: a) Food neophobia, b) Social norms and rituals, c) Conflicting eating goals*

**5. According to Carrington, 2023, livestock farmers in EU received 500 times more public funding than plant-based meat on cultivated meat groups, true or false?**

- a) True
- b) False

*Answers: b) False*

**6. Among social norms and rituals the motivational barriers to adopt plant-based diet are?**

- a) Strong link between meat consumption and celebration of important holidays
- b) Lack of knowledge of how to eat in an alternative way
- c) Reluctance to eat new food
- d) Belief that animal meat contains important nutrients that cannot be substituted

*Answers: a) Strong link between meat consumption and celebration of important holidays, b) Lack of knowledge of how to eat in an alternative way*

**7. Possible solutions to counter social norms and rituals are?**

- a) Stick to existing norms and rituals, such as eating a turkey on Thanksgiving
- b) Create new norms and rituals, such as Meatless Mondays
- c) Communicate a trending norm and not a prevalent norm
- d) Emphasize prevalent norms as the only right

*Answers: b) Create new norms and rituals, such as Meatless Mondays, c) Communicate a trending norm and not a prevalent norm*

**8. One of very common myths related to plant-based nutrition is?**

- a) You can't get enough C vitamin eating only plants
- b) You can't get enough hydration eating only plants
- c) You can't get enough protein eating only plants
- d) You get too much iron eating only plants

*Answer: c) You can't get enough protein eating only plants*

**9. All vegan/plant-based foods are automatically healthy, true or false?**

- a) True
- b) False

*Answer: b) False*

## Lesson 3 (optional)

This optional Lesson aims at offering an opportunity to carry out additional learning activities (e.g. a learning activity from Lesson 2 that was not carried out due to time constraints) or a study visit to further complement the learning experience of the participants.

### *Outdoor (optional) activity No.1: Being vegan is expensive – myth or truth?*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Max. No. of participants                    | 9-15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Competences                                 | Teamwork, observing, accuracy, fieldwork and investigation skills, communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Resources needed                            | A trainer will identify a convenient grocery store in the nearby area that offers diverse food products: meat, plant-based/vegan and other general products.<br>He/she also has to prepare a basic three-course menu for 2 people that has the possibility of meat, plant-based or vegan cooking performance.                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Remarks for the trainer (how to facilitate) | Divide the learners in three equal size groups, for example 3x3 or 3x5 participants. Each group is focusing on a different type of diet/nutrition – omnivores, plant-based and vegan. Prepare in advance a three-course menu for 2 persons consisting of an appetizer, a main course and a dessert and ask the participants to go to the store and “buy” the ingredients according to their group type – omnivores, plant-based or vegan. They also have to note the prices for all their ingredients on a shopping list and calculate them as total shopping cost. After calculating the total costs for their meals, the groups present and discuss what they found out with focusing on a myth that eating plant-based/vegan is expensive. |

Description of the activity:

Step 1: Divide the learners in three equal size groups, for example 3x3, 3x4 or 3x5 participants. Each group is focusing on a different type of diet/nutrition – omnivores, plant-based and vegan. Provide each group a three-course menu for 2 people that is consisting of an appetizer, a main course and a dessert.

Step 2: Ask the participants to go to the store and “buy” the ingredients according to their group type – omnivores (animal and plant-based products), plant-based (focusing on plant-based ingredients but small amount of animal products is allowed) or vegan (no animal products at all). *Note: it is enough if the participants just collect the ingredients, take notes of their prices, and not actually buy the ingredients.*

Step 3: Each group calculate the prices of all their ingredients and come up with a total cost of their meal. After calculating the total costs for their meals, the groups present and discuss what they found out with focusing on a myth that eating plant-based/vegan is expensive. Discussion can also go beyond the cost issue to the difficulty of finding right ingredients of each group type.

# Session 4 – Nutritional benefits of plant-based nutrition with plant-based recipe tips

*What are the nutritional benefits of reducing meat and other animal products and increasing plant-based meals in your diet? Do you need some practical tips on how to get familiar with plant-based diet? Here is a Session that will explain all about these questions!*

## Introduction

Session 4 presents the nutritional benefits of reducing meat and other animal products and increasing plant-based meals in your diet. These include diverse health benefits, from gastrointestinal to cardiovascular, mental, metabolic, cancer related etc. Research shows that eating more plant-based foods or switching to an entirely plant-based diet can have significant health benefits. The learners will also get to know nine scientific benefits of following a plant-based diet. Besides that, it is intended to provide practical tips on how to get closer to plant-based diets. It presents a plant-based diet grocery list with the most important ingredients to be considered in a plant-based diet. In this session, you will also receive examples of some delicious plant-based recipes and links to access many more of them.

Session 4 draws on the content of the Learning Units under “Topic 2 – What is plant-based nutrition?”:

- Unit 2 – Nutritional benefits of reducing meat and other animal products and increasing plant-based meals
- Unit 4 – Delicious! Try some recipes of plant-based meals

The Session consists of two 45-minutes Lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After participating in Session 4, learners will be able to:

- Understand the nutritional benefits of plant-based diets
- Be able to cook plant-based meals and increase plant-based consumption
- Be able to identify plant-based ingredients and consumption possibilities

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss on the corresponding Comics

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The Comics that correspond to this Session are aimed at introducing the learner to the nutritional benefits of increasing plant-based nutrition and reducing animal products in a diet as well as to provide some tips for cooking plant-based meals including examples of recipes. The Comics are available in the [Comics Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 2 of Topic 2: MARKETPLACE ENCOUNTER** *(Page 31-34)*

The Comic introduces Agatha and Adam encounter at the marketplace. Agatha is trying to find some ingredients to be able to cook healthier due to her husband's health condition and Adam is willing to help her. After having coffee containing plant-based milk, Adam explains her which plants are rich in protein, such as soy, green peas, beans and nuts. Agatha is excited to learn all this new and useful information and to get an idea for her cooking.

- **Comic 4 of Topic 2: ENLIGHTMENT AT THE FESTIVAL** *(Page 39-42)*

Agatha and Adam meet at the plant-based festival. They are looking at some informative material and tasting some plant-based food, such as chickpeas "meat" balls and beetroot burger. An angry young man approaches them yelling that he will not eat the "veggie stuff" but they explain him that he can learn facts about plant-based nutrition. Adam offers him a soy protein sausage and the young man is surprised that it is better than expected. Agatha finds a recipe for plant-based cabbage rolls and also finds out that plant-based ingredients are not as expensive as she expected and what is also stated in general. She feels much more confident in cooking plant-based meals after visiting the festival.

- **Comic 6 of Topic 2: A JOURNEY TOWARDS REVELATION** (Page 47-50)

The Comic presents Agatha and her mom Dorothy going on a trip to Dorothy's birth village. On the way, they stop at Agatha's friend Susan's plant-based farm. Agatha's mom has some prejudices against plant-based diet and veganism and wants to know more about it. Susan is happy to explain what means to be vegan and then shows them the crops she grows at her farm and mentions some plant-based products she sells in a shop or at the market, such as millet porridge. Dorothy is overwhelmed with memories and explains how she used to prepare a millet porridge in different ways. Susan asks her to share her recipe for stuffed peppers with millet porridge and going back home, Dorothy realizes she is actually a plant-based cook and she offers to gather all her plant-based recipes in a cookbook.

The learners are invited to participate in a guided discussion on the comics. The learners are encouraged to freely express their views and relate to their own experience. The following questions may help guide the discussion:

- Which health problem is addressed that can be improved by introducing more plant-based food in Agatha's family?
- Name some ingredients/vegetables that are rich in proteins.
- What was the event that informed Agatha about plant-based nutrition?
- Name some plant-based ingredients that were available at the festival.
- What was Dorothy's revelation about her cooking during visit to Susan's farm?

Highlight key points of the discussion and write them down, in order to link them to the theoretical content to be delivered in the following part.

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation **SESSION 4: Nutritional benefits of plant-based nutrition with plant-based recipe tips**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). Session 4 PPT brings together the content of two Learning Units of **Topic 2: What is plant-based nutrition?** (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 2 – Nutritional benefits of reducing meat and other animal products and increasing plant-based meals (Page 50-56)
- Unit 4 – Delicious! Try some recipes of plant-based meals (Page 62-69)

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. Going through the learning content of the Units above is strongly recommended prior to delivering the content through the PPT presentation.

While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson aims at engaging the learners in learning activities in order to deepen their understanding, help surface misconceptions or doubts, and complement learning by encouraging the learners to share their own experience. For each of the activities suggested below it is indicated whether they are suitable for implementation in-class/face-to-face or virtual/online settings. Evaluation activities are suggested at the end of this Lesson in order to assess the learners' knowledge and attitudes, and evaluate the Session (in case the optional Lesson 3 is implemented, the Evaluation activities may be performed at the end of that lesson).

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities suggested below aim at deepening understanding, engaging the learners in dialogue and encouraging learners to share their own experience. The trainer may select one of the activities to perform, due to time constraints. The remaining activity may be performed in an additional optional Lesson 3.

*Learning activity No.1: Benefits and risks of plant-based diet*

|                                             |                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                              |
| Max. No. of participants                    | 4 - 15                                                                                                                                                                                                                                                                  |
| Competences acquired                        | Active listening<br>Comprehending presented information<br>Group discussion<br>Understanding the benefits and risks of plant-based diets                                                                                                                                |
| Resources needed                            | YouTube video “The Negative Effects and Benefits of Plan-Based Diets”<br><a href="https://www.youtube.com/watch?v=PxGBBiZe7_I">https://www.youtube.com/watch?v=PxGBBiZe7_I</a><br>Projector, paper sheets and pens for participants<br>Knowledge of English is required |
| Remarks for the trainer (how to facilitate) | Use the above video to open a group discussion among the participants. The aim of this activity is to extract different pieces of information presented in a video and share it with other participants.                                                                |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation (In-class, virtual, both) | Preferably in class but also virtual is possible. If it is implemented virtually, play the video first to all participants via your screen sharing (step 1) and after that give them time to work individually (step 2). Then invite them to present their findings orally to other participants who can add to what they heard (step 3) and after sum up invite them to the final group discussion (step 4). |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Description of the activity:

Step 1: Play the video provided on a link above to the class, no comments should be made during the video playing (5 min)

Step 2: Each participant is asked to write down at least 1 to max 3 facts of presented information according to their preference/remembering (5 min)

Step 3: Invite one participant at a time to present his/her fact/information to other participants who can add something at the end if they have any additional information on the addressed fact/information (10 min)

Step 4: When all participants finish with their presentations, sum up the provided information in 10 sentences for the participants and invite them for a final group discussion (10 min)

#### *Learning activity No.2: Create your recipe!*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                            |
| Max. No. of participants                    | 4 - 12                                                                                                                                                                                                                                                                                                                                                                                |
| Competences acquired                        | Creativity<br>Problem-solving<br>Knowing how to use plant-based ingredients in a dish                                                                                                                                                                                                                                                                                                 |
| Resources needed                            | Content available in Session 4, cards with PB ingredients (min 3 cards/ingredients per participant), paper and pens                                                                                                                                                                                                                                                                   |
| Remarks for the trainer (how to facilitate) | The purpose of the activity is to create plant-based recipes by using the ingredients on the cards randomly picked-up by the participants which makes this task more interesting and challenging. Try to prepare cards with all main groups of ingredients (for example vegetables, fruits, grains, legumes, nuts etc.), according to the number of participants – min 3 cards should |

|                                          |                                                                                                                                                                 |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | be available for each participant! After randomly picking the cards, participants will create their own recipes using the ingredients they have on their cards. |
| Implementation (In-class, virtual, both) | In-class.                                                                                                                                                       |

Description of the activity:

Step 1: Put the cards upside down on a table and invite participants to pick each three cards (5 min).

Step 2: Ask the participants to individually look at their selected cards and then create a recipe using all three ingredients. They can add up to three additional minor ingredients (for example oil, spices, vine etc.) but the selected three ingredients must be used as core ingredients in their dish (15 min).

Step 3: When all participants finish with their recipes, ask them to present them to other participants (app. 2 min/participant, 10-25 min). Invite the participants to share their opinion on presented recipes – did they like them, would they create them any differently (10 min)?

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | Online survey application (e.g. Mentimeter, Kahoot, etc.)                                                                                                                                                                                                                                                                                                                                                                                        |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

### Indicative questions:

1. Which activity was the most engaging for you?
  - Comics discussion
  - PPT presentation (content delivery)
  - Learning activities
  - I enjoyed all of them
  - None of the above
2. Did the Session provide a good balance between information and interactive activities?
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
3. Did the comics help you better understand the nutritional benefits of plant-based nutrition and examples of plant-based recipes?
  - Yes
  - Somewhat
  - No
4. Was the information presented in the PPT clear and easy to follow?
  - Yes
  - Somewhat
  - No
5. How did the learning activities help you to understand nutritional benefits of plant-based nutrition better?
  - Very helpful
  - Somewhat helpful
  - Not helpful

*Evaluation activity No.2: Quiz on nutritional benefits and recipes of plant-based nutrition*

|                                             |                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                                                                                                                      |
| Nr. of max. participants                    | 30                                                                                                                                                                                                                                                              |
| Methods of assessment                       | Multiple-choice and True/False quiz                                                                                                                                                                                                                             |
| Resources needed                            | The Session Comics and the Session 4 PPT presentation.                                                                                                                                                                                                          |
| Remarks for the trainer (how to facilitate) | Encourage the learners to have another look at the Comics and discuss, reflecting on the Session activities and their new knowledge and attitudes. Guide the discussion, referring also to the initial highlighted issues of the Comics Discussion of Lesson 4. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                            |

Description of the activity:

The trainer prepares the quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond. The following 9 questions are indicative; the trainer is free to suggest own questions taking into account the learners profile and the issues raised by the learners during the session.

**1. Plant-based diet has been proven to have the following health benefits:**

- a) Digestive
- b) Cardiovascular
- c) Mental health
- d) Metabolic health

*Answers: a) Digestive, b) Cardiovascular, c) Mental health, d) Metabolic health*

**2. Conscious eating involves being fully present and mindful of food choices, sensory experiences and physiological responses during meal, true or false?**

- a) True
- b) False

*Answer: a) True*

**3. Some important plant-based nutrient include:**

- a) Iron
- b) Calcium
- c) Omega-3 fatty acids
- d) Magnesium

*Answers: a) Iron, b) Calcium, c) Omega-3 fatty acids, d) Magnesium*

**4. Fortified foods are foods with no nutrients added to the original amount, true or false?**

- a) True
- b) False

*Answer: b) False*

**5. Mark all correct statements of scientific findings of following a plant-based diet:**

- a) A PB diet may lower your blood pressure
- b) A PB diet may help prevent type 1 diabetes
- c) Eating a PB diet may help you lose weight
- d) A PB diet may increase your risk of cancer, especially if you are a woman
- e) A PB diet may improve your cholesterol level
- f) Eating a PB diet may minimise your risk of stroke

*Answers: a) A PB diet may lower your blood pressure, c) Eating a PB diet may help you lose weight, e) A PB diet may improve your cholesterol level, f) Eating a PB diet may minimise your risk of stroke*

**6. Polyphenols in fruit and vegetables may help slow the progression of Alzheimer's disease, true or false?**

- a) True
- b) False

*Answer: a) True*

**7. Which nutrient you cannot get from plants and you may be advised to take a supplement if you follow a 100% plant-based diet?**

- a) Potassium
- b) Vitamin B12

*Answer: b) Vitamin B12*

8. **Whole grain products and legumes are important part of plant-based diet grocery list, true or false?**

- a) True
- b) False

*Answer: a) True*

9. **Sources of healthy unsaturated fats are lard and butter, true or false?**

- a) True
- b) False

*Answer: b) False*

## Lesson 3 (optional)

This optional Lesson aims at offering an opportunity to carry out additional learning activities (e.g. a learning activity from Lesson 2 that was not carried out due to time constraints) or a study visit to further complement the learning experience of the participants.

### *Outdoor (optional) activity No.1: Exploring plant-based/vegan options in local restaurants*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Max. No. of participants                    | 4-12 (even number of participants)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Competences                                 | Teamwork, observing, fieldwork and investigation skills, communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Resources needed                            | A trainer will identify existing restaurants in the nearby area/local community or, if there are not many, wider area/region and make a list of them with added locations (for example Google maps links). Prepare a sheet of paper/paper block and a pen for each pair.                                                                                                                                                                                                                                                                                                                                                                  |
| Remarks for the trainer (how to facilitate) | Divide the learners in pairs of two persons and ask each pair to visit 1-3 restaurants (depending on the number of pairs and restaurants) with the aim to explore their menus and find out the existence of plant-based/vegan dishes in the menus. They can also ask the staff if they are capable/willing to prepare a plant-based/vegan meal if a customer asks for it and what these PB/vegan options could be. They write down all found PB options/dishes and compare them with non-PB dishes – what is the approximate percentage of them compared to all dishes on the menu? After coming back, discuss their findings in a group. |

Description of the activity:

Step 1: Divide the learners in pairs. Provide each pair a list of restaurants with their locations and guidance of what is the aim of visiting the restaurants and how to implement the visit.

Step 2: The participants visit the restaurants and write down their findings of PB dishes compared to all dishes in the menus.

Step 3: Each pair present its findings to other participants and discuss them using questions like: Did you expect this amount/share of PB/vegan dishes or not? How many restaurants offer PB/vegan dishes in your area – is the situation excellent, good, fair or bad? What could be solutions to improve the situation?

# Session 5 – The Link between Conventional Animal Farming and Environmental Impact

## Introduction

Session 5 introduces learners to the environmental impacts of conventional animal farming, focusing on its contribution to climate change and resource overuse, such as water, fertilizers, and pesticides. The session explores sustainable alternatives, including plant-based and organic farming, highlighting their benefits for the environment, human health, and local economies while empowering participants to envision a more resilient and sustainable agricultural future.

Session 5 draws on the content of the Unit 1 “Environmental Impact of Conventional Animal Farming Techniques” under Topic 3 “Sustainable Plant-based Agriculture”.

Based on the content of the learning unit mentioned above, the session aims to explore the connection between diets, farming practices, and their environmental impact, focusing on how reducing reliance on animal agriculture can help climate change mitigation and adaptation and promote sustainability. Through engaging reflections and practical examples, participants will learn how adopting plant-based practices benefits both farmers and consumers by conserving resources, reducing emissions, and supporting eco-friendly transitions.

The Session consists of two 45-minutes Lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After participating in Session 5, learners will be able to:

- Understand the importance of sustainable plant-based farming as a beneficial action to combat and adapt to climate change effects at local scale, including greenhouse gas emissions, resource depletion, and ecosystem degradation.
- Reflect on and compare the different environmental consequences of conventional animal farming and plant-based farming such as, soil erosion, water pollution, and excessive use of water, fertilizers, and pesticides.
- Explore sustainable farming practices, such as organic and plant-based methods, and their benefits for the environment, human health, and local economies.
- Learn how to make informed choices as farmers or consumers that support sustainability, reduce emissions, and promote environmental conservation.

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss on the corresponding Comics

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The Comics that correspond to this Session are aimed at introducing the learner to the environmental effects of conventional animal farming and how it is contributing to climate change, affecting global temperatures, hydric resources availability and CO<sup>2</sup> emissions. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 1 of Topic 3: THE GREEN AWAKENING** (Page 51-54)

The comic presents a conversation between two of the comics characters, Peter and Susan. Peter is starting to realise what are the impacts of farming in the environmental effects of climate change. Susan, without demonizing conventional animal farming, presents to him some scientific data backing this information, especially regarding grain production for livestock and its use.

- **Comic 2 of Topic 3: EVERYTHING IS CHANGING** (Page 55-58)

The comic shows the introspective process that Peter undergoes when realising the effects of animal farming in his local area and how landscape is changing. He reflects on water scarcity, high temperatures and floods as examples of extreme weather events conditioned by conventional animal farming environmental impact.

The learners are invited to participate in a guided discussion on the comics. The learners are encouraged to freely express their views and relate to their own experience. The following questions may help guide the discussion:

- What is the relation between the environmental consequences of climate change and conventional animal farming techniques?

- Can you think of a real example of the phenomena of the climate crisis that are listed in the social media post which Peter is reading in the first comic?
- Can you list the different spheres where “animal farming” is negatively impacting the environment? Can you think of similar real situations of those mentioned by Peter in the second comic in your local context?
- Do you think there is a way to reduce the environmental impact of farming while keeping farming productivity and generating income for farmers?
- Can you reflect on why and how “90% of the world’s water footprint comes from agriculture, using 70% of all available freshwater”, as stated in the second page of the first comic?

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation **SESSION 5: The Link between Conventional Animal Farming and Environmental Impact**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). Session 5 PPT presents the content of the selected Learning Unit of **Topic 3: Sustainable Plant-based Agriculture**. The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 1 – Environmental Impact of Conventional Animal Farming Techniques (*Page 75-81*)

The detailed content of the unit above serves to complement the content delivery by providing additional learning resources for the trainer and learners. Going through the learning content of the unit above is strongly recommended prior to delivering the content through the PPT presentation.

While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson aims at engaging the learners in learning activities in order to deepen their understanding, help surface misconceptions or doubts, and complement learning by encouraging the learners to share their own experience. For each of the activities suggested below it is indicated whether they are suitable for implementation in-class/face-to-face or virtual/online settings. Evaluation activities are suggested at the end of this Lesson in order to assess the learners' knowledge and attitudes, and evaluate the Session (in case the optional Lesson 3 is implemented, the Evaluation activities may be performed at the end of that lesson).

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities suggested below aim at deepening understanding, engaging the learners in dialogue and encouraging learners to share their own experience. The trainer may select one of the activities to perform, due to time constraints. The remaining activity may be performed in an additional optional Lesson 3.

#### *Learning activity No.1: Reflective Collage: Animal Agriculture's Climate Impact*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Max. No. of participants                    | Min. 4, max. 20 participants. Participants can work in teams of max. 4-5 people.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Competences acquired                        | Collaborative skills, Critical thinking and Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Resources needed                            | For this activity, participants will need access to information on the environmental impact of animal agriculture (you can use this unit content and complete it with other online sources), internet access for research, access to graphic design software like Adobe Photoshop/Canva/ PowerPoint for creating the digital version, or art supplies and paper, for the physical version.<br>Additionally, presentation materials such as projectors may be needed for showcasing the finished designs. |
| Remarks for the trainer (how to facilitate) | Clear guidelines are crucial for guiding the group's work effectively, but there should be some space for participants' creativity. You can guide them in how to select and present                                                                                                                                                                                                                                                                                                                      |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | the issues they are more interested in, but they should work and decide collaboratively in groups. Make sure not to make too large groups, so all have the chance to actively participate in the activity.                                                                                                                                                                                                                                                                                                                          |
| Implementation (In-class, virtual, both) | This activity can be performed in-class and virtually. If conducted virtually, an online platform with the function of creating break-out rooms is necessary. If you want to follow this activity individually, you can follow the same steps explained below (until step 5), and share the results of your design with your friends or on your social media, stimulating this debate with them. When done, you can reflect by yourself on what you learn during the activity and why you chose to work with those specific issues. |

#### Description of the activity:

Step 1: Divide the participants into groups of max.4-5 people, and give them the instructions.

Step 2: Participants should first decide what issues of the environmental impact of animal-based farming want to include in the design (e.g. only water pollution issues, land issues, air pollution issues, or more than one) (3 minutes). The design should be a conceptual map, in any form (collage, concept tree, drawing), that shows the link between traditional animal agriculture and climate change, at local, regional or global level.

Step 3: Once they have chosen the issues, they should collect all the information they want to present in the design. They can use this unit content (in printed or digital format) or conduct additional research using the internet. (10 minutes.)

Step 4: Once they have collected all the information, they need to jointly agree what will be the format of the design.

Step 5: The following step will be collaboratively creating the design, by writing, drawing, adding stickers, or by working on the online design (depending if the poster will be digital or physical). (10 minutes)

Step 6: After all groups have finished, 2 people/ group will be chosen as speakers and should present the poster to the rest of participants. (5 minutes)

Step 7: After each team presentation, the rest of participants can ask questions about why they chose those specific issues and why they are relevant for them. (3 minutes)

Step 8: To conclude, the trainer will make a final recap of the concepts, competences and skills on which participants have worked during the activity. ( 2 minutes)

*Learning activity No.2: Cineforum Shorts: Exploring plant-based potential*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Max. No. of participants                    | Min. 4, max. 20 participants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Competences acquired                        | Critical thinking, Active listening, Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Resources needed                            | <p>Participants will need a computer, internet connection and a projector/screen, to show the following video:<br/> Change the way you think about food, WWF.<br/> <a href="https://youtu.be/s_JLmxhnpNY">https://youtu.be/s_JLmxhnpNY</a><br/> Participants may use paper, pens, and any other materials to take notes.<br/> List of questions to answer after the video screening:</p> <ul style="list-style-type: none"> <li>• How is animal farming related to the problems identified in the video?</li> <li>• What is the potential of plant-based agriculture to counteract these impacts? (Hint: focus on the min.1.28, when it states: “Less water, Less minerals, Less soil, Less fertilisers”.)</li> </ul>                                                |
| Remarks for the trainer (how to facilitate) | <p>Participants in this activity will need to understand English in order to watch the video. If this is not feasible, the trainer can simultaneously translate the content of the video as it appears, or choose another video from the same topic, and create a new list of questions, always keeping in mind that the goal of the activity is to make participants reflect on the potential of plant-based agriculture to counteract the impacts of climate change.</p> <p>If participants need to watch the video again, you can provide them with the link so they can access it on their mobile devices during the activity.</p> <p>During participants’ interventions, trainers can clarify concepts if needed, and stimulate the debate among the group.</p> |
| Implementation (In-class, virtual, both)    | <p>This activity can be performed in-class and virtually. If conducted virtually, the ability to share screen with audio and video options is necessary. If you want to follow this activity</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| individually, you can follow the same steps explained below, and reflect by yourself by answering the questions. |
|------------------------------------------------------------------------------------------------------------------|

#### Description of the activity:

Step 1: The trainer will present the activity to the participants, consisting in the screening of a video and providing individual answers to the following questions. At this point, the trainer provides the questions to the participants.

Step 2: Screening of the video (with simultaneous translation by the trainer if needed). (2,16 minutes).

Step 3: The trainer reads the questions again and gives 10 minutes to the participants to answer them individually. They can use paper to write down the answers if they need it.

Step 4: After all participants have finished, they form groups of max.4-5 people and share the answers with each other. They will have 10 minutes to do it.

Step 5: After all groups are done, the trainers will ask each of them to share with the rest a recap of what they have discussed. During this sharing of ideas, trainers can stimulate the debate among participants and provide insights.

Step 6: To conclude, the trainer will make a final reflection of the answers and a recap of the concepts, competences and skills on which participants have worked during the activity.

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

#### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                    |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                          |
| Nr. of max. participants                    | 30                                                                                                                                                                                 |
| Methods of assessment                       | Online survey application (e.g. Mentimeter, Kahoot, etc.)                                                                                                                          |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a> |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey                 |

|                                          |                                                                                                                                                                                                                                                                               |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both) | Both                                                                                                                                                                                                                                                                          |

#### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

#### Indicative questions:

##### 1. Which activity was the most engaging for you?

- Comics discussion
- PPT presentation (content delivery)
- Learning activities
- I enjoyed all of them
- None of the above

##### 2. Did the Session provide a good balance between information and interactive activities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

##### 3. Did the comics help you better understand the challenges and benefits of plant-based farming?

- Yes
- Somewhat
- No

##### 4. Was the information presented in the PPT clear and easy to follow?

- Yes
- Somewhat
- No

##### 5. How did the learning activities help you to understand plant-based farming better?

- Very helpful

- Somewhat helpful
- Not helpful

*Evaluation activity No.2: Impact Mapping Challenge*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Methods of assessment                       | <ul style="list-style-type: none"> <li>● Group Presentations: Evaluate each group's "Impact Map" for completeness, clarity, and alignment with course content.</li> <li>● Discussion Participation: Assess the quality of insights and contributions during the reflective discussion, noting the ability to connect concepts to real-world examples.</li> <li>● Observation: Observe collaboration and critical thinking within groups to assess engagement and teamwork.</li> </ul>                         |
| Resources needed                            | <ul style="list-style-type: none"> <li>● In-class: large sheets of paper or poster boards, markers, sticky notes, or other writing materials; copies of course materials for reference.</li> <li>● Virtual: Online collaborative tools (e.g., Miro, Jamboard, MURAL, or Padlet); video conferencing platform with breakout room functionality, and digital access to course resources</li> </ul>                                                                                                              |
| Remarks for the trainer (how to facilitate) | Familiarize yourself with the activity structure and ensure all resources are ready. Test collaborative tools ahead if running the session virtually. Begin by explaining the activity's goals and how the "Impact Map" links to course content. Provide an example to guide participants. Move between groups, offering guidance, answering questions, and encouraging creative thinking. Allocate enough time for brainstorming, creating maps, and presentations. Keep the discussion focused and concise. |
| Implementation (In-class, virtual, both)    | Both.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

#### Description of the activity:

The trainer divides participants into small groups or pairs and provides each group with a large sheet of paper or access to an online collaborative whiteboard. Participants should create an "Impact Map" with the following:

- Central Theme: Write "Conventional Animal Farming" in the centre.
- Branch 1: List key environmental impacts (e.g., greenhouse gas emissions, water pollution, deforestation).
- Branch 2: Describe underlying causes (e.g., feed grain production, overuse of fertilizers).
- Branch 3: Suggest plant-based or sustainable farming alternatives/techniques to mitigate each impact.

Participants will have 10 minutes to complete this map. After all groups have finished, each group presents their map.

## Lesson 3 (optional)

This optional Lesson aims at offering an opportunity to carry out additional learning activities (e.g. a learning activity from Lesson 2 that was not carried out due to time constraints) or a study visit to further complement the learning experience of the participants.

### Content:

#### *Outdoor (optional) activity No.1: Local Impact Assessment Study Visit*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 4–5 hours, including travel time, activity, group discussion, and reflection.                                                                                                                                                                                                                                                                                                                                                                               |
| Max. No. of participants                    | 15-20 participants                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Competences                                 | <p>Environmental Observation: Identifying signs of soil and water degradation caused by farming practices.</p> <p>Analytical Skills: Measuring and interpreting basic soil and water quality indicators.</p> <p>Systems Thinking: Understanding the interconnected effects of farming techniques on local ecosystems.</p> <p>Problem-Solving: Proposing strategies to mitigate environmental damage from farming.</p>                                       |
| Resources needed                            | <p>Soil testing kits (pH, nutrients, and moisture levels); water testing kits (for parameters like nitrate levels, pH, and turbidity); clipboards, worksheets, and pens for recording observations; buckets or small containers for collecting soil or water samples; gloves and other safety gear; reference guides for identifying biodiversity or assessing erosion; maps/images of the same area at least 50 years ago and nowadays (if available).</p> |
| Remarks for the trainer (how to facilitate) | <p>Consider the possibility of inviting a professional (e.g., biologist, ecologist, or agricultural scientist) to conduct this activity if you don't count with this specific knowledge.</p> <p><u>Pre-activity Preparation:</u></p> <p>Identify a suitable location near a conventional animal farm or runoff area. Get permission if the site is private property. Conduct a pre-visit to familiarize yourself with the area and its conditions.</p>      |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Prepare a briefing document on the key effects of animal farming on soil and water quality (e.g., nutrient runoff, compaction, erosion).</p> <p><u>During the Activity:</u></p> <p>Begin with a brief orientation on the site's history, current farming practices, and visible environmental impacts.</p> <p>Divide participants into small groups to conduct hands-on testing of soil and water samples.</p> <p>Provide guidance on using the testing kits and interpreting results (e.g., high nitrate levels indicating runoff from fertilizers).</p> <p>Encourage groups to take notes on additional observations, such as erosion patterns, algal growth in water bodies, or changes in plant diversity.</p> <p><u>Post-activity Reflection:</u></p> <p>Regroup in a shaded area or nearby classroom to discuss findings.</p> <p>Facilitate a discussion around questions like, "What specific farming practices might have caused these effects?" and "What changes could improve soil and water health?"</p> <p>Relate findings to the session's content, highlighting the role of sustainable and plant-based farming in mitigating such impacts.</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Description of the activity:

Participants will visit a local site affected by climate change impacts related to conventional animal farming, such as a nearby field, water body, or pasture. Using simple tools and observation techniques, they will assess soil quality, water pollution, erosion, and biodiversity loss, investigating how farming practices contribute to environmental degradation. Through this hands-on experience, participants will learn to identify local effects of farming on ecosystems, develop practical skills in soil and water testing, and understand the role of sustainable farming in mitigating climate change and enhancing environmental resilience. This activity fosters critical thinking and problem-solving skills to propose solutions for reducing farming's environmental impact.

## Additional Learning Activities (optional)

The Additional Learning Activities below are optional and serve to inspire the trainers implementing this Session of the Training Course. Their implementation depends on the specific framework of the training course, i.e. availability of time and resources.

| Learning Activity 1            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                    | <b>Feed Grain Footprint Mapping</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Duration</b>                | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Remarks for the trainer</b> | Learning objectives: Understand the environmental burden of feed grain production on deforestation, habitat loss, and soil degradation in all the planet Earth & explore how transitioning to plant-based farming can mitigate these environmental impacts, recognize the role of biodiversity conservation and climate resilience in agricultural transitions.                                                                                                                                                                                                                                                           |
| <b>Description</b>             | In this activity, participants will work in small groups to map out the environmental impacts of feed grain production using a large poster or a digital tool. They will explore how feed grain farming contributes to deforestation, habitat loss, and soil degradation all around the world. Participants will consider how shifting to plant-based farming practices might alleviate these consequences. By identifying connections between feed grain farming and its environmental burden, they will explore alternative agricultural practices that could enhance biodiversity conservation and climate resilience. |

| Learning Activity 2            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                    | <b>Impact of Animal Farming Debate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Duration</b>                | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Remarks for the trainer</b> | Learning objectives: Assess the resource inefficiency of livestock production and its disproportionate land use, develop argumentative skills and the ability to engage in informed, evidence-based discussions on sustainability issues.                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Description</b>             | Participants will engage in a structured debate on the environmental impacts of animal-based farming methods. They will research and present arguments on how these practices contribute to land, water, and air quality degradation, with a focus on resource inefficiency and greenhouse gas emissions. The debate will highlight the disproportionate land use and low resource efficiency of livestock production. After discussing the challenges, participants will reflect on how shifting towards plant-based agriculture could mitigate these impacts, fostering a more sustainable and resource-efficient food system. |

| Learning Activity 3            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                    | <b>Holistic Systems Solutions Workshop</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Duration</b>                | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Remarks for the trainer</b> | Learning Objectives: Analyse the complex, interconnected impacts of animal agriculture on ecosystems, including deforestation, habitat destruction, and biodiversity loss; explore holistic, systems-based solutions to address the environmental footprint of animal farming; identify actionable strategies for transitioning towards sustainable, plant-based food systems; understand the potential for systemic change in mitigating climate change and preserving ecosystems through agricultural practices.                                                                                                                                                            |
| <b>Description</b>             | In this workshop, participants will break into groups and develop holistic, systems-based solutions to the environmental challenges posed by industrial animal agriculture. They will reflect on how conventional animal farming contributes to deforestation, habitat destruction, and biodiversity loss, and then brainstorm ways to transition towards plant-based food systems that can mitigate these issues. The workshop will explore practical and systemic approaches to addressing the complex environmental impacts of animal agriculture, emphasizing the potential for sustainable, plant-based farming to help mitigate climate change and preserve ecosystems. |

# Session 6 – Hands-on Strategies & Practices of Sustainable Plant-based Farming

## Introduction

Session 6 provides practical insights into sustainable plant-based farming, including crop selection, water management and environmentally sustainable techniques like crop rotation, cover cropping, and nature-based solutions. Through this session, learners see how these techniques can be applied in real-life farming settings, promoting environmental sustainability and resource conservation. This session equips farmers with essential knowledge and skills to enhance their farming practices and contribute to a healthier planet by making informed decisions on their farming practices; and consumers with the ability to critically evaluate the environmental impact of agricultural practices, cultivating a sense of responsibility towards sustainable food systems and consumption choices.

Session 6 draws on the content of Unit 2 “Practical Approaches to Sustainable Plant-Based Farming” under Topic 3 “Sustainable Plant-based Agriculture”.

By drawing on the content of the learning unit above, the Session aims at providing a comprehensive introduction to plant-based farming, by offering a clear introduction to the concept of plant-based farming and its benefits for producers and consumers, while also exploring obstacles and challenges to its widespread adoption.

The Session consists of two 45-minutes Lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After participating in Session 5, learners will be able to:

- Understand Sustainable Crop Selection and Management, being able to select crops based on local climate, soil conditions, and market demand to optimize yield, minimize environmental impact, and promote soil health through practices like crop rotation and cover cropping.
- Know sustainable techniques for improving soil health: such as crop rotation, cover cropping, and green manures to enhance soil fertility, reduce erosion, and support long-term soil resilience in plant-based farming systems.
- Gain deeper knowledge on water conservation and efficient management strategies that conserve water resources and ensure sustainable farming practices in water-scarce regions.
- Evaluate the environmental and economic benefits of sustainable farming practices including improved biodiversity, reduced water usage, and long-term profitability through resource-efficient techniques.
- Design Resilient and Sustainable Farming Systems that integrate sustainable crop management, water conservation, and soil health strategies to build resilience against climate change and foster sustainable agricultural production.

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss on the corresponding Comics

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The comics that correspond to this Session are aimed at educating small-scale farmers and agricultural practitioners about sustainable plant-based farming practices. Through covering essential topics such as crop selection, water management, and eco-friendly techniques, aimed at reducing environmental impact and improving soil health, comics also highlight the negative environmental effects of conventional animal-based farming and contrast these with sustainable plant-based alternatives, demonstrating how small-scale farmers can benefit from these practices while also achieving economic independence. Consumers will also manage to understand how the agricultural products they are consuming are being produced, and how they indirectly contribute to the environmental effects of conventional animal-based agriculture.

The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 3 of Topic 3: LESSON 1: SUSTAINABLE CROP SELECTION** (Page 59-62)

This comic follows Peter, a farmer, as he registers for a free course offered by Eco-Harmony University to improve his farming methods. The comic illustrates the beginning of Peter's journey towards more sustainable farming practices on a course consisting of three lessons: crop selection, water management, and plant-based techniques. On the first day of the course, Peter and a small group of participants are introduced to crop selection by a university professor. The professor explains the importance of choosing the right crops based on local climate and market demand, and highlights techniques like crop rotation, cover crops, and green manures to maintain soil health.

- **Comic 4 of Topic 3: LESSON 2: NAVIGATING WATER MANAGEMENT** (Page 63-66)

This comic continues to show Peter's learning process at the university course during the second lesson, dedicated to water management techniques. The professor introduces the topic by

discussing the significant role water plays in agriculture and shares techniques for improving water use, such as bioretention, adjusting groundwater levels, and constructing wetlands.

- **Comic 5 of Topic 3: LESSON 3: PLANT-BASED FARMING TECHNIQUES** (Page 67-70)

This comic introduces Nikos, a member of the Panhellenic Biocyclic Vegan Network, who shares his experience and insights on sustainable plant-based farming techniques with Peter and the rest of students on the third lesson of the university course. Nikos explains how his farming practices prioritize the environment by avoiding animal-based farming and focusing on plant production for human consumption. He mentioned key methods used in plant-based farming, all aimed at preserving soil fertility, enhancing biodiversity, and reducing contamination. The comic highlights how plant-based farming can help small-scale farmers by ensuring the sustainability of their crops, improving soil health using local resources, and maintaining economic independence without relying on harmful chemicals. Nikos also emphasizes the importance of selling high-quality, sustainable products directly to consumers.

The learners are invited to participate in a guided discussion on the comics. The learners are encouraged to freely express their views and relate to their own experience. The following questions may help guide the discussion:

- How do you think sustainable crops selection and management and water management are correlated to the topic of plant-based farming?
- Would you ever consider attending activities/conferences/lessons on these arguments? Why or why not?
- Do you see plant-based farming as something feasible to apply to your reality? Why or why not?
- What factors should plant-based farmers consider when selecting crops for cultivation, and how do these choices impact market viability and environmental sustainability?
- Why is effective water management crucial for plant-based farming, especially in the context of climate change?
- How does plant-based farming embody a holistic approach to agriculture?

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation **SESSION 6: Hands-on Strategies & Practices of Sustainable Plant-based Farming**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). Session 6 PPT presents the content of the selected Learning Unit of **Topic 3: Sustainable Plant-based Agriculture**. The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 2 – Practical Approaches to Sustainable Plant-Based Farming (*Page 82-89*)

The detailed content of the unit above serves to complement the content delivery by providing additional learning resources for the trainer and learners. Going through the learning content of the unit above is strongly recommended prior to delivering the content through the PPT presentation.

While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson aims at engaging the learners in learning activities in order to deepen their understanding, help surface misconceptions or doubts, and complement learning by encouraging the learners to share their own experience. For each of the activities suggested below it is indicated whether they are suitable for implementation in-class/face-to-face or virtual/online settings. Evaluation activities are suggested at the end of this Lesson in order to assess the learners' knowledge and attitudes, and evaluate the Session (in case the optional Lesson 3 is implemented, the Evaluation activities may be performed at the end of that lesson).

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities suggested below aim at deepening understanding, engaging the learners in dialogue and encouraging learners to share their own experience. The trainer may select one of the activities to perform, due to time constraints. The remaining activity may be performed in an additional optional Lesson 3.

*Learning activity No.1: Cultivate Success: Crop SWOT Quest*

|                                             |                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                              |
| Max. No. of participants                    | Min. 4, max. 20 participants                                                                                                                                                                                                                                                                                                            |
| Competences acquired                        | Analytical Skills, Problem-Solving Abilities, and Teamwork and Collaboration                                                                                                                                                                                                                                                            |
| Resources needed                            | You will need a flipchart and writing materials. Also, it is recommended to have internet connection and personal mobile devices, so participants can research if needed.                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | It will be optimal to work with real participants' examples of their farming practices, but if it is not possible, the trainers should have some examples of different scenarios of crop management, so the activity can be implemented smoothly. Trainers should be available so participants can ask questions during their teamwork. |
| Implementation (In-class, virtual, both)    | This activity could be implemented both in-class or virtually. If you want to conduct this activity individually, you can follow the same steps explained below, working on your own                                                                                                                                                    |

|                                                      |
|------------------------------------------------------|
| crop SWOT Analysis or searching for examples online. |
|------------------------------------------------------|

### Description of the activity:

Step 1: Divide the participants in groups of max.4-5 people.

Step 2: Give participants the instructions for conducting the activity. They should choose a real example of one of their practices regarding crops management, or (if not available) will be given an example by the trainer. They should work in groups and conduct a SWOT analysis of the situation: what are the strengths, weaknesses, opportunities and threats of these crops and their management? (5 minutes)

They can divide the flipchart in 4 sections, and reflect collectively about them. They will have 15 minutes to do so.

Step 3: Once they have finished, one speaker/group will present the analysis to the rest of the groups, who will have the opportunity to make questions and debate on the issue. Each group will have 2 minutes to present.

Step 4: After all groups have presented, the trainer will make a final reflection of the answers and a recap of the concepts, competences and skills on which participants have worked during the activity.

### *Learning activity No.2: Cineforum Shorts: Water scarcity & farming activities*

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                 | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Max. No. of participants | Min. 4, max. 20 participants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Competences acquired     | Critical thinking, Active listening, Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Resources needed         | <p>You will need a computer, internet connection and a projector/screen, to show the following video:</p> <p>The state of the world's land and water resources for food and agriculture, FAO.<br/> <a href="https://www.youtube.com/watch?v=g2sJTVTi8Lg">https://www.youtube.com/watch?v=g2sJTVTi8Lg</a></p> <p>Participants may use paper, pens, and any other materials to take notes.</p> <p>List of questions to answer after the video screening:</p> <ol style="list-style-type: none"> <li>1. How can policymakers, farmers, and other stakeholders collaborate to promote sustainable water management practices in agriculture?</li> <li>2. What role do technological innovations play in improving water efficiency and conservation in agriculture? Do you know or</li> </ol> |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <p>use any of these innovative systems/technologies?</p> <p>3. What are the potential benefits of adopting more sustainable water management practices in agriculture, both for farmers and for broader societal and environmental goals?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Remarks for the trainer (how to facilitate) | <p>Participants in this activity will need to understand English in order to watch the video. If this is not feasible, the trainer can simultaneously translate the content of the video as it appears, or choose another video from the same topic, and create a new list of questions, always keeping in mind that the goal of the activity is to make participants reflect on the impact of water use and management in agriculture and what could be potential techniques.</p> <p>If participants need to watch the video again, you can provide them with the link so they can access it on their mobile devices during the activity.</p> <p>During participants' interventions, trainers can clarify concepts if needed, and stimulate the debate among the group.</p> |
| Implementation (In-class, virtual, both)    | <p>This activity could be implemented both in-class or virtually. If you want to conduct this activity individually, you can follow the same steps explained below, and reflect by yourself by answering the questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

#### Description of the activity:

Step 1: The trainer will present the activity to the participants, consisting in the screening of a video and providing collective answers in groups of max.4-5 people, to the following questions. At this point, the trainer provides the questions to the participants. Each group of participants will collectively answer just one question.

Step 2: Screening of the video (with simultaneous translation by the trainer if needed) (2 minutes and 36 seconds).

Step 3: The trainer reads the questions again and gives 10 minutes to the groups. They can use paper to write down the answers if they need it. They will have 15 minutes to do it.

Step 5: After all groups are done, the trainers will ask each of them to share with the rest a recap of what they have discussed (the total duration of the discussion will be 10 minutes, make sure to

cover all the groups). During this sharing of ideas, trainers can stimulate the debate among participants and provide insights.

Step 6: To conclude, the trainer will make a final reflection of the answers and a recap of the concepts, competences and skills on which participants have worked during the activity.

*Learning activity No.3: Plant-based holistic self-reflection*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                         |
| Max. No. of participants                    | Min. 4, max. 20 participants                                                                                                                                                                                                                                                                                                                                                                                       |
| Competences acquired                        | Reflective Practice, Critical Thinking, Problem Solving                                                                                                                                                                                                                                                                                                                                                            |
| Resources needed                            | Paper and writing materials, internet connection and mobile devices if needed                                                                                                                                                                                                                                                                                                                                      |
| Remarks for the trainer (how to facilitate) | This is an activity that participants should conduct more or less autonomously, but trainers should be available to clarify the instructions and guide them through the process. If participants do not conduct/own farming activities, trainers can prepare some examples/scenarios of farming activities that are not in line with the plant-based approach, and ask them to conduct the activity based on them. |
| Implementation (In-class, virtual, both)    | This activity could be implemented both in-class or virtually. If you want to implement this activity individually, you can follow the same steps explained below, and reflect by yourself by answering the questions.                                                                                                                                                                                             |

Description of the activity:

Step 1: The trainer will explain the purpose of the activity to the participants.

Step 2: Participants should individually reflect on their current farming techniques, based on the contents of the unit. They can write down how their practices align with sustainable plant-based techniques of crop management and water management. They can use the following questions, selecting the ones considered more appropriate to the target group, also considering the time available.

1. Current Practices Analysis
  - What are the main techniques you currently use for crop management?
  - How do you currently manage water usage on your farm?
  - Which crops do you primarily grow, and why did you choose these crops?
2. Alignment with Sustainable Practices

- In what ways do your current crop management techniques align with sustainable plant-based practices?
- How do your water management practices promote sustainability and efficiency?
- Are there any plant-based methods you are already using that enhance soil health and biodiversity?

They will have 10 minutes to do so.

Step 3: After they are done, the trainer will divide participants into small groups of max.4-5 people, so they share and debate on which potential adaptations can they make to align with the plant-based holistic approach. This will last 10 minutes. They can use some of the following questions as a guide:

### 3. Identifying Gaps and Opportunities

- What challenges do you face in your current farming techniques that could be addressed by plant-based methods?
- Are there any areas in your current practices that could benefit from a more sustainable approach?
- Which aspects of your farming practices do not align with sustainable principles, and why?

### 4. Exploring Adaptations

- What potential adaptations could you make to your crop management techniques to better align with sustainable practices?
- How could you modify your water management practices to be more efficient and sustainable?
- What new sustainable plant-based techniques are you interested in trying out on your farm?

### 5. Resource Considerations

- What resources (time, money, knowledge, equipment) will you need to implement these adaptations?
- Are there any barriers you foresee in adopting these sustainable practices? How can you overcome them?

Step 4: After the group discussion, each participant will have 10 minutes to create a Step-by-Step Adaptation Plan, broken down into manageable tasks. If participants are conducting similar farming activities, they can work together on this part.

Step 5: After all participants are done, the trainers will ask some of them to share with the rest a recap of their plan. During this sharing of ideas, trainers can stimulate the debate among participants and provide insights.

Step 6: To conclude, the trainer will make a final reflection of the answers and a recap of the concepts, competences and skills on which participants have worked during the activity, emphasising the importance of ongoing reflection and adaptation.

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Nr. of max. participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | Online survey application (e.g. Mentimeter, Kahoot, etc.)                                                                                                                                                                                                                                                                                                                                                                                        |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

#### Indicative questions:

1. Which activity was the most engaging for you?
  - Comics discussion

- PPT presentation (content delivery)
- Learning activities
- I enjoyed all of them
- None of the above

2. Did the Session provide a good balance between information and interactive activities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3. Did the comics help you better understand the challenges and benefits of plant-based farming?

- Yes
- Somewhat
- No

4. Was the information presented in the PPT clear and easy to follow?

- Yes
- Somewhat
- No

5. How did the learning activities help you to understand plant-based farming better?

- Very helpful
- Somewhat helpful
- Not helpful

*Evaluation activity No.2: "Quick Quiz Challenge: Testing Knowledge on Sustainable Farming"*

|                          |                                                                                                                                                                                                             |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                 | 15 minutes                                                                                                                                                                                                  |
| Max. No. of participants | 25 (can be adjusted for larger groups with breakout sessions in virtual settings).                                                                                                                          |
| Methods of assessment    | <b>Quick Quiz:</b> Scoring based on correct answers (1 point per correct answer for 5 questions).<br><b>Knowledge Mapping:</b> Rubric-based evaluation of completeness, logical connections, and creativity |
| Resources needed         | <b>In-Class:</b> Printed worksheets, pens/pencils, markers, flipcharts/whiteboards (optional).<br><b>Virtual:</b> Digital worksheet, online tools (e.g., Jamboard, Miro), video conferencing platform.      |

|                                             |                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Remarks for the trainer (how to facilitate) | <ul style="list-style-type: none"> <li>- Emphasize the low-pressure nature of the quiz.</li> <li>- Provide a starter map or example for guidance if necessary.</li> <li>- Encourage creativity and logical connections in mapping.</li> <li>- Manage time effectively, providing warnings for time remaining.</li> </ul> |
| Implementation (In-class, virtual, both)    | <p>This activity can be implemented both in-class and virtually. <b>In-Class:</b> Distribute materials, introduce activity, supervise progress, and provide feedback. <b>Virtual:</b> Share worksheets or links, use breakout rooms or individual work, and enable screen sharing for discussion.</p>                    |

#### Description of the activity:

1. Introduction (2 minutes): Explain the purpose of the activity.
2. Quick Quiz (5 minutes): Participants answer 3 questions individually; discuss answers as a group (optional).

#### List of questions:

1. (Open-ended) Which factor is most important when selecting crops for plant-based farming?
  2. (Open-ended) Which water management technique uses nature-based solutions to conserve resources?
  3. (Open-ended) Why is plant-based farming considered a holistic approach?
- 
3. Knowledge Mapping (8 minutes): Provide the central topic (e.g., "Plant-Based Farming") and key branches (e.g., "Sustainable Crop Management," "Water Management," "Environmental Benefits"). Ask participants to fill in subtopics, techniques, and benefits based on what they've learned. Encourage them to draw connections between branches using arrows and annotations.

Wrap-Up (Optional): Share and discuss right answers if time permits.

## Lesson 3 (optional)

This optional Lesson aims at offering an opportunity to carry out additional learning activities (e.g. a learning activity from Lesson 2 that was not carried out due to time constraints) or a study visit to further complement the learning experience of the participants.

### *Outdoor (optional) activity No.1: Farmscape Quest.*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 4 hours (including travel time between sites)                                                                                                                                                                                                                                                                                                                                                                                            |
| Max. No. of participants                    | 20 (divided into smaller groups of 4-5 participants)                                                                                                                                                                                                                                                                                                                                                                                     |
| Competences                                 | Observational and analytical skills in sustainable farming practices;<br>Understanding water and soil management techniques;<br>Collaborative problem-solving and critical thinking;<br>Application of plant-based farming knowledge to real-world contexts.                                                                                                                                                                             |
| Resources needed                            | Transportation (if sites are not within walking distance); Notebooks or printed observation sheets for each group; Cameras or smartphones for documentation; Access to farming sites (coordinate with owners beforehand).                                                                                                                                                                                                                |
| Remarks for the trainer (how to facilitate) | Coordinate with farm owners in advance, ensuring they are available and willing to explain their techniques.<br>Brief participants beforehand on key elements to observe, such as soil health, water usage, and sustainability practices.<br>Guide participants during transitions between sites and provide context or clarification as needed.<br>Facilitate a group discussion after the visits to synthesize observations and ideas. |

#### Description of the activity:

Participants will visit 3-4 farming sites within the same area, each employing distinct water management and soil management techniques.

In small groups, participants will observe and document the methods used, the types of crops cultivated, and the overall sustainability of the practices.

At each site, participants will:

- Engage with the farmer to learn about their specific techniques and challenges.
- Assess whether plant-based sustainable solutions are being used and, if not, brainstorm suitable alternatives based on what they have learned.
- Take notes and photographs of the farming practices, focusing on their impact on the environment, crop diversity, and productivity.

After visiting all the sites, the groups will reconvene to compare their findings. They will discuss:

- The effectiveness of the techniques observed.
- Potential improvements using plant-based sustainable practices.
- How these practices impact food security, soil health, and water conservation.

The activity concludes with each group presenting a brief summary of their findings and suggestions for sustainable improvements tailored to each farm.

## Additional Learning Activities (optional)

The Additional Learning Activities below are optional and serve to inspire the trainers implementing this Session of the Training Course. Their implementation depends on the specific framework of the training course, i.e. availability of time and resources.

| Learning Activity 1            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                    | <b>Interactive Crop-Climate Matching Simulation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Duration</b>                | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Remarks for the trainer</b> | Learning objectives: Apply knowledge of crop selection and local climate factors to make informed decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Description</b>             | The trainer should provide learners with a fictional scenario in which they are tasked with selecting crops for a fictional farm in a specific region. Each group is presented with some climate data (e.g., temperature ranges, rainfall, soil type) and market demand for various crops. Learners must analyse the data and choose a combination of crops using the principles of crop rotation, cover cropping, and seed selection. They'll explain their choices to the rest of the group, emphasizing how their decisions optimize yields and minimize environmental impact. |

| Learning Activity 2            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                    | <b>Water Management Strategy Poster</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Duration</b>                | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Remarks for the trainer</b> | Learning objectives: Design practical and innovative water management solutions tailored to a specific agricultural context.                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Description</b>             | The trainer asks learners to create a visual poster outlining a water management plan for a farm transitioning to plant-based farming. They should include components like infiltration techniques, water storage methods, and nature-based solutions (NBS) while addressing challenges like water scarcity or climate change effects. The poster must highlight the environmental and economic benefits of their proposed strategies. After creating the poster, learners will display the plan, so peers can leave feedback or suggestions. |

| Learning Activity 3            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                    | <b>Farm-to-Consumer Storytelling Challenge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Duration</b>                | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Remarks for the trainer</b> | Learning objectives: Explore the connection between sustainable farming practices and consumer choices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Description</b>             | Learners will craft a short, compelling story that follows the journey of a product from a sustainable, plant-based farm to a consumer's plate. The story must highlight key sustainable practices (e.g., crop rotation, water management) and their benefits for the farmer, the environment, and the consumer. They can present their story through creative mediums such as an illustrated comic strip or a narrated digital slideshow. Stories will be shared with the group to foster discussions on how consumer awareness and behaviour can drive sustainable agricultural practices. |

# Session 7 – Sustainable Plant-Based Farming: Certifications and Farmer Benefits

## Introduction

Session 7 introduces plant-based and organic certifications, highlighting their value for both farmers and consumers. The session explores how farmers can benefit from obtaining these certifications by accessing new markets, boosting profitability, and fostering environmental stewardship. It also examines how certifications like organic and vegan labels help farmers differentiate their products and build consumer trust through ethical practices. For consumers, the session provides knowledge to make informed choices that align with personal values, health, and environmental concerns, supporting sustainability and animal welfare.

Session 7 draws on the content of Unit 3 “Sustainable Plant-Based Farming: Certifications and Farmer Benefits” under Topic 3 “Sustainable Plant-based Agriculture”.

By drawing on the content of the learning unit above, the Session aims at providing a comprehensive introduction to plant-based farming, by offering a clear introduction to the concept of plant-based farming and its benefits for producers and consumers, while also exploring obstacles and challenges to its widespread adoption.

The Session consists of two 45-minutes Lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After participating in Session 7, learners will be able to:

- Know and identify certifications for sustainable and plant-based products.
- Understand the benefits of using these certifications for farmers, including market access, profitability, and environmental stewardship.
- Reflect on the relationship between producers and consumers of sustainable plant-based products, appreciating their roles in promoting sustainability and ethical consumption practices.
- Analyse the impact of certifications on consumer behaviour and their role in driving demand for sustainable products.
- Evaluate the challenges and opportunities farmers face when obtaining and maintaining certifications, considering factors like costs, regulations, and market trends.

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss on the corresponding Comics

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The Comic that corresponds to this Session is aimed at educating both farmers and consumers about the importance of organic and vegan certifications in plant-based farming. It highlights the benefits of these certifications for farmers, such as showcasing sustainable practices, enhancing transparency, and connecting directly with consumers. The Comics are available in the [Comic Collection](#). Page number for the respective comic is indicated in the description below:

- **Comic 6 of Topic 3: VEGGIE VERIFIED: EU LOGOS** (Page 71-74)

This comic centres on a conversation between Susan, John, and Peter, where Susan explains the importance of using organic and vegan certification logos on her farm products. While John initially questions the usefulness of the stickers, Susan emphasizes that these certifications highlight the sustainable, plant-based practices behind her farming, including soil management, water conservation, and crop selection. She explains that these certifications not only showcase the environmental benefits of her products but also connect her directly with consumers, promoting transparency and food security. Peter, who recently attended agricultural lessons, shares his own positive experiences with sustainable farming techniques and joins the conversation about the importance of supporting such practices. The comic ultimately showcases the significance of certifications in building consumer trust and encouraging sustainable agricultural practices.

The learners are invited to participate in a guided discussion on the comics. The learners are encouraged to freely express their views and relate to their own experience. The following questions may help guide the discussion:

- Have you ever seen the v-label certification? Do you know any other certifications?
- Do you think these certifications encourage citizens to consume these products? Why or why not?

- Do you know what food security is? Could you explain it with your own words and how you think it is related to sustainable plant-based farming?
- What are the benefits of establishing direct connections between farmers and consumers in plant-based farming, and how does this direct relationship contribute to environmental stewardship and community engagement?
- What are the pros and cons of sustainable (eco, organic, etc.) and plant-based certifications? Would you be interested in using them for your products or buying products with these emblems?

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation **SESSION 7: Sustainable Plant-Based Farming: Certifications and Farmer Benefits**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). Session 7 PPT presents the content of the selected Learning Unit of **Topic 3: Sustainable Plant-based Agriculture**. The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 3 – Sustainable Plant-Based Farming: Certifications and Farmer Benefits (*Page 90-94*)

The detailed content of the unit above serves to complement the content delivery by providing additional learning resources for the trainer and learners. Going through the learning content of the unit above is strongly recommended prior to delivering the content through the PPT presentation.

While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson aims at engaging the learners in learning activities in order to deepen their understanding, help surface misconceptions or doubts, and complement learning by encouraging the learners to share their own experience. For each of the activities suggested below it is indicated whether they are suitable for implementation in-class/face-to-face or virtual/online settings. Evaluation activities are suggested at the end of this Lesson in order to assess the learners' knowledge and attitudes, and evaluate the Session (in case the optional Lesson 3 is implemented, the Evaluation activities may be performed at the end of that lesson).

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities suggested below aim at deepening understanding, engaging the learners in dialogue and encouraging learners to share their own experience. The trainer may select one of the activities to perform, due to time constraints. The remaining activity may be performed in an additional optional Lesson 3.

#### *Learning activity No.1: Let's debate: Plant-based certifications*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                         |
| Max. No. of participants                    | Min. 4, max. 20 participants                                                                                                                                                                                                                                                                                                                                                                                       |
| Competences acquired                        | Critical Thinking, Communication Skills and Empathy and Open-Mindedness                                                                                                                                                                                                                                                                                                                                            |
| Resources needed                            | Paper, writing materials and clock/mobile device to control the time.                                                                                                                                                                                                                                                                                                                                              |
| Remarks for the trainer (how to facilitate) | Remember to maintain fairness and balance by moderating impartially throughout the debate, regardless of your opinion. You may want to set clear guidelines for respectful communication, emphasising the importance of avoiding personal attacks or derogatory language. Encourage participants to analyse both short-term and long-term implications of certification on farmers, consumers, and the environment |
| Implementation (In-class, virtual, both)    | This activity can be performed in-class and virtually. If performed virtually, a platform with the option of creating break-out rooms for facilitating team work will be necessary.                                                                                                                                                                                                                                |

### Description of the activity:

Step 1: Welcome the participants and introduce the topic: "Certification of Plant-Based Products for Farmers". Explain the purpose of the debate: to explore the advantages and disadvantages of certifying plant-based products for farmers. (3 minutes)

Step 2: Split the participants into two teams: Team Pro (advocating for certification) and Team Against (opposing certification) (max.4 participants/ team, so everyone can participate).

Step 3: Provide each team with time to research and gather information supporting their stance. You can encourage participants to utilise various sources, including academic articles, case studies, and statistics (in addition to the unit 3 content). (10 minutes).

Step 4: For the opening statements, ensure each team provides a concise overview of their team's stance on plant-based product certification, stressing clarity, coherence, and persuasiveness. During the main debate (15 minutes), facilitate alternating speakers to present arguments, promoting respectful dialogue and active listening while enforcing time limits for equal participation. In the rebuttal round, encourage teams to critically analyse and counter opposing arguments with logical reasoning. During audience questions, prompt participants to seek clarification or further information on debated points. For closing statements (1 minute each), allow the team to summarise key points and encourage reflection on presented arguments.

Step 5: After the debate, you can facilitate a discussion or reflection session to allow participants to share their insights and thoughts. (3 minutes)

### *Learning activity No.2: Sustainable Certification Marketplace Simulation*

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                 | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Max. No. of participants | 15-20 participants<br>(3-4 groups of 4-5 participants per group)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Competences acquired     | Analytical thinking, Team Collaboration, Presentation & Communication Skills, Critical thinking and evaluating skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed         | Handouts or digital resources summarizing key certifications (e.g., V-Label, EU Organic, etc.); printed templates or mock-ups for product labels with placeholders for certification logos; virtual whiteboards (if virtual) or flipchart paper (if in-person) for group brainstorming; a selection of sample images of sustainable packaging (or pre-selected virtual resources). For the “market” set-up, a virtual or physical space where groups present their products (e.g., a digital space or physical station for each group to present their product labels) |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Remarks for the trainer (how to facilitate) | <p>Time Management: Given the shorter duration, be strict with time allocation. Limit the group work to 10-12 minutes to leave time for reflection and feedback.</p> <p>Focused Instructions: Provide brief but clear instructions, focusing on the key concepts participants need for the simulation. Emphasize the main goal: to apply knowledge of certifications in a practical, real-world context.</p> <p>Encourage Quick Decision-Making: Since time is limited, encourage participants to make quick, thoughtful decisions without overthinking, focusing on the most significant certifications for their product.</p> <p>Group Presentations: Ask each group to briefly (1-2 minutes) explain their product's certifications and sustainability efforts. This will keep the session dynamic and ensure everyone has a chance to speak.</p> |
| Implementation (In-class, virtual, both)    | <p>Both In-Class and Virtual</p> <p>In-Class: Arrange participants in small groups with access to printed resources. Each group creates a product label and quickly discusses their choices.</p> <p>Virtual: Use virtual meeting platforms (e.g., Zoom) and tools like shared documents or virtual whiteboards for group collaboration. Groups can present their products using the platform's screen share feature.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Description of the activity:

Step 1. The trainer introduces the activity, explaining key certifications like V-Label and EU Organic, and their importance in product marketing and sustainability (5 min. approx.)

Step 2. Participants form small groups to create a sustainable product, select appropriate certifications, and design a product label with eco-friendly packaging (10 min. approx.)

Step 3. Each group presents their product and explains why they chose specific certifications and how it enhances sustainability and consumer trust. (5 min.- 7 min. approx.)

Step 4. After all groups have presented, all members of the groups, now acting as consumers, should vote for the product that they would buy (without the possibility of voting themselves).

Step 5. The trainer facilitates a brief reflection, asking participants to justify their vote and summarizing key learnings (5 min.- 7 min. approx.).

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Nr. of max. participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | <i>Online survey application (e.g. Mentimeter, Kahoot, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

#### Indicative questions:

##### 1. Which activity was the most engaging for you?

- Comics discussion
- PPT presentation (content delivery)
- Learning activities
- I enjoyed all of them

- None of the above
2. Did the Session provide a good balance between information and interactive activities?
    - Strongly agree
    - Agree
    - Disagree
    - Strongly disagree
  3. Did the comics help you better understand the challenges and benefits of plant-based farming?
    - Yes
    - Somewhat
    - No
  4. Was the information presented in the PPT clear and easy to follow?
    - Yes
    - Somewhat
    - No
  5. How did the learning activities help you to understand plant-based farming better?
    - Very helpful
    - Somewhat helpful
    - Not helpful

*Evaluation activity No.2: Sustainable Plant-based Certifications Kahoot Quizz*

|                                             |                                                                                                                                                                                                                                                                                     |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                                                                                                                                          |
| Max. No. of participants                    | 15-20 participants                                                                                                                                                                                                                                                                  |
| Methods of assessment                       | Multiple-choice questions via Kahoot.<br>Real-time feedback during the quiz to gauge understanding of the concepts.<br>Group reflection (after quiz completion, reviewing answers and discussing key points).                                                                       |
| Resources needed                            | <u>Kahoot platform</u> (accessible via mobile or laptop); devices (smartphones, tablets, or computers for each participant); internet connection for participants and trainer, projector or screen (if in a physical classroom, to display the quiz questions for participants).    |
| Remarks for the trainer (how to facilitate) | Prepare the Kahoot Quiz in advance and ensure all questions align with the unit's learning objectives.<br>Start with clear instructions on how to access Kahoot (e.g., provide the game PIN).<br>Encourage participants to answer quickly but thoughtfully; some questions may have |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <p>multiple possible answers to test their understanding.</p> <p>Monitor engagement throughout the quiz and offer encouragement to keep participants focused.</p> <p>After the quiz, review the answers together, giving brief explanations for each correct answer, and use this time to reinforce the key concepts of certifications, food security, and sustainable farming practices.</p> |
| Implementation (In-class, virtual, both) | <p>Both In-Class and Virtual.</p> <p>In-class: Use a projector to display questions while participants use their phones or laptops to answer.</p> <p>Virtual: Participants join the Kahoot session via a link or PIN from their own devices.</p>                                                                                                                                              |

#### Description of the activity:

The trainer should prepare a Kahoot quiz, in which participants will respond in teams of 3-4 members. After the quiz ends, the trainer can review any key answers and discuss any important point briefly.

#### Kahoot Quiz Questions:

##### 1. What does the EU Organic logo signify?

- A) The product is grown without synthetic chemicals
- B) The product is vegan
- C) The product supports local farmers
- D) The product is GMO-free

*Correct answer: A) The product is grown without synthetic chemicals*

##### 2. Which certification ensures a product does not contain animal-derived ingredients?

- A) V-Label
- B) Organic certification
- C) Fair Trade certification
- D) Gluten-free certification

*Correct answer: A) V-Label*

##### 3. What is the main benefit of certifications like the V-Label and EU Organic logo for consumers?

- A) Cheaper prices
- B) Transparency about farming practices
- C) Longer shelf life
- D) Increased calorie content

*Correct answer: B) Transparency about farming practices*

**4. Which of the following is a challenge associated with certification labels?**

- A) Easier market access
- B) Prohibition of greenwashing
- C) High certification costs for small producers
- D) Increased consumer awareness

*Correct answer: C) High certification costs for small producers\*\**

**5. Food security ensures that all people, at all times, have access to sufficient, safe, and nutritious food. What does it depend on?**

- A) Market competition
- B) Consumer demand
- C) Local farming methods and resilience
- D) Availability of imported food

*Correct answer: C) Local farming methods and resilience*

**6. Which of the following is a primary advantage of plant-based farming practices in terms of food security?**

- A) Maximizing profits through high yield
- B) Enhancing soil health and water conservation
- C) Shortening product shelf life
- D) Focusing on monocultures for greater efficiency

*Correct answer: B) Enhancing soil health and water conservation*

**7. What is the purpose of the V-Label certification?**

- A) To guarantee that a product is 100% organic
- B) To certify that a product is free of animal-derived ingredients
- C) To ensure a product is eco-friendly
- D) To verify that a product is non-GMO

*Correct answer: B) To certify that a product is free of animal-derived ingredients*

**8. What is a common challenge in the widespread adoption of eco-certifications?**

- A) Proving the environmental impact
- B) Increasing production costs for large companies
- C) Limiting consumer access to certified products
- D) Encouraging farmers to adopt new techniques

*Correct answer: A) Proving the environmental impact*

**9. Which certification focuses on the protection of biodiversity and ecosystem services?**

- A) Fair Trade certification
- B) Leaf certification
- C) Naturland certification
- D) Geographical Indications

*Correct answer: C) Naturland certification*

**10. What does food security mean in the context of sustainable agriculture?**

- A) Ensuring that food is only available for high-income populations
- B) Ensuring all individuals have access to affordable food, no matter the conditions
- C) Reducing the environmental impact of food production to maintain long-term availability
- D) Focusing only on increasing food production at all costs

*Correct answer: C) Reducing the environmental impact of food production to maintain long-term availability*

**11. Which of the following is a practice used to support food security through plant-based farming?**

- A) Reducing packaging materials
- B) Focusing on biodiversity and sustainable resource management
- C) Utilizing pesticides for larger yields
- D) Increasing livestock production

*Correct answer: B) Focusing on biodiversity and sustainable resource management*

**12. What is a major benefit of sustainable agricultural practices in promoting food security?**

- A) They increase production costs significantly
- B) They help communities adapt to climate change
- C) They focus solely on maximizing yield
- D) They eliminate the need for crop rotation

*Correct answer: B) They help communities adapt to climate change*

## Lesson 3 (optional)

This optional Lesson aims at offering an opportunity to carry out additional learning activities (e.g. a learning activity from Lesson 2 that was not carried out due to time constraints) or a study visit to further complement the learning experience of the participants.

### *Outdoor (optional) activity No.1: Certification Treasure Hunt*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 45-60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Max. No. of participants                    | Max. 10-20 participants (can be adjusted depending on available time and space)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Competences                                 | Knowledge of certifications, Critical thinking, Research skills, Teamwork, Time management.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Resources needed                            | Smartphones or cameras for taking pictures; printed or digital lists of certification types (e.g., organic, vegan, fair trade) with brief descriptions of what each entail; a map (digital or physical) or guide of nearby supermarkets or stores for participants to visit; pens and paper for writing down product names and ingredients; prizes for the winning team (optional).                                                                                                                                                                                                                                                                                                                                                                       |
| Remarks for the trainer (how to facilitate) | <p>Ensure participants understand the objective of the activity and how to identify products with different certifications.</p> <p>Explain the rules clearly before starting, particularly regarding time limits and documentation (photographing and writing down information).</p> <p>Encourage participants to work collaboratively but also make sure they respect time constraints.</p> <p>Remind participants that the focus is on learning about certifications, not just on winning the game.</p> <p>Depending on the location, remind participants to stay safe when moving between stores and interacting with products.</p> <p>After the activity, facilitate a brief debrief session where participants can reflect on what they learned.</p> |

Description of the activity:

Step 1. Preparation: Participants are divided into small teams (2-4 members per team). Each team is given a list of certifications (such as organic, vegan, fair trade) with descriptions and examples of what types of products they may find with these labels. They are also given a map or list of stores (e.g., supermarkets or local shops) they need to visit.

Step 2. Start the Hunt: Teams begin the treasure hunt by visiting nearby stores in search of products that carry the specified certifications. Their goal is to find at least one product for each certification type. For each product, they need to take a picture of the label and write down its name and ingredients.

Step 3. Collecting and Documenting: Teams should pay close attention to the certification logos on the packaging and ensure the products match the descriptions given for each certification type. Participants will document their findings by writing down the ingredients and taking photos of the products' certification labels.

Step 4. Time Check: The first team to return to the starting point with all the products found, photos taken, and ingredients documented wins. A facilitator will verify the teams' findings and confirm they meet the certification criteria.

Step 5. Debrief: After the activity, each team presents the products they found and explains the certifications they correspond to. Participants discuss the challenges they faced, what they learned about the different certifications, and how to identify them in real-life scenarios.

## Additional Learning Activities (optional)

The Additional Learning Activities below are optional and serve to inspire the trainers implementing this Session of the Training Course. Their implementation depends on the specific framework of the training course, i.e. availability of time and resources.

| Learning Activity 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>         | <b>Design Your Own Certification: Creating a Sustainable Agriculture Label</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Duration</b>     | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Description</b>  | Participants are tasked with creating their own sustainable agriculture certification label, inspired by CSA farming principles. They will design a logo and create a set of criteria that products must meet to be certified. The certification should reflect values such as environmental sustainability, community support, fair labour practices, and ethical farming techniques. Afterward, they'll present their certification design to the group, explaining the principles behind it. |

| Learning Activity 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>         | <b>Plant-Based Solutions for Food Security</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Duration</b>     | 1 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Description</b>  | <p>Participants will work in small groups to develop a comprehensive solution to enhance food security in a specific region (urban, rural, or local community) using plant-based agricultural practices. Each group will receive a brief describing a real-world food security challenge—such as unpredictable weather patterns, access to nutritious food, or lack of local farming knowledge—and will brainstorm solutions rooted in plant-based farming principles.</p> <p>The group will:</p> <ul style="list-style-type: none"> <li>• Identify the key food security issue in their scenario (e.g., soil depletion, climate change effects, lack of access to nutritious food, etc.).</li> <li>• Discuss how plant-based farming techniques (e.g., agroecology, permaculture, soil health) can be applied to address these issues.</li> <li>• Develop an action plan for implementing plant-based agricultural practices that could help strengthen food security in the given context.</li> <li>• Present their solutions to the rest of the group, explaining how they believe plant-based practices contribute to long-term food security.</li> </ul> |

# Session 8 – Practical insights into plant-based farming

*Topic 4 explores plant-based farming as a sustainable practical approach that minimizes animal inputs, improves soil health, and reduces environmental impact.*

## Introduction

Session 8 focuses on plant-based farming as a sustainable agricultural method that reduces reliance on animal-derived inputs. The session examines the core principles of plant-based farming, practical approaches for transitioning to these practices, and the challenges farmers encounter during this process. It addresses environmental sustainability, resource management, and economic considerations to support the adoption of plant-based systems.

Session 8 is based on the content of the Learning Units under “Topic 4 – Plant-based farming in action:

- Unit 1 – Plant-based farming basics
- Unit 2 – Transition to plant-based farming
- Unit 5 – Challenges and obstacles of transition

By combining these units, the session provides participants with a clear understanding of plant-based farming principles, methods for effective transition, and strategies for overcoming challenges. The session is organized into two 45-minute lessons, with an optional third lesson, as follows:

- Lesson 1: Theoretical content through comics and content delivery
- Lesson 2: Interactive learning activities and evaluation
- Optional Lesson 3: Case study analysis or outdoor study visit

# Learning objectives

After participating in Session 8, learners will be able to:

- Define the key principles of plant-based farming, including its focus on minimizing animal-derived inputs and adopting sustainable agricultural practices.
- Identify the practical steps required for transitioning from conventional to plant-based farming, with an emphasis on resource management, crop selection, and soil health improvement.
- Analyze the primary challenges and obstacles faced during the transition to plant-based farming, including economic barriers, knowledge gaps, and resistance due to traditional practices.
- Evaluate potential solutions and strategies for overcoming transition challenges, such as the adoption of innovative techniques, training programs, and market development.
- Discuss the environmental, economic, and social benefits of plant-based farming, linking these to sustainable agriculture and long-term resilience in food systems.

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

**Part 1 – Comics Discussion (15-25 minutes):** The learners are encouraged to discuss the corresponding comics from Topic 4 – Practical Insights into Plant-Based Farming, focusing on Units 1, 2, and 5.

**Part 2 – Content Delivery (20-30 minutes):** The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The Comics that correspond to this Session are aimed at introducing learners to the foundational principles of plant-based farming, the challenges of transitioning from traditional farming systems, and practical insights into overcoming obstacles. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 1 of Topic 4: PLANTING THE SEED** *(Page 75-78)*

The Comic introduces Peter, who inherits his family's dairy farm. Concerned about the sustainability of livestock farming and the future of his family, Peter begins to question traditional practices. Susan introduces him to the concept of plant-based farming, explaining its basic principles and long-term benefits.

- **Comic 2 of Topic 4: THE ROOTS OF TRADITION** *(Page 79-82)*

Peter begins exploring the transition to plant-based farming but faces resistance from his family and local community, who view livestock farming as a deeply rooted tradition. Susan supports Peter by offering practical advice on transitioning to plant-based practices while maintaining soil health and addressing community concerns.

- **Comic 5 of Topic 4: TRANSITION TALES** *(Page 91-94)*

Peter shares his story of transitioning to plant-based farming with other farmers. He explains the challenges he encountered, such as economic concerns, technical knowledge gaps, and skepticism

from others. Despite this, he highlights the benefits of improved soil health, reduced environmental impact, and new market opportunities.

The learners are invited to participate in a guided discussion on the Comics. The learners are encouraged to freely express their views and relate to their own experiences. The following questions may help guide the discussion:

- What motivates Peter to consider transitioning to plant-based farming?
- Why does Peter face resistance from his family and community? What arguments or solutions could help address this resistance?
- What challenges does Peter encounter during his transition, and how does he overcome them?
- How do Peter's motivations reflect the environmental and economic benefits of plant-based farming?
- What role does mentorship, like Susan's support, play in helping farmers transition to plant-based farming?

## Part 2: Content delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation: **SESSION 8: Foundations and Challenges of Plant-Based Farming**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). This presentation consolidates the content of the selected Learning Units from **Topic 4: Plant-based farming in action** (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 1 – Plant-based farming basics: Focuses on the core principles of plant-based farming, including crop selection for human consumption, improving soil health through sustainable practices, and reducing reliance on animal inputs. *(Page 101-102)*
- Unit 2 – Transition to plant-based farming: Explores the practical steps for transitioning from traditional agriculture to plant-based farming systems. It addresses the economic, technical, and operational aspects of the transition, with an emphasis on planning and resource management. *(Page 103-105)*
- Unit 5 – Challenges and obstacles of transition: Discusses the primary challenges faced by farmers, such as financial constraints, community resistance, and knowledge gaps. It also highlights strategies to overcome these barriers, including education, technical support, and access to markets. *(Page 112-113)*

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. Going through the learning content of the Units above is strongly recommended prior to delivering the content through the PPT presentation.

While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson aims at engaging the learners in learning activities in order to deepen their understanding, help surface misconceptions or doubts, and complement learning by encouraging the learners to share their own experience. For each of the activities suggested below it is indicated whether they are suitable for implementation in-class/face-to-face or virtual/online settings. Evaluation activities are suggested at the end of this Lesson in order to assess the learners' knowledge and attitudes, and evaluate the Session (in case the optional Lesson 3 is implemented, the Evaluation activities may be performed at the end of that lesson).

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities suggested below aim at deepening understanding, engaging the learners in dialogue and encouraging learners to share their own experience. The trainer may select one of the activities to perform, due to time constraints. The remaining activity may be performed in an additional optional Lesson 3.

#### *Learning activity No.1: Barrier Breakthrough*

|                                             |                                                                                                                                                                                                                                                     |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 min                                                                                                                                                                                                                                              |
| Max. No. of participants                    | 4                                                                                                                                                                                                                                                   |
| Competences acquired                        | Problem-solving, teamwork, strategic planning                                                                                                                                                                                                       |
| Resources needed                            | Case studies on plant-based farming transitions, whiteboard or flipchart, markers                                                                                                                                                                   |
| Remarks for the trainer (how to facilitate) | Encourage open discussion and remind participants that all ideas are valuable. Aim to foster a supportive atmosphere where challenges can be shared and addressed collaboratively.                                                                  |
| Implementation (In-class, virtual, both)    | A group can list potential barriers they might face if they were to transition to plant-based farming. For each barrier, they should research and write down possible solutions, creating a comprehensive personal action plan. (If done virtually, |

|  |                                                 |
|--|-------------------------------------------------|
|  | groups can be divided into breakout classrooms) |
|--|-------------------------------------------------|

Description of the activity:

Step 1: Divide the participants into smaller groups (max 4-5 participants/group) and provide each group with a discussion task related to transitioning to plant-based farming. *(2 minutes)*

Step 2: Ask each group to brainstorm and identify potential barriers farmers may face during the transition to plant-based farming. Encourage them to think about a variety of challenges, such as:

- a) Market barriers (e.g., consumer demand or access to markets).
- b) Production challenges (e.g., soil fertility or crop selection).
- c) Policy constraints (e.g., lack of subsidies or regulatory support). *(5 minutes)*

Step 3: Each group should list their identified barriers on a whiteboard or flipchart and propose practical solutions to address them. *(2 minutes)*

Step 4: Groups categorize their findings into the three focus areas: market, production, and policy. *(3 minutes)*

Step 5: Each group presents their findings to the rest of the participants, highlighting both the barriers they identified and the proposed solutions. *(10 minutes)*

Step 6: Conclude with a facilitated discussion to compare common themes, innovative solutions, and shared experiences, emphasizing the practicality of overcoming challenges in transitioning to plant-based farming. *(8 minutes)*

*Learning activity No. 2: Charting the Plant-Based Transition*

|                                             |                                                                                                                                                                  |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 min                                                                                                                                                           |
| Max. No. of participants                    | 15                                                                                                                                                               |
| Competences acquired                        | Strategic planning, economic analysis, open-mindedness                                                                                                           |
| Resources needed                            | Case studies on transitioning farms, market trend reports, farming equipment catalogues                                                                          |
| Remarks for the trainer (how to facilitate) | Guide the participants to think critically about the practical steps of transitioning and to consider the economic and environmental impacts of their choices.   |
| Implementation (In-class, virtual, both)    | The lesson can be conducted in-class with tools like whiteboards or virtually using breakout rooms and collaborative tools, ensuring engagement in both formats. |

Step 1: Begin the activity with a brief introduction to the transition process, outlining the key steps and considerations for transitioning to plant-based farming. (3 minutes)

Step 2: Divide participants into smaller groups (max 4-5 participants/group) or individually and provide each group/individual with a case study of a successful transition to plant-based farming. (2 minutes). Examples: <https://en.refarmd.com/en> <https://vegconomist.com/interviews/refarmd-transitioning-farmers-out-of-dairy-we-want-to-give-back-the-power-to-farmers/>

Step 3: Ask each group/individual to analyze the case study and identify:

- a) The economic benefits achieved during the transition (e.g., cost savings, market opportunities).
- b) The practical adjustments implemented on the farm (e.g., crop changes, new farming practices, new agricultural equipment required). (10 minutes)

Step 4: After the discussions, facilitate a brainstorming session where participants collaboratively develop ideas for a personalised transition plan for a hypothetical farm. Encourage them to incorporate key insights from the case studies into their plans. (10 minutes)

Step 5: Wrap up the activity with a short presentation from each group/individual, sharing their proposed transition plans and the key lessons learned from the exercise. (5 minutes)

## Part 2: Evaluation of the session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | <i>Online survey application (e.g. Mentimeter, Kahoot, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

Indicative questions:

1. Which activity was the most engaging for you?

- Comics discussion
- PPT presentation (content delivery)
- Learning activities
- I enjoyed all of them
- None of the above

2. Did the Session provide a good balance between information and interactive activities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3. Did the comics help you better understand the challenges and benefits of plant-based farming?

- Yes
- Somewhat
- No

4. Was the information presented in the PPT clear and easy to follow?

- Yes
- Somewhat
- No

5. How did the learning activities help you to understand plant-based farming better?

- Very helpful
- Somewhat helpful
- Not helpful

*Evaluation activity No.2: Quiz on the principles and obstacles in plant-based farming*

|                                             |                                                                                                                                                                          |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                               |
| Max. No. of participants                    | 30                                                                                                                                                                       |
| Methods of assessment                       | Multiple-choice and True/False quiz                                                                                                                                      |
| Resources needed                            | The session comics and the session 8 PPT presentation.                                                                                                                   |
| Remarks for the trainer (how to facilitate) | Encourage the learners to have another look at the Comics and discuss, reflecting on the Session activities and their new knowledge and attitudes. Guide the discussion, |

|                                          |                                                                                        |
|------------------------------------------|----------------------------------------------------------------------------------------|
|                                          | referring also to the initial highlighted issues of the Comics Discussion of Lesson 8. |
| Implementation (In-class, virtual, both) | Both                                                                                   |

#### Description of the activity:

The trainer prepares the quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond. The following 9 questions are indicative; the trainer is free to suggest own questions taking into account the learners profile and the issues raised by the learners during the session.

1. What are the primary motivators for transitioning to plant-based farming?
  - a) Environmental sustainability
  - b) Improved economic opportunities
  - c) Health and well-being of communities
  - d) All of the above

*Answer: d) All of the above*

2. Transitioning to plant-based farming requires strategic planning and resource allocation to be successful.
  - a) True
  - b) False

*Answer: a) True*

3. Which of the following is a major challenge faced during the transition to plant-based farming?
  - a) Insufficient knowledge of sustainable practices
  - b) Community resistance due to traditional farming mindsets
  - c) Initial financial costs of changing production systems
  - d) All of the above

*Answer: d) All of the above*

4. Which sustainable practices contribute to maintaining soil health in plant-based farming?
  - a) Crop rotation and diversification

- b) Application of green fertilizers and compost
- c) Use of animal manure

*Answer: a) Crop rotation and diversification; b) Application of green fertilizers and compost*

5. One of the barriers to transitioning to plant-based farming is the perception that traditional farming methods are always more profitable.
- a) True
  - b) False

*Answer: a) True*

6. What strategies can help overcome resistance to plant-based farming?
- a) Offering education and training programs for farmers
  - b) Showcasing successful transition examples in the community
  - c) Ignoring traditional farming concerns

*Answer: a) Offering education and training programs for farmers; b) Showcasing successful transition examples in the community*

7. Which of the following is a measurable benefit of plant-based farming?
- a) Reduction in greenhouse gas emissions
  - b) Enhanced biodiversity in agricultural systems
  - c) Improved market opportunities for plant-based products
  - d) All of the above

*Answer: d) All of the above*

8. Financial support and policy incentives can significantly ease the transition to plant-based farming.
- a) True
  - b) False

*Answer: a) True*

9. Which of the following best describes the long-term benefits of plant-based farming?
- a) Sustainable resource use and soil health improvement
  - b) Higher dependency on animal inputs
  - c) Decreased crop diversity
  - d) Reduced consumer market potential

*Answer: a) Sustainable resource use and soil health improvement*

10. Which factor is critical for ensuring the economic success of plant-based farming?
- a) Access to education and training for sustainable practices
  - b) Development of strong distribution networks for plant-based products
  - c) Consumer demand and market availability for plant-based foods
  - d) All of the above

*Answer: d) All of the above*

## Lesson 3 (optional)

This optional Lesson offers participants the opportunity to engage in study visits or outdoor activities that provide hands-on, practical learning experiences related to plant-based farming. Alternatively, this Lesson may include additional learning activities designed to complement and deepen the knowledge gained in previous Lessons.

### *Outdoor (optional) activity No.1: Real life examples*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 2 hours (excluding transport)                                                                                                                                                                                                                                                                                                                                                                                                 |
| Max. No. of participants                    | 15                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Competences                                 | Observation, teamwork, communication, fieldwork, and critical analysis                                                                                                                                                                                                                                                                                                                                                        |
| Resources needed                            | A trainer will identify a nearby plant-based farm, orchard, organic farm, or garden that produces food with minimal or no animal input. Coordination with the farm owner or guide to prepare a short presentation on their practices, followed by a guided tour. Participants should also bring notebooks for observations.                                                                                                   |
| Remarks for the trainer (how to facilitate) | Coordinate with the selected site beforehand to ensure access and arrange for an introductory presentation on the farm's plant-based or organic practices. The trainer will prepare questions for participants to guide their observations and reflections during the visit, focusing on the principles of plant-based farming. Ensure all participants have a clear understanding of the activity's purpose before the trip. |

### Description of the Activity

Step 1: Begin the activity with a brief introduction at the farm/garden/orchard. A local farmer or guide explains their farming methods, focusing on:

- How they maintain soil health without animal-derived inputs.
- Crop selection and techniques used for plant-based farming.
- Economic and environmental benefits of their approach.

Step 2: Divide the learners into small groups (3-5 participants per group) and give them specific observation tasks, such as:

a) Identifying sustainable practices in use (e.g., composting, crop rotation).

b) Observing biodiversity and how it is maintained on the farm.

c) Listing challenges the farm faces in avoiding animal-derived inputs.

Step 3: Provide learners with reflective questions to discuss in their groups during the tour, such as:

- What methods does this farm use to promote soil health and productivity?
- How does this farm's approach differ from traditional farming practices?
- What are the benefits and challenges of avoiding animal inputs in farming?

Step 4: Conclude the activity with a group discussion or debriefing session. Each group presents their observations and answers the reflective questions. Facilitate a discussion on the practical applications of what they've learned and how these practices align with the principles of plant-based farming.

Participants will:

- Gain practical insights into plant-based farming practices and how to avoid animal input.
- Understand how sustainable methods are implemented in real-life scenarios.
- Reflect on the challenges and benefits of plant-based farming, fostering a deeper connection to the theoretical concepts from the Session.

# Session 9 – Fertilization practices in plant-based farming

*Fertilization is a cornerstone of successful plant-based farming, and Session 9 focuses on sustainable practices that move away from animal-derived inputs.*

## Introduction

In Session 9, participants will discover innovative fertilization methods tailored to plant-based farming. The session examines the environmental and economic implications of using organic, mineral, and green fertilizers as sustainable alternatives. By addressing key debates and practical challenges, this session equips learners with the knowledge needed to implement soil-friendly practices that support long-term agricultural productivity.

Session 9 draws on the content of the Learning Units under Topic 4 – Plant based farming in action:

- Unit 3 - Organic, mineral, or green fertilizers
- Unit 4- Fertilizing the plant-based way

By integrating the learning units above, the session aims to provide a clear understanding of sustainable fertilization techniques, their advantages, and how they contribute to the broader goals of plant-based farming.

The Session consists of two (or 3) 45-minute Lessons, as presented below:

- Lesson 1 – Comics and content delivery
- Lesson 2 – Learning activities and evaluation
- Optional Lesson 3: Case study analysis or outdoor study visit

# Learning objectives

After participating in Session 9, learners will be able to:

- Define the role of sustainable fertilization practices in plant-based farming and explain the differences between organic, mineral, and green fertilizers.
- Discuss the environmental, economic, and agricultural benefits of using plant-based fertilization techniques, drawing connections to real-world farming scenarios.
- Analyse the challenges and debates surrounding sustainable fertilization methods, including their accessibility, effectiveness, and impact on soil health.
- Apply critical thinking to evaluate practical solutions for implementing sustainable fertilization practices, considering long-term productivity and ecological balance.

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss the corresponding Comics.

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The Comics that correspond to this Session are aimed at introducing the learners to fertilization practices in plant-based farming, focusing on the challenges, debates, and practical solutions surrounding types of fertilizers. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 3 of Topic 4: THE FERTILISER DILEMMA** *(Page 83-86)*

This Comic illustrates Peter's exploration of different types of fertilizers. He learns about different types of fertilizers from Susan, who explains their benefits and limitations. Peter is challenged to choose the best method for sustainable farming practices while ensuring soil health and productivity.

- **Comic 4 of Topic 4: THE FERTILE DEBATE: ORGANIC VS. MINERAL** *(Page 87-90)*

This Comic showcases a debate between Peter and Susan on the effectiveness of organic and mineral fertilizers. Susan advocates for long-term environmental benefits of organic and animal free methods, while Peter questions their practicality and cost-effectiveness, illustrating the ongoing challenges in making sustainable choices.

The learners are invited to participate in a guided discussion on the Comics. The learners are encouraged to freely express their views and relate to their own experiences. The following questions may help guide the discussion:

- What are the main differences between organic, mineral, and green fertilizers as presented in the Comics?

- In Peter’s situation, what factors should he consider when choosing a fertilization method?
- Do you think the environmental benefits of organic fertilizers outweigh their potential challenges, such as cost or availability? Why or why not?
- Susan emphasizes long-term sustainability, while Peter raises concerns about practicality. How can farmers strike a balance between these two perspectives?
- How does the Comic portray the importance of soil health in plant-based farming? Do you agree with its approach?

Highlight the key takeaways of the discussion to link them to the theoretical content delivered in Part 2. Focus on how the Comics introduce the complexity of fertilization practices and set the stage for the detailed exploration of sustainable methods in the PowerPoint presentation.

By engaging with the Comics, learners will gain a foundational understanding of the debates and challenges that will be addressed in the theoretical part of the Lesson.

## Part 2: Content delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation: **SESSION 9: Fertilization Practices in Plant-Based Farming**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). This presentation consolidates the content of Learning Units from **Topic 4: Plant-based farming in action**. (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 3 – Organic, mineral, or green fertilizers (*Page 106-108*)
- Unit 4 – Fertilizing the plant-based way (*Page 109-111*)

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. Going through the learning content of the Units above is strongly recommended prior to delivering the content through the PPT presentation.

The presentation shows the comparison of fertilizers, detailing their definitions, benefits, limitations, and their critical role in plant-based farming to maintain soil health. It highlights the long-term environmental and economic benefits of sustainable fertilization practices, addressing the practicality, cost, and accessibility for farmers. Key challenges and debates, such as the effectiveness of organic versus mineral fertilizers and balancing short-term productivity with long-term sustainability, are also explored. Finally, it provides strategies for integrating these sustainable practices into plant-based farming systems, ensuring practical and impactful implementation.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson is designed to deepen learners' understanding of sustainable fertilization practices through interactive activities, encouraging them to share their perspectives and experiences. The activities aim to reinforce theoretical knowledge, address misconceptions, and explore practical applications of the concepts covered in Lesson 1. For each activity, guidance is provided for in-person and virtual/online implementation. The Lesson concludes with evaluation activities to assess learners' knowledge and attitudes while also evaluating the overall effectiveness of the Session.

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities below aim to deepen participants' understanding of fertilization practices in plant-based farming, encourage dialogue, and foster the sharing of individual experiences. The trainer may select one activity to perform, based on time constraints. Remaining activities can be conducted in an additional optional Lesson 3.

*Learning Activity No.1: Fertilizer Methods in Practice*

|                                             |                                                                                                                                                      |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 20 minutes                                                                                                                                           |
| Max. No. of participants                    | 12                                                                                                                                                   |
| Competences acquired                        | Empathy, debating skills, teamwork, understanding diverse perspectives                                                                               |
| Resources needed                            | Session 9 PPT presentation and Comics 3 & 4                                                                                                          |
| Remarks for the trainer (how to facilitate) | Assign roles thoughtfully to ensure a balanced and engaging debate. Encourage participants to stay respectful and focus on evidence-based arguments. |
| Implementation (In-class, virtual, both)    | Can be performed in-class or virtually. For virtual settings, use breakout rooms to allow smaller group preparation.                                 |

Description of the Activity:

1. Step 1: Divide learners into two groups. Assign one group to argue in favor of organic and green fertilizers and the other group to argue in favor of mineral fertilizers. (2 minutes)
2. Step 2: Provide resources (e.g., Session PPT, Comics) and allow time for each group to prepare their arguments, emphasizing both practical benefits and potential drawbacks. (10 minutes)
3. Step 3: Conduct a structured debate where each group presents their case, responds to counterarguments, and addresses audience questions. (10 minutes)
4. Step 4: Conclude with a moderated discussion, summarizing the key points raised during the debate and relating them to real-world farming challenges. (8 minutes)

*Learning Activity No.2: Sustainable Fertilizer Strategy Workshop*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Max. No. of participants                    | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Competences acquired                        | Critical thinking, teamwork, understanding of sustainable fertilization practices                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Resources needed                            | <p>Session PPT presentation and Comics 3 &amp; 4</p> <p>Case scenarios describing different farm contexts (e.g., smallholder farm, commercial farm)</p> <p>Flipcharts or shared digital tools for brainstorming</p> <p>Examples:</p> <p><u><i>Are vegetables vegan? The man taking aim at animal products in organic farming</i></u></p> <p><u><a href="https://starofnature.org/four-types-of-organic-plant-based-fertilizers/">https://starofnature.org/four-types-of-organic-plant-based-fertilizers/</a></u></p> |
| Remarks for the trainer (how to facilitate) | The purpose of this activity is to have learners develop practical fertilization strategies tailored to specific farm contexts, encouraging them to think critically about the suitability of organic, mineral, and green fertilizers.                                                                                                                                                                                                                                                                               |
| Implementation (In-class, virtual, both)    | This activity can be performed in-class or virtually. For virtual settings, use collaborative platforms like Google Docs or Miro to allow teams to work on their strategies together.                                                                                                                                                                                                                                                                                                                                |

**Description of the Activity:**

1. Step 1: Divide learners into small groups (3–4 participants) and assign each group a unique farm scenario. Examples include:
  - A small organic farm with poor soil quality
  - A commercial farm aiming to reduce its environmental impact
  - A community garden transitioning away from animal inputs (5 minutes)

2. Step 2: Each group develops a sustainable fertilization strategy for their assigned scenario, focusing on:
  - The type of fertilizers they would use (organic, mineral, or green)
  - How the chosen fertilizers would address challenges like soil health, productivity, and cost
  - Potential barriers to implementing their strategy and how to overcome them (15 minutes)
3. Step 3: Groups present their strategies to the class, explaining their rationale and expected outcomes. Other participants and the trainer can provide feedback and raise additional questions. (8 minutes)
4. Step 4: Conclude with a brief discussion linking the activity to real-world farming practices, emphasizing the importance of tailoring fertilization strategies to specific needs and constraints. (2 minutes)

## Part 2: Evaluation of the session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | <i>Online survey application (e.g. Mentimeter, Kahoot, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

### Indicative questions:

1. Which activity was the most engaging for you?

- Comics discussion
- PPT presentation (content delivery)
- Learning activities
- I enjoyed all of them
- None of the above

2. Did the Session provide a good balance between information and interactive activities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3. Did the comics help you better understand the challenges and benefits of plant-based farming?

- Yes
- Somewhat
- No

4. Was the information presented in the PPT clear and easy to follow?

- Yes
- Somewhat
- No

5. How did the learning activities help you to understand plant-based farming better?

- Very helpful
- Somewhat helpful
- Not helpful

*Evaluation Activity No.2: Quiz on Fertilization Practices in Plant-Based Farming*

|                                             |                                                                                                                                                                                                                                                                                |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                                                                                                                                     |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                             |
| Methods of assessment                       | Multiple-choice quiz                                                                                                                                                                                                                                                           |
| Resources needed                            | The Session Comics (The Fertiliser Dilemma and The Fertile Debate: Organic vs. Mineral) and the Session 9 PPT presentation.                                                                                                                                                    |
| Remarks for the trainer (how to facilitate) | Encourage the learners to revisit the Comics and reflect on the key points discussed during the session. Guide participants to connect their quiz responses to the concepts introduced in the Comics Discussion of Lesson 1 and the theoretical content delivered in Lesson 2. |
| Implementation (In-class, virtual, both)    | The activity can be performed in-class or virtually. Use free online tools like Mentimeter ( <a href="http://www.mentimeter.com">www.mentimeter.com</a> ) or Kahoot ( <a href="http://www.kahoot.com">www.kahoot.com</a> ) to prepare and deliver the quiz.                    |

**Description of the Activity:**

The trainer prepares the quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond. The following 10 questions are indicative; the trainer is free to suggest own questions taking into account the learners profile and the issues raised by the learners during the session.

The trainer may offer short feedback on the responses.

**1. Which of the following is the primary benefit of green fertilizers in plant-based farming?**

- a) They rely on animal-derived nutrients for soil enrichment.
- b) They naturally fix nitrogen, improving soil health without animal inputs.
- c) They are the least sustainable option for plant-based systems.
- d) They increase dependency on synthetic chemicals.

*Answer: b) They naturally fix nitrogen, improving soil health without animal inputs.*

**2. Organic fertilizers are always the most cost-effective solution for plant-based farming.**

- a) True
- b) False

*Answer: b) False*

**3. What is a potential challenge associated with mineral fertilizers in plant-based farming?**

- a) They degrade soil health over time.
- b) They are entirely animal-derived.
- c) They are more expensive but environmentally harmless.
- d) They rely heavily on renewable resources for production.

*Answer: a) They degrade soil health over time.*

**4. Which fertilization strategy aligns best with plant-based farming principles?**

- a) Monoculture cropping with synthetic fertilizers
- b) Use of green manure to enhance soil fertility, and biodiversity through diverse plant systems.
- c) Dependence on animal-derived inputs for nitrogen fixation
- d) Exclusive reliance on mineral fertilizers for higher yields

*Answer: b) Use of green manure to enhance soil fertility, and biodiversity through diverse plant systems.*

**5. Long-term use of organic fertilizers improves soil fertility and supports sustainable farming practices.**

- a) True
- b) False

*Answer: a) True*

**6. Farmers don't directly benefit from lower greenhouse gas emissions, so what's in it for them when transitioning to plant-based farming?**

- a) Access to new markets for plant-based products
- b) Healthier soil that supports better crop yields
- c) The chance to grow a wider variety of crops and build a more resilient farm
- d) All of the above

*Answer: d) All of the above*

**7. What factor should farmers consider when choosing between organic and mineral fertilizers?**

- a) Immediate crop productivity versus long-term soil health
- b) Availability of animal manure
- c) Cost of synthetic pesticides
- d) None of the above

*Answer: a) Immediate crop productivity versus long-term soil health*

**8. Which fertilization method discussed in the session is most effective at reducing soil erosion?**

- a) Planting diverse crops and maintaining ground cover.
- b) High-input mineral fertilizers
- c) Dependence on synthetic nitrogen fertilizers
- d) Monoculture cropping practices

*Answer: a) Planting diverse crops and maintaining ground cover.*

**9. Mineral fertilizers are more environmentally friendly than green fertilizers.**

- a) True
- b) False

*Answer: b) False*

**10. What is the main takeaway from the debate in *The Fertile Debate: Organic vs. Mineral* Comic?**

- a) Organic fertilizers are the only sustainable option for plant-based farming.
- b) Mineral fertilizers offer no benefits in plant-based farming systems.
- c) A balanced approach, considering both environmental and practical factors, is needed.
- d) Green fertilizers should replace all existing options.

*Answer: c) A balanced approach, considering both environmental and practical factors, is needed.*

## Lesson 3 (optional)

This optional Lesson aims at offering an opportunity to carry out additional learning activities (e.g. a learning activity from Lesson 2 that was not carried out due to time constraints) or a study visit to further complement the learning experience of the participants.

### *Outdoor (Optional) Activity No.1: Sustainable Fertilization Practices in Action*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 2 hours (excluding transport)                                                                                                                                                                                                                                                                                                                                                                 |
| Max. No. of participants                    | 15                                                                                                                                                                                                                                                                                                                                                                                            |
| Competences                                 | Observation, teamwork, communication, fieldwork, critical analysis                                                                                                                                                                                                                                                                                                                            |
| Resources needed                            | The trainer will identify a nearby farm or community garden that employs sustainable fertilization methods (e.g., organic, green, or mineral fertilizers with minimal or no animal inputs). Coordination with the farm owner or guide is essential to prepare a short presentation on their fertilization practices. Participants should bring notebooks or digital devices for observations. |
| Remarks for the trainer (how to facilitate) | Coordinate with the selected site beforehand to ensure access and organize an introductory presentation on the farm's fertilization methods and practices. The trainer should prepare reflective questions to guide the learners' observations, ensuring participants understand the purpose of the visit.                                                                                    |

### Description of the Activity

Step 1: Begin with a brief introduction at the farm/garden. A local farmer or guide explains their fertilization practices, focusing on:

- The role of organic, mineral, or green fertilizers in maintaining soil health.
- Techniques used to reduce reliance on animal-derived inputs.
- The economic and environmental impacts of their fertilization methods.

Step 2: Divide learners into small groups (3-5 participants per group) and assign specific observation tasks, such as:

- a) Identifying fertilization methods in use and their impact on soil quality.
- b) Observing how the farm integrates fertilization with other sustainable practices (e.g., crop rotation or cover crops).
- c) Noting any challenges the farm faces in using sustainable fertilization practices.

Step 3: Provide reflective questions for discussion during the visit, such as:

- How do these fertilization methods promote long-term soil health?
- What challenges do farmers encounter when avoiding animal-derived inputs?
- How do these practices compare to conventional fertilization methods?

Step 4: Conclude with a group discussion or debriefing session. Each group presents their observations and reflects on the practical applications of what they've learned. Facilitate a discussion linking their insights to the theoretical concepts from Session 9.

Participants will:

- Gain a deeper understanding of sustainable fertilization practices and their implementation.
- Observe real-world challenges and benefits of minimizing animal-derived inputs.
- Reflect on how these practices align with the principles of plant-based farming, fostering a practical connection to the theoretical concepts covered in Lesson 1 and 2.

# Session 10 – Harnessing Biodiversity for Sustainable Farming

*Biodiversity is at the heart of sustainable farming, offering solutions to many challenges faced by plant-based agriculture.*

## Introduction

Session 10 delves into the vital role of biodiversity in fostering resilient and sustainable plant-based farming systems. It explores how diverse planting strategies, ecosystem management, and natural interactions between species contribute to long-term agricultural success. Participants will learn about the environmental and economic benefits of biodiversity, alongside the challenges farmers may face in implementing biodiversity-focused practices. The session emphasizes the importance of biodiversity in enhancing soil health, controlling pests naturally, and building ecosystems that are less dependent on external inputs.

Session 10 draws on the content of the Learning Unit under “Topic 4 – Plant based farming in action”:

- Unit 6 – Biodiversity in plant-based farming

The Session consists of two 45-minute Lessons, with an optional 3rd Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoor study visit

# Learning Objectives

After participating in Session 10, learners will be able to:

- Understand the concept of biodiversity and its critical role in sustainable farming systems.
- Identify the environmental and agricultural benefits of fostering biodiversity in plant-based farming.
- Recognize challenges associated with implementing biodiversity-focused practices and propose actionable solutions.
- Develop an appreciation for how biodiversity enhances ecosystem resilience, improves productivity, and reduces reliance on synthetic inputs.

# Lesson 1: Comics & theoretical content

This 45-minute Lesson can be implemented in physical presence or in online learning settings, and includes two parts:

Part 1 – Comics discussion (15-25 minutes): The learners are encouraged to discuss the corresponding Comics.

Part 2 – Content delivery (20-30 minutes): The Session learning content is delivered through a PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that the learners have access to and read the Comics below in their own time, prior to the Session, and write down their remarks, comments, or questions to be discussed in the Lesson. Alternatively, the learners are given a few minutes to read the Comics.

The Comic that corresponds to this Session introduces learners to the importance of biodiversity in plant-based farming, showcasing its impact on ecosystems and agricultural productivity. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 6 of Topic 4: DIVERSITY THRIVES: THE ECOSYSTEM'S SYMPHONY** (*Page 95-98*)

In this Comic, Peter learns from Susan about the transformative power of biodiversity in plant-based farming. Their conversation emphasizes how cultivating diverse crops, attracting beneficial insects, and maintaining a balanced ecosystem can reduce reliance on synthetic inputs and enhance resilience to pests, diseases, and weather changes. Susan explains practical examples, such as the complementary relationship between corn, beans, and squash, to illustrate how biodiversity supports soil health, pest control, and conservation. The Comic also touches on the broader benefits of biodiversity, including agritourism and the preservation of natural heritage, inspiring Peter to see his farm as not just a business but a contributor to environmental stewardship.

Learners are invited to participate in a guided discussion about the Comic. They are encouraged to share their views and relate to their own experiences. The following questions may help guide the discussion:

- What specific strategies does Susan suggest to Peter for fostering biodiversity on his farm?
- How does biodiversity, as described in the Comic, naturally control pests and enhance crop resilience?
- What benefits beyond farming, such as agritourism or conservation, does biodiversity bring according to the Comic?

- Why does Susan emphasize the interconnectedness of plants, insects, and microorganisms in creating a balanced ecosystem?
- How can Peter's realization about biodiversity inspire a broader shift in farming practices within his community?

## Part 2: Content Delivery (PPT-presentation)

The theoretical content of Session 10 is delivered through the PowerPoint presentation **SESSION 10: Harnessing Biodiversity for Sustainable Farming**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). This presentation shows the content of the selected Learning Unit from **Topic 4: Plant based farming in action**. The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective unit is indicated in the description below.

- Unit 6 – Biodiversity in plant-based farming (*Page 114-117*)

The detailed content of this Unit complements the content delivery by providing additional learning resources for both trainers and learners. Reviewing the Unit in advance is highly recommended to ensure a thorough understanding of the material prior to presenting it.

While delivering the theoretical content through the PPT presentation or immediately afterward, ensure to refer back to the key points highlighted in the Comics discussion. Emphasize how the theoretical concepts, such as the role of biodiversity in pest control, soil health, and resilience, connect to the examples and lessons portrayed in the Comic. Encourage participants to link these ideas to real-world farming practices and challenges they might face.

## Lesson 2: Learning activities & engagement

This 45-minute Lesson is designed to deepen learners' understanding of biodiversity and its role in sustainable farming systems through interactive activities. The activities aim to reinforce theoretical knowledge, address misconceptions, and encourage participants to share their own experiences and perspectives. Each activity specifies whether it can be conducted in-class, virtually, or both.

Evaluation activities are included at the end of the Lesson to assess participants' knowledge, attitudes, and overall engagement with the Session. If the optional Lesson 3 is implemented, evaluation activities may be conducted at the end of that Lesson instead.

The Lesson includes two Parts:

Part 1 – Learning activities (for understanding and sharing) – 30 minutes

Part 2 – Evaluation of the Session – 15 minutes

### Part 1: Learning activities (for understanding and sharing)

The Learning activities below are designed to deepen understanding, foster dialogue, and encourage participants to share their perspectives and experiences about biodiversity in plant-based farming. Due to time constraints, the trainer may select one activity to perform, while the remaining activity may be included in the optional Lesson 3.

*Learning Activity No. 1: Role-play: Building Biodiversity on the Farm*

|                                             |                                                                                                                                                                                                                                                       |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 minutes                                                                                                                                                                                                                                            |
| Max. No. of participants                    | 4–12 (even number of participants is preferred)                                                                                                                                                                                                       |
| Competences acquired                        | Public performance and speaking<br>Creativity and critical thinking<br>Problem-solving and practical application of biodiversity concepts                                                                                                             |
| Resources needed                            | Session 10 content<br>Pen and paper for each participant<br>A stopwatch for the trainer/facilitator                                                                                                                                                   |
| Remarks for the trainer (how to facilitate) | The goal of this activity is to explore practical ways to implement biodiversity practices on a farm through role-play. Participants take on the roles of farmers with specific challenges and advisors offering biodiversity-focused solutions. This |

|                                          |                                                                                                                                                                                                   |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | encourages learners to think critically about realistic obstacles and creative ways to overcome them.                                                                                             |
| Implementation (In-class, virtual, both) | Preferably in-class, but virtual adaptation is possible. If done virtually, breakout rooms can be created for the groups and then a discussion with all partners in the main room can be applied. |

#### Description of the activity:

Step 1: Pair participants, assigning one the role of a farmer with a biodiversity challenge (A) and the other as an advisor offering biodiversity-focused solutions (B). Each participant drafts their character's scenario (5 minutes).

Example challenges: A farmer struggling with pests, poor soil health, or the economic feasibility of planting multiple crops.

Example advisor solutions: Introducing natural pest predators, planting diverse crops like corn, beans, and squash, or attracting pollinators with specific plants.

Step 2: The farmer (A) presents their challenge in detail, including its impact on their farm. The advisor (B) drafts a tailored solution based on the biodiversity principles discussed in the session (10 minutes).

Step 3: Role-play begins. Each pair performs their scenario, starting with the farmer outlining their challenge and the advisor responding with their solution. Additional dialogue may follow to refine the solutions (10 minutes).

Step 4: Guided group discussion. Other participants contribute alternative solutions, discuss the practicality of the presented ideas, and share personal experiences related to biodiversity practices (5 minutes).

#### *Learning Activity No. 2: Group Brainstorm: Ecosystem Interactions in Farming*

|                          |                                                                                                                           |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Duration                 | 30 minutes                                                                                                                |
| Max. No. of participants | 15-30                                                                                                                     |
| Competences acquired     | Teamwork and communication<br>Systems thinking and ecological awareness<br>Practical application of biodiversity concepts |
| Resources needed         | Flipchart or whiteboard for in-class settings<br>Collaborative tools like Miro or Google Jamboard for virtual settings    |

|                                             |                                                                                                                                                                                                      |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Remarks for the trainer (how to facilitate) | Encourage participants to think holistically about the connections between plants, insects, microorganisms, and farming practices. Use real-world examples to ground the discussion in practicality. |
| Implementation (In-class, virtual, both)    | Both in-class and virtual settings are possible. If done virtually, breakout rooms can be created for the groups and then a discussion with all partners in the main room can be applied.            |

### Description of the Activity

Step 1: Divide participants into small groups of 3–5 and assign them a specific farming challenge (e.g., pest control, improving soil health, or adapting to climate variability). Each group brainstorms how biodiversity-focused practices can address the challenge (10 minutes).

Step 2: Groups map out the ecosystem interactions relevant to their scenario, such as how diverse planting attracts beneficial insects or how cover crops can improve soil health. They write or draw these interactions on a flipchart or collaborative tool (10 minutes).

Step 3: Each group presents their findings to the class. Encourage them to explain how their proposed solutions align with the principles of biodiversity and address the assigned challenge (10 minutes).

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                    |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                          |
| Max. No. of participants                    | 30                                                                                                                                                                                 |
| Methods of assessment                       | <i>Online survey application (e.g. Mentimeter, Kahoot, etc.)</i>                                                                                                                   |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a> |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer                                                                                                    |

|                                          |                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both) | Both                                                                                                                                                                                                                                                                                                                                                             |

#### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

#### Indicative questions:

##### 1. Which activity was the most engaging for you?

- Comics discussion
- PPT presentation (content delivery)
- Learning activities
- I enjoyed all of them
- None of the above

##### 2. Did the Session provide a good balance between information and interactive activities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

##### 3. Did the comics help you better understand the challenges and benefits of plant-based farming?

- Yes
- Somewhat
- No

##### 4. Was the information presented in the PPT clear and easy to follow?

- Yes
- Somewhat

- No

5. How did the learning activities help you to understand plant-based farming better?

- Very helpful
- Somewhat helpful
- Not helpful

*Evaluation Activity No. 2: Quiz on Biodiversity in Plant-Based Farming*

|                                             |                                                                                                                                                                      |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                           |
| Max. No. of participants                    | 30                                                                                                                                                                   |
| Methods of assessment                       | <i>Multiple-choice quiz</i>                                                                                                                                          |
| Resources needed                            | The Session Comic ( <i>Diversity Thrives: The Ecosystem's Symphony</i> ) and the Session 10 PPT presentation                                                         |
| Remarks for the trainer (how to facilitate) | Encourage learners to revisit the Comic and key points from the session. Guide them to connect quiz responses with the theoretical and practical concepts discussed. |
| Implementation (In-class, virtual, both)    | Can be conducted in-class or virtually. Use tools like Mentimeter or Kahoot to design and deliver the quiz.                                                          |

Description of the Activity

The trainer prepares a quiz using online tools. Provide learners with the link or QR code and guide them to respond. Below are indicative questions:

- What is biodiversity in the context of plant-based farming?**
  - Growing one crop extensively for commercial purposes
  - A diverse range of plants, insects, and microorganisms interacting to create a balanced ecosystem
  - The use of synthetic chemicals to protect crops
  - Exclusive reliance on animal-derived inputs

*Answer: b) A diverse range of plants, insects, and microorganisms interacting to create a balanced ecosystem*

- Which practice enhances biodiversity on a farm?**
  - Monocropping with high fertilizer use

- b) Planting diverse crops and flowers that attract beneficial insects
- c) Reducing the number of species on the farm
- d) Relying solely on chemical pest control

*Answer: b) Planting diverse crops and flowers that attract beneficial insects*

3. **True or False: Biodiversity helps farms become more resilient to pests, diseases, and extreme weather conditions.**
- a) True
  - b) False

*Answer: a) True*

4. **What is one example of how plants work together in biodiversity-focused farming?**
- a) Corn, beans, and squash supporting each other's growth through structure, soil nitrogen, and weed control
  - b) Using synthetic pesticides to reduce weed growth and increase yields
  - c) Fertilizing all crops uniformly with animal manure
  - d) Focusing on high-yield crops only

*Answer: a) Corn, beans, and squash supporting each other's growth through structure, soil nitrogen, and weed control*

5. **What additional benefit does a biodiverse farm offer beyond agricultural productivity?**
- a) Increased reliance on synthetic fertilizers
  - b) Agritourism opportunities and community engagement
  - c) Reduced plant diversity to focus on major crops
  - d) Solely higher short-term yields

*Answer: b) Agritourism opportunities and community engagement*

## Lesson 3 (optional)

This optional Lesson provides participants with an opportunity to engage in outdoor activities or study visits that deepen their understanding of biodiversity's role in sustainable farming. Alternatively, this Lesson may include additional learning activities not completed during Lesson 2, allowing participants to further explore the practical applications of the session's concepts.

### *Outdoor (optional) activity No.1: Trip to the farm*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 2 hours (excluding transport)                                                                                                                                                                                                                                                                                                                                                  |
| Max. No. of participants                    | 15                                                                                                                                                                                                                                                                                                                                                                             |
| Competences                                 | Observation, teamwork, communication, fieldwork, critical analysis                                                                                                                                                                                                                                                                                                             |
| Resources needed                            | The trainer will identify a nearby farm, community garden, or orchard that employs biodiversity-focused practices. Coordination with the farmer or site manager is essential to prepare a short presentation about how biodiversity principles are applied in their farming methods. Participants should bring notebooks, pens, or digital devices for recording observations. |
| Remarks for the trainer (how to facilitate) | Coordinate with the selected site beforehand to ensure access and plan an introductory presentation focusing on biodiversity practices. Prepare reflective questions to guide observations and ensure participants understand the purpose of the visit.                                                                                                                        |

Description of the activity:

Step 1: Begin with an introduction at the site. A farmer or guide explains the biodiversity-focused practices used on the farm, emphasizing:

Techniques for fostering biodiversity, such as intercropping, planting native species, and attracting beneficial insects.

The ecological and economic benefits of maintaining diverse ecosystems on the farm.

How these practices contribute to resilience against pests, diseases, and extreme weather conditions.

Step 2: Divide participants into small groups (3–5 learners per group) and assign observation tasks, such as:

- a) Identifying diverse crops and how they interact with one another (e.g., examples like corn, beans, and squash complementing each other).
- b) Observing natural pest control methods and the presence of beneficial insects or pollinators.
- c) Noting the challenges or trade-offs of implementing biodiversity practices.

Step 3: Provide reflective questions for group discussions during the visit, such as:

- How do the biodiversity practices observed benefit the farm's productivity and environmental sustainability?
- What challenges do farmers face when implementing biodiversity-focused methods?
- How do the observed methods compare to conventional farming approaches?

Step 4: Conclude the visit with a debriefing session. Each group presents their observations and reflections. Facilitate a discussion linking their findings to the theoretical content from Lesson 1 and 2.

# Session 11 – Introduction to Sustainable Marketing and Packaging

## Introduction

Session 11 introduces sustainable packaging as an essential element in ecologically sensitive product design. It addresses the environmental, economic, and social advantages that can be accrued through the minimization of plastic packaging by introducing new materials and design methodologies. This session identifies the different alternative packaging solutions available to drive sustainability, minimize waste, and offer a path to reduce environmental impacts caused by traditional methods of packaging. It also covers practical steps businesses can take to incorporate these solutions into their operations.

Session 11 draws from the content of Learning Units under “Topic 5 – Marketing of Plant-Based Products”:

- Unit 1: Alternatives to Plastic Packaging
- Unit 2 (Part 1): Tips on Packaging and Presentation

The session provides a broad overview of sustainable packaging, including eco-friendly materials, innovative designs, and practical tips on reducing packaging waste. The session consists of two 45-minute lessons, with an optional 3<sup>rd</sup> Lesson, as presented below::

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After completing this session the learner will:

- Understand the environmental impact of plastic packaging and its negative consequences.
- Learn about the most popular alternatives to traditional plastic packaging.
- Explore innovative packaging designs that prioritize sustainability and consumer convenience.
- Adapt sustainable packaging alternatives into real-life practices through design and application.
- Recognize the role of packaging in branding and consumer engagement.
- Gain knowledge of the do's and don'ts in choosing and implementing sustainable packaging.

# Lesson 1: Comics & theoretical content

Lesson 1 introduces participants to the foundational concepts of sustainable packaging by engaging them in a discussion of comics that highlight the importance of reducing plastic use and adopting eco-friendly alternatives. The lesson emphasizes the role of packaging in environmental sustainability and its influence on branding and consumer perception. Participants will then delve deeper into the theoretical aspects through a PowerPoint presentation.

Time Breakdown (45 minutes)

- 15-25 minutes: Comics discussion
- 20-30 minutes: Theoretical content delivery via PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that learners have access to and read the Comics below in their own time before the session, making notes on any remarks, comments, or questions they may have for discussion during the lesson. Alternatively, learners may be given a few minutes to read the Comics at the start of the session.

The Comics corresponding to this session introduce key concepts related to sustainable marketing, including eco-friendly packaging, branding, and consumer awareness. They explore the challenges and opportunities in promoting plant-based products while emphasizing the importance of simple, effective marketing strategies. These Comics provide a foundation for discussing how businesses can align their branding and packaging choices with sustainability values. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 1 of Topic 5: NO PLASTIC BAGS?** *(Page 99-102)*

This Comic highlights the environmental issues associated with plastic bags and presents sustainable alternatives. Through a conversation between characters, it explores how switching to reusable or biodegradable materials can benefit both businesses and consumers. The discussion encourages learners to reflect on consumer behavior, the role of sustainable packaging in branding, and how businesses can effectively communicate their eco-friendly initiatives to customers.

Key Theme: Sustainable packaging options and the long-term environmental benefits of reducing plastic waste.

- **Comic 2 of Topic 5: KEEP IT SIMPLE!** *(Page 103-106)*

This Comic focuses on the role of packaging and branding in marketing plant-based products. It follows a character struggling to find sustainable packaging for their blueberries and introduces key branding elements such as name, color, and design. The story emphasizes the importance of

minimalism and recognizability in marketing. Learners will discuss how packaging choices influence consumer perception, why branding matters in the eco-product industry, and how businesses can create effective yet sustainable marketing strategies.

Key Theme: The intersection of sustainable materials and effective branding strategies.

### Guided Discussion

Invite the learners to participate in a guided discussion on the comics, encouraging them to freely express their views and relate to their own experiences by reflecting on the following questions:

- Why are plastic bags considered unsustainable?
- What are the benefits of using simple and natural-looking packaging?
- How can branding (name, color, and design) complement sustainable packaging?
- Why is consumer education important when introducing eco-friendly options like reusable bags?
- What challenges might businesses face in adopting these practices?

### Key Takeaways

The goal of the discussion is to help the learners internalize the topic, get acquainted with them and start to consider the implications of this topic and its application in real life.

- The environmental impact of plastic packaging and how sustainable alternatives contribute to eco-conscious consumerism.
- The role of cohesive branding in marketing sustainable products.
- Broader sustainable packaging principles.

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation: **SESSION 11: Introduction to Sustainable Marketing and Packaging**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). The PPT brings together the content of selected Learning Units of **Topic 5: Marketing of plant-based products** (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 1 – Alternatives to Plastic Packaging (*Page 122-125*)
- Unit 2 (Part 1) – Tips on Packaging and Presentation (*Page 126-129*)

The PowerPoint presentation, Introduction to Sustainable Marketing and Packaging, explores key concepts related to sustainable packaging and its importance in reducing environmental impact. It

defines sustainable packaging as a solution that minimizes waste, lowers carbon emissions, and supports a circular economy through eco-friendly materials and responsible production methods. The presentation highlights the negative effects of plastic packaging, including landfill overflow, environmental pollution, marine contamination, and microplastic infiltration. It also presents various alternatives to plastic packaging, such as biodegradable materials, reusable and recyclable options, and innovative packaging designs like edible and minimal packaging. Additionally, it outlines the packaging innovation process, detailing steps such as defining the challenge, understanding market trends, brainstorming ideas, prototyping, and testing. It concludes with reflective discussion questions on the long-term impact of plastic waste, challenges in implementing alternatives, and key principles of minimal packaging.

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

Lesson 2 is an interactive session aimed at enhancing participants' understanding of the topic through teamwork and open dialogue. We aim to create possibilities to share personal insights and viewpoints of sustainable packaging. This 45-minute lesson consists of a 30-minute interactive activity which you choose from 2 available options, and a 15-minute period focused on evaluating the course and assessing participants' knowledge and attitudes.

Although the session is best conducted in person to foster maximum participation, it can be adapted to virtual class too.

### Part 1: Learning activities (for understanding and sharing)

The proposed learning activities are intended to enhance participants' grasp of sustainable packaging and branding by involving them in interactive and thoughtful exercises. These activities promote teamwork, innovation, and discussion.

The first activity, titled "Packaging Story," encourages participants to view packaging as a "silent storyteller." It involves examining packaging design elements to understand how they reflect brand values and appeal to target audiences. The second activity, "Sustainable Packaging Ideation Workshop," is a more hands-on experience where participants collaborate to ideate on innovative, eco-friendly packaging solutions for actual products.

Given limited time, you may choose to conduct just one of these activities during the session. The second activity can be scheduled as an optional Lesson 3 for those who wish to further explore these critical topics.

#### *Learning activity No.1: Packaging Story*

|                                             |                                                                                                                                                                   |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 min                                                                                                                                                            |
| Max. No. of participants                    | 2-6 groups by 2-4 people                                                                                                                                          |
| Competences acquired                        | Creative thinking, Collaboration, Analytical skills, Storytelling                                                                                                 |
| Resources needed                            | Access to the internet on any device (phones could work here too)<br>You can provide paper and markers                                                            |
| Remarks for the trainer (how to facilitate) | Encourage groups to focus on both the functional and emotional aspects of packaging.<br>Walk around during the analysis and brainstorming phase offering guidance |

|                                          |                                                                                                                                                                                                                                                                           |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation (In-class, virtual, both) | Ideal for hands-on collaboration. Groups can physically brainstorm using paper and markers, fostering interaction and creativity. Can be implemented online too. For that do everything on online platforms such as Zoom or Teams, use breakout rooms for work in groups. |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Description of the activity:

Step 1: Divide participants into small groups and introduce the activity, explaining that they will analyze real-life sustainable packaging and create a story that reflects how it communicates a product's values and connects with its target audience. *(5 minutes)*

Step 2: Ask each group to select one real-life sustainable product they know (e.g., organic pasta, handmade soap, or a reusable water bottle) and exchange their selected product with another group for analysis. Each group will now analyze a product chosen by a different team. *(5 minutes)*

Step 3: Instruct groups to evaluate the product packaging based on the following key elements:

- Materials used (e.g., plastic, glass, biodegradable materials).
- Design choices (e.g., colors, typography, imagery).
- Emotional appeal (e.g., is it fun, luxurious, eco-conscious?).

Based on their analysis, groups should create a short story or description about how the packaging conveys the product's values, resonates with consumers, and enhances the brand experience. *(15 minutes)*

Step 4: Groups present their packaging story to the larger group, explaining how the design elements align with the product's identity. Encourage participants to provide constructive feedback, highlighting creative or insightful observations. *(10-15 minutes)*

Step 5 *(only if you have extra time)*, facilitate a final reflection discussion, prompting participants to consider:

- Who is the ideal audience for this packaging?
- How does packaging influence purchasing decisions?
- What are some best practices for designing sustainable packaging that is also effective in branding? *(5 minutes)*

*Learning activity No.2: Sustainable packaging ideation workshop*

|                                             |                                                                                                                                                                                                                                                                  |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 min                                                                                                                                                                                                                                                           |
| Max. No. of participants                    | 2-6 groups by 2-4 people                                                                                                                                                                                                                                         |
| Competences acquired                        | Collaboration, public speaking, innovative thinking, argumentation, design thinking                                                                                                                                                                              |
| Resources needed                            | Sheet of paper and markers for each group                                                                                                                                                                                                                        |
| Remarks for the trainer (how to facilitate) | Please support the more shy students to participate, depending on the age group you work with you may need to assist the teams with work roles distribution. During ideation, step around the room and control the time. Visual time keeping aid might help too. |
| Implementation (In-class, virtual, both)    | To do this activity in-class is best, but it is possible to do online too. If done online please use breakrooms for ideation part and allow students to use any online tools they want/need (for e.g. online images of needed topics and similar)                |

Description of the activity:

Step 1: Divide participants into small groups of 2-5 people and provide each group with a sheet of paper and markers. Explain that the goal of the activity is to design an innovative sustainable packaging concept for a product of their choice, such as a pile of apples or another locally relevant product. *(5 minutes)*

Step 2: Instruct groups to brainstorm and develop a sustainable packaging idea by answering the following three key questions:

- a) What is your group's idea?
- b) Why is it sustainable?
- c) What do consumers need to know about this idea? *(5 minutes)*

Step 3: Allow time for ideation and design. Groups work collaboratively to sketch and refine their packaging concepts, ensuring they align with sustainability principles. The facilitator should walk around, provide guidance, encourage active participation from all members, and keep teams on track. A visible timer or clock may help manage time effectively. *(15 minutes)*

Step 4: Bring all participants together and have each group present their packaging concept in a 3-minute pitch, explaining their idea and its sustainability benefits. The facilitator should keep track of time and ensure all teams get a chance to present. *(15 minutes)*

Step 5: Conclude the activity with a collective applause and a brief facilitated discussion on key takeaways, including common themes, best practices, and potential real-world applications of the proposed packaging concepts. (5 minutes)

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes. We suggest implementing both evaluation activities after session.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Nr. of max. participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | <i>Online survey application (e.g. Mentimeter, Kahoot, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

### Indicative questions:

#### 1. Which activity was the most engaging for you?

- Comics discussion
- PPT presentation (content delivery)

- Learning activities
- I enjoyed all of them
- None of the above

2. Did the Session provide a good balance between information and interactive activities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3. Did the comics help you better understand the challenges and benefits of sustainable marketing and packaging?

- Yes
- Somewhat
- No

4. Was the information presented in the PPT clear and easy to follow?

- Yes
- Somewhat
- No

5. How did the learning activities help you to understand sustainable marketing and packaging better?

- Very helpful
- Somewhat helpful
- Not helpful

*Evaluation activity No.2 From Quiz to Reflection*

|                                             |                                                                                                                                                                                                          |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15                                                                                                                                                                                                       |
| Nr. of max. participants                    | NA                                                                                                                                                                                                       |
| Methods of assessment                       | Multiple-choice and short-answer questions                                                                                                                                                               |
| Resources needed                            | In-class. Printed quiz sheets or a whiteboard to display questions.<br>Virtual. Digital platforms such as Google Forms, Kahoot, or Mentimeter.                                                           |
| Remarks for the trainer (how to facilitate) | Encourage participants to answer honestly and treat the quiz as a learning tool rather than a test.<br>If conducted in person, collect and review answers quickly or discuss them orally with the group. |

|                                          |                                                                                                              |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------|
|                                          | After the quiz, clarify any misconceptions or elaborate on questions participants found challenging.         |
| Implementation (In-class, virtual, both) | In-Class: Distribute materials and collect responses anonymously.<br>Virtual: Share a link to a digital form |

#### Description of the activity:

To assess participants' understanding of the key concepts covered during the session in a quick and engaging manner you can use the suggested questions to have a short quiz enhanced reflection.

1. What is the main role of packaging in branding?
  - a) To protect the product during transport
  - b) To communicate the brand's identity and values
  - c) To meet regulatory standards
  - d) To increase the price of the product

*Correct answer: b) To communicate the brand's identity and values*

2. Which material is considered more sustainable for packaging?
  - a) Single-use plastic
  - b) Biodegradable materials
  - c) Polystyrene foam
  - d) Aluminum

*Correct answer: b) Biodegradable materials*

3. What is a critical first step in designing effective packaging?
  - a) Testing packaging prototypes
  - b) Understanding the target audience
  - c) Choosing vibrant colors
  - d) Applying for sustainability certifications

*Correct answer: a) Testing packaging prototypes*

4. How does storytelling in packaging impact consumer behavior?  
(Open-ended answer)

*What to look for in the answers: 1) Packaging tells a brand's story and values. 2) It influences customer emotions and perceptions. 3) Storytelling helps differentiate sustainable products.*

5. What are two key factors that make packaging eco-friendly?  
(Open-ended answer)

*What to look for in the answers: 1) Use of recyclable, biodegradable, or compostable materials. 2) Minimalist design to reduce waste and resource consumption.*

## Lesson 3 (optional)

This Lesson contains an outdoor activity in which participants engage in a hands-on eco-packaging design challenge using natural and biodegradable materials. The aim of the activity is to explore innovative ways to create sustainable packaging and understand its role in reducing waste, enhancing branding, and improving consumer perception.

### *Outdoor (optional) activity No.1: Eco-Packaging Design Challenge in Nature*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 90 minutes (includes material collection, design phase, presentations, and group discussion)                                                                                                                                                                                                                                                                                                                                                               |
| Max. No. of participants                    | n.a.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Competences                                 | Creativity and innovation in sustainable design<br>Problem-solving and resourcefulness in packaging solutions                                                                                                                                                                                                                                                                                                                                              |
| Resources needed                            | Natural materials (leaves, twine, biodegradable paper, bark, reusable cloth)<br>Scissors, biodegradable glue, string, and markers<br>Sample products to package (e.g., fruits, handmade soap, herbs, or small household goods)<br>A checklist to guide packaging evaluation<br>A camera or smartphone for documentation                                                                                                                                    |
| Remarks for the trainer (how to facilitate) | Scout the location beforehand to ensure availability of natural materials and a safe space for group work.<br>Provide examples of sustainable packaging to inspire participants.<br>Encourage participants to think about both functionality and branding, considering factors like durability, aesthetics, and eco-marketing appeal.<br>Guide participants through the practical challenges of making sustainable packaging scalable and market-friendly. |

#### Description of the activity:

The goal of this activity is to challenge participants to design eco-friendly packaging prototypes using natural and biodegradable materials in an outdoor setting. Participants will explore the principles of sustainable design, functionality, and branding while working with nature-based resources.

Step 1: Divide participants into small groups of 3-5 people. Explain the objective: each group will design and build a functional, eco-friendly packaging prototype for a selected product using only natural and biodegradable materials. Provide an overview of sustainable packaging principles:

- The environmental impact of plastic waste.
- The benefits of biodegradable and compostable packaging.
- How sustainable packaging contributes to branding and marketing.

*(15 minutes)*

Step 2: Participants explore the outdoor environment to gather natural materials such as leaves, twine, biodegradable paper, dried grass, and bark. Each group chooses a product, such as fresh produce, handmade soap, or herbal tea, for which they will design packaging. Groups brainstorm packaging concepts, addressing key questions:

- Protection & durability – Can it protect the product?
- Aesthetics & branding – Does it visually appeal to eco-conscious consumers?
- Sustainability impact – Can it be composted or reused?

*(20 min)*

Step 3: Groups use their collected materials to construct their packaging prototypes. Teams refine their designs, ensuring the packaging is durable and able to protect the product, aesthetically appealing for branding and marketing purposes. The facilitator moves around, offering guidance and feedback on improving designs. *(30 min)*

Step 4: Each group presents their packaging prototype and explains what materials they used and why, how their packaging solution is sustainable, and how their design can be marketed effectively to eco-conscious consumers. Groups receive peer feedback, with a focus on creativity, functionality, and scalability. *(15 minutes)*

Step 5: The trainer facilitates a discussion on the learning experience *(15 min)*

*Questions for Reflection Discussion:*

- What was the biggest challenge in designing the package?

- How did your understanding of sustainable materials change during this activity?
- What aspects of packaging design do you now consider most important for sustainability?
- How can businesses balance sustainability, cost, and branding when designing eco-packaging?
- What real-world applications do you see for the packaging ideas developed today?

## Additional Learning Activities (optional)

The Additional Learning Activities below are optional and serve to inspire the trainers implementing this Session of the Training Course. Their implementation depends on the specific framework of the training course, i.e. availability of time and resources.

| Learning Activity 1     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                    | <b>Packaging Design Sprint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Duration                | approx. 3 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Nr. of participants     | 5-10 (can be adjusted based on team size)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Competences acquired    | Collaboration, problem-solving, rapid prototyping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed        | Whiteboard or flipchart, markers, sticky notes, prototyping materials (cardboard, paper, tape, etc.), laptop/computer with internet access                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Remarks for the trainer | Emphasise the need for time management and encourage participants to stay focused on achieving actionable outcomes within the designated timeframe.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Description             | <ol style="list-style-type: none"> <li>1. Define the Challenge (30 minutes) <ul style="list-style-type: none"> <li>• Introduce participants to the challenge: designing packaging for a specific product or brand.</li> <li>• Clarify the goals and objectives of the sprint, focusing on key outcomes to be achieved within the three-hour timeframe.</li> <li>• Encourage participants to ask questions and seek clarification to ensure a shared understanding of the challenge.</li> </ul> </li> <li>2. Understand (60 minutes) <ul style="list-style-type: none"> <li>• Conduct exercises to empathise with the target audience, such as creating user personas or journey maps.</li> <li>• Explore the competitive landscape and analyse market trends related to packaging design.</li> <li>• Identify insights and opportunities that will inform the subsequent stages of the sprint.</li> <li>• Provide examples and case studies to illustrate the importance of understanding the target audience and market trends in packaging design.</li> </ul> </li> <li>3. Diverge (30 minutes) <ul style="list-style-type: none"> <li>• Brainstorm ideas for packaging design solutions individually.</li> <li>• Share and discuss the generated ideas as a group, highlighting key insights and potential directions for further exploration.</li> <li>• Use techniques like brainstorming or sketching to capture and visualise ideas quickly.</li> <li>• Facilitate discussions on the importance of generating diverse ideas and considering multiple perspectives in the design process.</li> </ul> </li> <li>4. Decide (30 minutes) <ul style="list-style-type: none"> <li>• Facilitate a decision-making process to select the most promising ideas to pursue.</li> <li>• Prioritise the selected ideas based on their alignment with the sprint objectives and feasibility for prototyping.</li> <li>• Provide guidance on evaluating ideas based on criteria such as feasibility, relevance to the target audience, and alignment with brand values.</li> </ul> </li> <li>5. Prototype (30 minutes) <ul style="list-style-type: none"> <li>• Develop rapid prototypes of the chosen packaging designs using available materials and resources.</li> </ul> </li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Encourage participants to experiment with different materials and design elements to bring their ideas to life.</li> <li>• Emphasise the importance of prototyping as a way to quickly test and iterate on design concepts before finalising the packaging.</li> </ul> <p>6. Test (30 minutes)</p> <ul style="list-style-type: none"> <li>• Test the prototypes with target audience members or stakeholders, soliciting feedback on the usability, effectiveness, and appeal of the packaging designs.</li> <li>• Capture insights and observations from the testing process to inform future iterations and refinements.</li> <li>• Facilitate discussions on the value of user feedback in refining and improving packaging designs.</li> </ul> <p>7. Reflect (15 minutes)</p> <ul style="list-style-type: none"> <li>• Facilitate a reflective discussion on the outcomes of the sprint, including key learnings, successes, and areas for improvement.</li> <li>• Encourage participants to share their thoughts and insights gained from the experience.</li> <li>• Summarise the main takeaways from the sprint and outline next steps for further development or refinement of the packaging designs.</li> </ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Learning Activity 2     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                    | <b>My sustainable package idea</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Duration                | 45 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Nr. of participants     | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Competences acquired    | Design thinking, sustainability thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Resources needed        | Pen and paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Remarks for the trainer | <p>The group of participants receive a task to create the concept of the packaging for one product, for example, a pile of apples. Participants have 40 minutes to discuss and write down the packaging idea and 5 minutes for presentation.</p> <p>Three questions that the group needs to answer are:</p> <ol style="list-style-type: none"> <li>1. What is your group's idea?</li> <li>2. Why is it sustainable?</li> <li>3. What consumers need to know about this idea?</li> </ol> |
| Description             | <p>Step by Step description:</p> <p>Step 1: all the participants are divided into groups of 5 people</p> <p>Step 2: all the participants receive a pen and one paper sheet per group</p> <p>Step 3: Trainer defines the task</p> <p>Step 4: Groups present their ideas</p> <p>Step 5: Discussion</p>                                                                                                                                                                                    |

# Session 12 – Communicating Sustainability Through Labels

## Introduction

Session 12 examines certifications and labeling as key tools for enhancing consumer trust and ensuring alignment with sustainability standards. It highlights the importance of distinguishing between different plant-based labeling terms and explores the role of certifications, such as the EU Ecolabel, in fostering transparency and trust in the marketplace. Additionally, the session delves into the regulatory frameworks and criteria for certification, showcasing their significance in advancing a circular economy and promoting sustainable production and consumption practices.

Session 12 draws on the content of the Learning Units under “Topic 5 – Marketing of Plant-Based Products”:

- Unit 3: How to Distinguish Between Different Plant-Based Labelling
- Unit 4: EU Ecolabel and Packaging Laws

By combining the insights from these learning units, this session provides an in-depth exploration of plant-based labeling and certifications. Participants will gain the knowledge to navigate complex labeling systems and effectively integrate them into their practices. The session consists of two 45-minute lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After completing this session the learner will:

- Understand why plant-based labels are used and distinguish between different plant-based labels
- Understand the basic EU packaging requirements, laws, fundamental principles and objectives of the EU Ecolabel certification scheme.
- Evaluate the criteria and assessment process involved in obtaining the EU Ecolabel for various product categories.
- Understand how to use plant-based labels in practice

# Lesson 1: Comics & theoretical content

Lesson 1 introduces participants to the foundational concepts of plant-based labeling and eco-certifications by engaging them in a discussion of comics that highlight the challenges of labeling transparency and the significance of certifications like the EU Ecolabel. The lesson emphasizes the importance of clear labeling in building consumer trust and promoting sustainable branding practices. Participants will then delve deeper into the theoretical aspects through a PowerPoint presentation.

Time Breakdown (45 minutes):

- 15–25 minutes: Comics discussion
- 20–30 minutes: Theoretical content delivery via PowerPoint presentation

## Part 1: Comics discussion

It is recommended that learners have access to and read the Comics below in their own time before the session, making notes on any remarks, comments, or questions they may have for discussion during the lesson. Alternatively, learners may be given a few minutes to read the Comics at the start of the session.

The Comics corresponding to this session introduce key concepts related to sustainable marketing, labeling, and consumer perception. They explore the role of eco-labels, product certifications, and the influence of marketing strategies on consumer decision-making. These Comics provide a foundation for discussing how businesses can effectively communicate their sustainability efforts and use labels to build consumer trust. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 4 of Topic 5: VEGAN OR NOT VEGAN?** (Page 111-114)

This Comic explores the role of labeling in marketing plant-based products. It follows a customer who is unsure whether to buy dates labeled as "vegan" since all dates are naturally plant-based. The conversation highlights how labels can be used both as informative tools and marketing strategies. The discussion encourages learners to reflect on the necessity of certain product labels, the impact of marketing on consumer behavior, and how businesses can balance transparency with effective branding.

Its key theme is the importance of reliable labeling and its impact on consumer trust and decision-making.

- **Comic 5 of Topic 5: EU ECOLABEL** (Page 115-118)

This Comic introduces the concept of the EU Ecolabel and other sustainability certifications. Through a conversation about eco-labeling, the characters discuss how these certifications indicate

environmentally friendly production practices and packaging. The Comic also highlights the importance of eco-conscious packaging choices and how businesses can use certifications to appeal to environmentally aware consumers. The discussion encourages learners to explore the role of labels in product credibility, the challenges for small suppliers in obtaining certifications, and the importance of consumer education on eco-friendly packaging and product circularity.

Key Theme: The role of eco-certifications and sustainable practices in branding and consumer choice.

Invite learners to participate in a guided discussion about the comics, encouraging them to share their thoughts and connect with their own experiences. Use the following questions to initiate and steer the discussion:

### Guided discussion

- Why do you think some producers use labels like "vegan" even when it's unnecessary?
- How does this practice affect consumer trust and brand perception?
- What steps can consumers take to make informed choices about labeled products?
- What is the value of eco-certifications like the EU Ecolabel for consumers and businesses?
- How does sustainable packaging contribute to a brand's identity and environmental goals?
- What challenges do businesses face when adopting eco-certifications or sustainable practices?

Key themes like transparency in labeling, the role of certifications in building trust, and the impact of sustainable branding on businesses and the environment should be highlighted. Main takeaways include recognizing that labels like "vegan" build trust but can be misused, emphasizing the need for transparency and informed consumers. Eco-certifications, such as the EU Ecolabel, signal environmental responsibility and promote sustainable choices. Clear labeling and eco-friendly packaging strengthen consumer trust and loyalty, making them valuable for long-term business strategies. Build upon these takeaways to connect with the PPT-presentation part.

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation: **SESSION 12: Communicating Sustainability Through Labels**. The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). The PPT brings together the content of the selected Learning Units of **Topic 5: Marketing of plant-based products** (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 3 – How to Distinguish Between Different Plant-Based Labelling (*Page 130-133*)
- Unit 4 – EU Ecolabel and Packaging Laws (*Page 134-137*)

The PowerPoint presentation, *Communicating Sustainability Through Labels*, highlights the role of plant-based labels in promoting transparency, ethical sourcing, and health-conscious choices. It outlines key labels such as *vegan*, *certified vegan*, *plant-based*, *organic*, *fair trade*, and *Rainforest Alliance Certified*. It also introduces the *EU Ecolabel* as a demanding certification ensuring sustainability through product longevity, recyclability, and reduced environmental impact. The presentation concludes with reflective questions.

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

Lesson 2 builds on the foundational concepts introduced in Lesson 1 by engaging participants in interactive activities that explore the practical application of complex certifications and labels, such as the EU Ecolabel and plant-based labels. This session emphasizes the importance of connecting theoretical knowledge with real-world examples to deepen understanding, foster critical thinking, and promote effective communication about sustainability certifications.

Time Breakdown (45 minutes):

- 30 minutes: Interactive activity (choose one):
  - Activity 1: *EU Ecolabel Catalogue Exploration*
  - Activity 2: *Plant-Based and Vegan Statements*
- 15 minutes: Mini Quiz to assess understanding and reflective discussion and session feedback.

The class can be done online or in-person.

### Part 1: Learning activities (for understanding and sharing)

Understanding complex certifications and labels, whether it's the EU Ecolabel or plant-based labels, requires hands-on engagement to connect abstract concepts with practical applications. The following activities are designed to deepen participants' knowledge through interactive learning experiences. They cater to diverse learning styles and ensure participants can analyze, evaluate, and communicate the significance of these labels.

Below are two activities both around 30 min, you may choose which one to implement:

- Activity 1: EU Ecolabel Catalogue Exploration participants explore real products in the EU Ecolabel catalogue, research their certification criteria, and present findings on how the products meet sustainability standards. This activity builds environmental awareness and improves presentation skills through collaborative group work.
- Activity 2: Plant-Based and Vegan Statements is a movement-based activity, participants evaluate true and false statements about plant-based labels by choosing "Yes" or "No" corners and discussing their reasoning. This fosters critical thinking and communication skills while addressing common misconceptions about vegan and plant-based certifications.

Both activities emphasize active participation and are adaptable for in-person or virtual formats.

*Learning activity No.1: EU Ecolabel catalog exploration*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 min                                                                                                                                                                                                                                                                                                                                                                          |
| Max. No. of participants                    | 5 groups (2-4 people per group)                                                                                                                                                                                                                                                                                                                                                 |
| Competences acquired                        | Environmental awareness, communication skills, presentation skills                                                                                                                                                                                                                                                                                                              |
| Resources needed                            | Access to internet for each group<br>Accessible EU Certification catalogue <a href="#">here</a><br><b>PLEASE NOTE</b> that the EU Certification catalogue is only available in English, so <i>some English language knowledge</i> is a must to be able to participate and facilitate this activity                                                                              |
| Remarks for the trainer (how to facilitate) | Ensure participants are familiar with the EU Ecolabel's purpose and importance before starting the activity.<br>Provide a brief demonstration of how to navigate the product catalogue and access criteria on the EU Ecolabel website.<br>Be available to the participants during the activity<br>Have a visual display of the criteria they should focus on during exploration |
| Implementation (In-class, virtual, both)    | Best delivered in class, but can be a virtual activity too. If done online please use breakrooms for ideation part and allow students to use any online tools they want/need (for e.g. online images of needed topics and similar)                                                                                                                                              |

Description of the activity:

Step 1: The facilitator introduces the activity and provides an overview of the EU Ecolabel. A brief demonstration is given on how to navigate the EU Ecolabel Catalogue to find certified products and their criteria. *(5 minutes)*

Step 2: Each group selects a different product category from the EU Ecolabel Catalogue, such as cleaning products, textiles, or cosmetics. Within their chosen category, they pick one or two specific products (e.g., eco-friendly detergent, recycled paper). Using the EU Ecolabel website, they research the certification criteria for their category, focusing on:

- Environmental impacts addressed (e.g., lower emissions, reduced water usage).
- Lifecycle considerations (e.g., recyclable materials, product durability).
- Performance standards ensuring product quality. *(15 minutes)*

Step 3: Each group presents their findings to the rest of the participants. Presentations can be verbal or supported by visual materials (poster, slide, or diagram) and should include:

- The selected product(s).
- Key certification criteria for their category.
- How the product meets these criteria.
- The environmental benefits of certification (e.g., lower carbon footprint, fewer hazardous chemicals). *(10 minutes)*

Step 4: The facilitator leads a discussion on the role of ecolabels in guiding sustainable consumer choices. Participants reflect on their findings and discuss:

- What was surprising or new about the certification process?
- How does ecolabeling influence their perception of sustainability?
- Would they consider ecolabels in their personal purchasing decisions? *(5 minutes)*

*Learning activity No.2: Plant-based and vegan statements*

|                                             |                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 min                                                                                                                                                                                                                                                                                                                        |
| Max. No. of participants                    | up to ±25                                                                                                                                                                                                                                                                                                                     |
| Competences acquired                        | Critical thinking, communication skills, Awareness of plant-based labelling                                                                                                                                                                                                                                                   |
| Resources needed                            | Class room where people can walk in<br>A prepared list of statements about vegan labels                                                                                                                                                                                                                                       |
| Remarks for the trainer (how to facilitate) | Prepare a mix of true and false statements before hand<br>Encourage participants to share their reasoning without judgment, fostering an open and respectful discussion<br>Be ready to clarify misconceptions and provide accurate information after each statement, but first ask a few students around to answer each other |
| Implementation (In-class, virtual, both)    | In class, but could be adapted to virtual classroom by using a virtual space such as Miro to choose the location where they stand                                                                                                                                                                                             |

Description of the activity:

Step 1: Room Setup & Explanation of Rules *(5 minutes)*

- Arrange the room with clearly marked "Yes" and "No" corners.
- Explain the rules to participants:
  - The facilitator will read a statement related to vegan and plant-based labels.
  - Participants will move to the "Yes" or "No" corner, or position themselves somewhere in between based on their level of agreement.
  - Once everyone has chosen a position, a few participants will be invited to share their reasoning.
  - The facilitator will provide additional insights and clarify whether there is a correct answer.

#### Step 2: Statement Exploration (15 minutes)

- The facilitator reads one statement at a time, allowing participants to move to their chosen position.
- After participants have moved, ask a few from each perspective to explain their choice.
- Clarify misconceptions, if any, and provide factual information to ensure understanding.

#### **Suggested Statements & Trainer Notes:**

1. A product labeled as vegan is always organic.  
*Trainer note:* No, vegan products are free from animal-derived ingredients but may still be produced using synthetic pesticides or fertilizers. "Vegan" and "organic" are separate certifications.
2. Vegan products cannot contain honey.  
*Trainer note:* Generally yes, but not always. While most vegans avoid honey, some accept ethically sourced honey.
3. A product with a vegan label means it is 100% plant-based.  
*Trainer note:* Not necessarily. Vegan labeling ensures no animal-derived ingredients, but some components might be synthetic rather than plant-based.
4. Vegan labeling indicates the product does not contain dairy or eggs.  
*Trainer note:* Yes, vegan products exclude all animal-derived ingredients, including dairy and eggs.
5. Vegan labels guarantee the product was produced without animal testing.  
*Trainer note:* Not always. Vegan certification only means no animal-derived ingredients; it does not automatically ensure cruelty-free status unless explicitly labeled.
6. All plant-based products are vegan.  
*Trainer note:* Not necessarily. Some plant-based products may contain small amounts of animal-derived ingredients like milk or gelatin.
7. A vegan label means the product has a lower environmental impact.  
*Trainer note:* Often true, but not always. While vegan products usually have a smaller environmental footprint, factors like production methods and transportation also play a role.

8. All vegan products are lactose-free.

*Trainer note:* Yes, since vegan products do not contain dairy, they are inherently lactose-free.

9. Vegan labels mean the product is ethically sourced.

*Trainer note:* Not necessarily. Vegan labeling only ensures the absence of animal ingredients, not ethical sourcing. Other certifications address fair trade and ethical sourcing.

### Step 3: Final Reflection & Discussion (5 minutes)

- The facilitator invites participants to reflect on the statements.
- Discuss:
  - Were any statements surprising?
  - Did the activity change their understanding of vegan and plant-based labels?
  - How can consumers make informed choices when purchasing vegan products?

## Part 2: Evaluation of the Session

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes. We suggest implementing both evaluation activities after session.

### *Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Nr. of max. participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | <i>Online survey application (e.g. Mentimeter, Kahoot, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

### Indicative questions:

1. Which activity was the most engaging for you?
  - Comics discussion
  - PPT presentation (content delivery)
  - Learning activities
  - I enjoyed all of them
  - None of the above
2. Did the Session provide a good balance between information and interactive activities?
  - Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
3. Did the comics help you better understand the challenges and benefits of plant-based and vegan certifications?
  - Yes
  - Somewhat
  - No
4. Was the information presented in the PPT clear and easy to follow?
  - Yes
  - Somewhat
  - No
5. How did the learning activities help you to understand plant-based and vegan certifications?
  - Very helpful
  - Somewhat helpful
  - Not helpful

*Evaluation activity No.2: Short quiz*

|                                             |                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 10 min                                                                                                                                                                                                                                                                                                                                                           |
| Max. No. of participants                    | 30                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | <i>Quiz and group reflection discussion</i>                                                                                                                                                                                                                                                                                                                      |
| Resources needed                            | Digital quiz platform (e.g., Kahoot, Mentimeter, or Google Forms) or printed quiz sheets<br>Internet access for online quizzes (if virtual or hybrid)                                                                                                                                                                                                            |
| Remarks for the trainer (how to facilitate) | Prepare the quiz in advance, ensuring it includes both knowledge-based and reflective questions to assess understanding.<br>Provide clear instructions on how to access the quiz (e.g., share links or QR codes).<br>After the quiz, lead a brief group discussion to clarify answers and encourage reflection on how the concepts apply to real-life scenarios. |
| Implementation (In-class, virtual, both)    | Both in-class and virtual                                                                                                                                                                                                                                                                                                                                        |

Description of the activity:

1 . *True/False*: A product labeled "vegan" guarantees it was produced without animal testing.

*Correct answer: False*

2. Which certification ensures compliance with high environmental and performance criteria for products created in EU?

- A. Vegan
- B. EU Ecolabel
- C. Fair Trade
- D. Organic

*Correct answer: b) EU Ecolabel*

3. *Open-ended Question*: List two benefits of using plant-based labels for consumers.

What to look for in the answers: 1) Informed decision-making about ethical and sustainable choices.  
2) Transparency regarding ingredients and environmental impact.

4. *Open-ended Question:* Name one environmental advantage of products certified with the EU Ecolabel.

*What to look for in the answers:* 1) *Reduced carbon footprint.* 2) *Lower water and energy consumption in production.* 3) *Use of environmentally friendly raw materials.*

5. Which label focuses on minimizing carbon footprint?

- A. Rainforest Alliance Certified
- B. Fair Trade
- C. Certified Vegan
- D. Zero preservatives

*Correct answer:* a) *Rainforest Alliance Certified*

6. *Open-ended Question:* How can understanding plant-based labels influence your purchasing decisions?

*What to look for in the answers:* 1) *Helps make more sustainable and ethical choices.* 2) *Encourages support for brands that align with personal values.* 3) *Promotes awareness of environmental and health impacts.*

## Lesson 3 (optional)

This optional Lesson aims to provide an opportunity for additional learning activities, such as an outdoor field visit, to further enhance participants' understanding of sustainable packaging and labeling and understand how much of it is implemented in a live 'close to home' environment.

### *Outdoor (optional) activity No.1: Sustainability Label Scavenger Hunt*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 2-3 hours (including market exploration, group discussion, and debriefing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Max. No. of participants                    | n.a.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Competences                                 | Observational skills<br>Critical thinking<br>Consumer perception analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Resources needed                            | The trainer should identify a local supermarket, farmers' market, organic store, or eco-store where learners can conduct their observations.<br>Notebooks and pens for participants to record their findings.<br>A label assessment checklist to guide participants (trainer should prepare this in advance)<br>Optional: Mobile phones for taking photos of products (if permitted)                                                                                                                                                                                                                                                                                                                                       |
| Remarks for the trainer (how to facilitate) | The field visit should be planned in advance, obtaining permission from store managers or market organizers if necessary<br>Before the visit, provide learners with an overview of sustainability labels (e.g., EU Ecolabel, Organic, Fair Trade, Vegan, Rainforest Alliance), their significance, and the role of labels in influencing consumer decisions<br>Divide participants into teams of 3-5 learners, ensuring each group is responsible for exploring specific product categories (e.g., dairy alternatives, snacks, beverages, fresh produce, personal care products)<br>Encourage learners to engage with vendors or store employees, asking questions about the relevance and impact of sustainability labels |

Description of the activity:

The goal of the field visit is to analyze real-world sustainability labeling practices and better understand their influence on consumer trust and purchasing behavior.

#### Step 1: Introduction and Group Assignment (15 minutes)

Participants gather at the designated market or store location. The trainer provides an overview of the activity, explaining the objective: to identify, document, and evaluate sustainability labels on plant-based products. Each group is given a label assessment checklist (*see below*) Participant groups are assigned to specific product categories (e.g., beverages, packaged foods, fresh produce, cosmetics).

#### Step 2: Market/Store Exploration (45-60 minutes)

Participants visit the market or store in their small groups. Each team:

- Identifies different sustainability labels on plant-based and eco-friendly products
- Documents **at least five** examples of labeled products and takes notes on brand messaging, label clarity, and consumer appeal
- Engages in brief discussions with vendors or store managers about sustainability labels, asking key questions (if permitted)
- Takes photographs of products and labels (only if authorized by the store or vendor)

#### *Guidance Questions for Participants to Ask Vendors:*

1. Do customers ask about sustainability certifications before purchasing?
2. Have you noticed if certain labels increase customer trust or sales?
3. What challenges do you face when using eco-labels or certifications?
4. Do you think sustainability labels clearly communicate the environmental benefits of a product?

#### Step 3: Group Discussion & Label Analysis (30 minutes)

Participants gather to share their findings. Each group presents their key observations, including:

- Three most effective sustainability labels they identified and why they stood out
- Three examples of unclear or misleading labeling and potential improvements
- Key takeaways on how sustainability labels influence consumer trust and decision-making

#### *Discussion questions for the presentation:*

1. What labels seemed most transparent and credible? Why?
2. Did you encounter any misleading or unclear labels? What made them confusing?

3. How do sustainability labels affect your personal buying decisions?
4. What factors influence whether a consumer trusts or ignores sustainability labels?
5. How can businesses improve sustainability labeling to make it clearer and more effective?

Step 4: Trainer-Facilitated Reflection (*30 minutes*)

The trainer leads a final discussion, encouraging participants to reflect on their experiences.

- What was the most surprising or eye-opening insight you gained during this activity?
- Did you notice any differences in consumer perception between well-known and lesser-known labels?
- How do you think government policies affect sustainability labeling and consumer trust?
- How would you improve sustainability labels based on what you observed?

Please see the printable checklist for this activity in the next page

*Sustainable labels assessment checklist.*

| Product Name | Label Type (e.g., EU Ecolabel, Organic, Fair Trade, Vegan, etc.) | Clear Meaning? (Yes/No) | Sustainability Claims (Recyclable, Carbon Neutral, etc.) | Notes (Misleading, Effective, Needs Improvement?) |
|--------------|------------------------------------------------------------------|-------------------------|----------------------------------------------------------|---------------------------------------------------|
|              |                                                                  |                         |                                                          |                                                   |
|              |                                                                  |                         |                                                          |                                                   |
|              |                                                                  |                         |                                                          |                                                   |
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|              |                                                                  |                         |                                                          |                                                   |
|              |                                                                  |                         |                                                          |                                                   |
|              |                                                                  |                         |                                                          |                                                   |

## Additional Learning Activities (optional)

The Additional Learning Activities below are optional and serve to inspire the trainers implementing this Session of the Training Course. Their implementation depends on the specific framework of the training course, i.e. availability of time and resources.

|  | <b>Brand Storyboard Challenge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | approx. 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | 10-20 (can be adjusted based on team size)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | Creativity, storytelling, teamwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | Whiteboards or flip charts, markers, sticky notes, brand scenario                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | Encourage participants to think creatively and collaboratively. Emphasise the importance of storytelling in conveying the brand's message effectively.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|  | <p>1. Divide Participants (5 minutes)</p> <ul style="list-style-type: none"> <li>• Divide participants into small groups, ensuring each group has a mix of backgrounds and skill sets.</li> <li>• Assign a facilitator to each group who will guide the discussion and help keep the group on track.</li> </ul> <p>2. Provide Brand Scenarios (10 minutes)</p> <ul style="list-style-type: none"> <li>• Provide each group with a fictional brand scenario or product. This could include details such as the target audience, product category, brand values, and market positioning.</li> <li>• Encourage participants to immerse themselves in the scenario and consider the unique challenges and opportunities it presents.</li> </ul> <p>3. Storyboard Creation (30 minutes)</p> <ul style="list-style-type: none"> <li>• Ask each group to create a storyboard detailing the brand's packaging design journey.</li> <li>• Guide participants to include key elements such as empathising with the target audience, analysing market trends, defining objectives, and generating and evaluating ideas.</li> <li>• Provide prompts and questions to stimulate discussion and prompt creative thinking, such as "What emotions do you want the packaging to evoke?" or "How can you differentiate your brand in a crowded market?"</li> </ul> <p>4. Presentation (10 minutes per group)</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• After the allotted time, each group presents their storyboard to the rest of the participants.</li> <li>• Encourage groups to use visual aids such as sketches, diagrams, or sticky notes to illustrate their ideas effectively.</li> <li>• Allow time for questions and feedback from the audience following each presentation.</li> </ul> <p>5. Facilitate Discussion (15 minutes)</p> <ul style="list-style-type: none"> <li>• Facilitate a discussion on the different approaches and insights shared by each group.</li> <li>• Encourage participants to reflect on the strengths and weaknesses of each storyboard and consider how they could apply similar strategies to their own packaging design projects.</li> <li>• Summarise the main takeaways from the activity and highlight key lessons learned about the importance of storytelling and collaboration in the packaging design process.</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Learning Activity 2     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                    | <b>Eco-Evaluation Expo: Unveiling the EU Ecolabel</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Duration                | Approx. 80 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Nr. of participants     | Minimum 4 participants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Competences acquired    | Critical thinking, communication skills and environmental awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Resources needed        | <p>A variety of EU Ecolabel-certified products from different categories (e.g., cleaning products, cosmetics, clothing, paper goods:<br/> <a href="https://environment.ec.europa.eu/topics/circular-economy/eu-ecolabel/product-groups-and-criteria_en">https://environment.ec.europa.eu/topics/circular-economy/eu-ecolabel/product-groups-and-criteria_en</a> )</p> <p>Display tables or stations for each product category</p> <p>Informational posters or handouts detailing the environmental benefits and criteria of each product</p> <p>Flipchart paper and markers</p> <p>Timer</p>                                                                                                                                                                                                                                                                                            |
| Remarks for the trainer | Keep in mind that the aim of this activity is to deepen understanding of the EU Ecolabel certification scheme and its implications through hands-on exploration and critical discussion of certified products, therefore giving a higher preference to participants' personal experiences and opinions would be expected in this activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Description             | <p>Introduction (10 minutes):</p> <p>Step 1: Provide a brief overview of the EU Ecolabel and its significance in promoting sustainable consumption and production practices.</p> <p>Step 2: Explain the purpose of the activity: to explore and evaluate EU Ecolabel-certified products firsthand and engage in a group debate on their environmental merits.</p> <p>Product Showcase (30 minutes):</p> <p>Step 3: Divide participants into small groups and assign each group to a product category station.</p> <p>Step 4: Encourage participants to examine the certified products on display, read informational materials, and discuss their observations within their groups.</p> <p>Step 5: Facilitate discussions around the environmental benefits, quality, and usability of each product, as well as any questions or concerns raised.</p> <p>Group Debate (30 minutes):</p> |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <p>Step 6: Reconvene as a whole group and facilitate a debate on the following topics:</p> <p>Step 6.1: The effectiveness of the EU Ecolabel in guiding consumers towards more sustainable purchasing decisions.</p> <p>Step 6.2: The role of businesses in promoting and implementing eco-friendly practices through certification schemes like the EU Ecolabel.</p> <p>Step 6.3: The potential challenges and limitations of the EU Ecolabel in addressing broader environmental and social issues.</p> <p>Step 7: Encourage participants to present arguments, share insights from their product explorations, and engage in respectful dialogue.</p> <p>Reflection and Conclusion (10 minutes):</p> <p>Step 8: Provide time for participants to reflect individually or in small groups on their key takeaways from the activity.</p> <p>Step 9: Facilitate a brief discussion on how the insights gained from exploring EU Ecolabel-certified products can inform participants' personal consumption choices and professional practices.</p> <p>Step 10: Thank participants for their active participation and encourage ongoing engagement with sustainability initiatives.</p> |
| <b>How to implement the activity individually</b> | <p>This activity offers participants a hands-on opportunity to engage with EU Ecolabel-certified products, fostering deeper understanding and critical analysis of their environmental implications within a group setting. Therefore, there is a need to have more than one participant for the execution of this activity and the implementation of this activity individually is not possible.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

# Session 13 – Marketing and Sustainability Communication

## Introduction

Session 13 introduces advanced marketing strategies tailored to eco-conscious products, focusing on the integration of storytelling, digital tools, and branding techniques. It highlights the role of cohesive product presentation, engaging storytelling, and modern marketing tools in connecting with eco-conscious consumers. The session also explores strategies for leveraging social media, influencer partnerships, and educational content to amplify brand messages and drive consumer engagement.

Session 13 draws on the content of the Learning Units under “Topic 5 – Marketing of Plant-Based Products”:

- Unit 2 (Part 2): Tips on Packaging and Presentation
- Unit 5: Modern Marketing Tools

By combining the content of these learning units, the Session equips participants with practical skills to enhance their marketing efforts, create impactful content, and build lasting connections with their target audiences. The Session consists of two 45-minute Lessons, with an optional 3<sup>rd</sup> Lesson, as presented below:

- Lesson 1: Comics and content delivery
- Lesson 2: Learning activities and evaluation
- Optional Lesson 3: Outdoors study visit

# Learning Objectives

After the session the learners will be able to:

- Understand the importance of modern marketing in promoting ecological farm products
- Explore various modern marketing tools and their applications in the context of eco-product selling
- Learn how to create compelling content and engage with consumers through digital platforms

# Lesson 1: Comics & theoretical content

Lesson 1 introduces participants to the key concepts of storytelling, social media engagement, and eco-conscious branding by engaging them in a discussion of comics that explore the practical challenges and opportunities of marketing ecological farm products. The lesson emphasizes how storytelling and social media can transform traditional marketing into a tool for fostering connections with eco-conscious consumers. Participants will then shift to the theoretical content delivered in the PowerPoint presentation to gain deeper insights into these strategies.

The lesson should take around 45 minutes. The time breakdown:

- 15-25 minutes: Comics discussion
- 20-30 minutes: Theoretical content delivery via PowerPoint presentation.

## Part 1: Comics discussion

It is recommended that learners have access to and read the Comics below in their own time before the session, making notes on any remarks, comments, or questions they may have for discussion during the lesson. Alternatively, learners may be given a few minutes to read the Comics at the start of the session.

The Comics corresponding to this session introduce key marketing concepts related to plant-based products, including the role of social media, digital tools, and innovative packaging solutions. They highlight both the opportunities and challenges in promoting eco-friendly products and provide a basis for discussion on how modern marketing strategies can enhance consumer engagement and sustainability messaging. The Comics are available in the [Comic Collection](#). Page numbers for the respective comics are indicated in the description below:

- **Comic 3 of Topic 5: PLANT-BASED PACKAGING** *(Page 107-110)*

This Comic explores the use of natural materials, such as banana leaves, as an alternative to conventional packaging. Through the interaction between characters, it highlights the benefits of plant-based packaging in reducing waste and contributing to a brand's eco-conscious identity. The discussion encourages learners to consider how packaging influences consumer perception and how businesses can align their branding with sustainability values.

Key Theme: The role of sustainable packaging in branding and its influence on consumer perception.

- **Comic 6 of Topic 5: STEP OUT OF THE STONE AGE** *(Page 119-122)*

This Comic introduces the role of social media in modern marketing strategies for plant-based products. The story follows a character who is struggling to sell their potatoes using traditional methods and learns about the potential of digital marketing. Through simple and practical advice, the Comic illustrates how online platforms, advertisements, and social media engagement can help small-scale producers expand their reach and connect with eco-conscious consumers. The

discussion focuses on the accessibility of digital tools, potential challenges for farmers, and the importance of authenticity in online marketing.

Key Theme: Leveraging social media to amplify eco-product branding and connect with consumers.

### Guided discussion

- What are the advantages of plant-based packaging for businesses and the environment?
- How might such packaging influence consumers' decisions to buy eco-friendly products?
- Can you think of other examples of sustainable packaging that reflect eco-conscious branding?
- How do brands use packaging to convey sustainability messaging and advertise their products?
- How can social media help small-scale producers reach their target audience more effectively?
- Why is authenticity important when promoting eco-friendly products online?
- What potential barriers might farmers face when adopting social media for marketing purposes?
- How can storytelling enhance the marketing of ecological farm products?
- What role does transparency play in building consumer trust for eco-products?
- How can innovative marketing practices contribute to advancing sustainability in the agricultural sector?

## Part 2: Content Delivery (PPT-presentation)

The Session theoretical content is delivered through the following PowerPoint presentation:

**SESSION 13: Marketing and Sustainability Communication.** The PPT in an editable format can be downloaded from the [Presentations Collection](#) (where you can have access to all 13 developed PPTs). The PPT brings together the content of the selected Learning Units of **Topic 5: Marketing of plant-based products** (see the list below). The Topics/Units are available in the [Com4AgriPlant Toolkit](#). Page numbers for the respective units are indicated in the description below.

- Unit 2 (Part 2) – Tips on Packaging and Presentation (*Page 126-129*)
- Unit 5 – Modern Marketing Tools (*Page 138-140*)

The PowerPoint presentation, *Marketing and Sustainability Communication*, explores key principles of sustainable marketing and effective communication strategies. It emphasizes the importance of authenticity in marketing efforts by transparently reflecting values, ethical sourcing, and sustainability initiatives. The presentation highlights the role of storytelling in showcasing eco-friendly projects, using narratives to illustrate the positive impact of sustainable products. It also discusses leveraging social media platforms to build community, raise awareness, and promote brand identity through engaging content and influencer partnerships. Additionally, the presentation outlines practical strategies, including educational content creation, SEO optimization, and the

implementation of sustainable packaging solutions. It concludes with reflective discussion questions on the role of storytelling, measuring marketing success, ethical considerations, and effective social media engagement.

The detailed content of the Units above serves to complement the content delivery by providing additional learning resources for the trainer and learners. While delivering the theoretical content through the PPT presentation above, or after the presentation, make sure to refer to the key points highlighted in the Comics discussion and discuss with learners.

## Lesson 2: Learning activities & engagement

Lesson 2 builds on the theoretical foundations introduced in Lesson 1 by engaging participants in interactive activities that apply storytelling and social media marketing strategies to real-world eco-product promotion. This session emphasizes the importance of crafting compelling narratives, utilizing digital platforms effectively, and aligning sustainability messaging with target audiences. Through hands-on exercises, participants will develop creative content, explore audience engagement techniques, and refine their ability to communicate sustainability values through marketing.

Time Breakdown (45 minutes):

- 30 minutes: Interactive activity (choose one):
  - Activity 1: Social Media Storytelling Workshop – Participants create a short narrative or visual story highlighting an eco-friendly product's sustainability journey.
  - Activity 2: Sustainability Marketing Campaign Simulation – Participants design a social media post (image, caption, hashtags) to promote an eco-friendly product based on a given target audience.
- 15 minutes: Mini quiz and reflective discussion

The class can be conducted online or in-person, with adaptable materials for both learning environments.

### Part 1: Learning activities (for understanding and sharing)

The learning activities suggested below aim to enhance creative storytelling skills, encourage dialogue, and engage learners in developing compelling narratives about sustainability. These activities help participants explore the impact of eco-friendly practices while refining their communication and teamwork skills. The trainer may select one of the activities to perform within the given timeframe. The remaining activity may be conducted in an additional optional session as Lesson 3.

*Learning activity No.1 Social media storytelling workshop*

|                          |                                                                                  |
|--------------------------|----------------------------------------------------------------------------------|
| Duration                 | 30 min.                                                                          |
| Max. No. of participants | up to 6 groups of 2-4 people                                                     |
| Competences acquired     | Creative thinking<br>Communication skills<br>Storytelling techniques<br>Teamwork |
| Resources needed         | Prompt with storytelling theme (on paper or slides)                              |

|                                             |                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | Paper and markers OR digital devices for creating digital content                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Encourage participants to think creatively and collaboratively when developing their stories<br>Emphasize the importance of incorporating elements of sustainability and eco-friendly farming practices into their narratives<br>Provide time checkpoints to ensure the activity stays on track |
| Implementation (In-class, virtual, both)    | In-class or virtual. If implemented virtually use a platform that supports group work in breakout rooms (e.g. Zoom or Teams)                                                                                                                                                                    |

Description of the activity:

Step 1: Divide the participants into groups of 2-4 people. Introduce the concept of storytelling in eco-product marketing and provide each group with a storytelling prompt (see potential prompts below) *(5 minutes)*

Step 2: Groups brainstorm their storyline and create key message. Each group chooses a storytelling format. They can either write a:

- short story (maximum five sentences) with a clear problem, action, and resolution
- create a comic strip (three panels) visually illustrating the transformation

Groups are encouraged to include:

- character
- problem
- solution
- resolution

*(10 minutes)*

Step 3: Groups refine and finalize their story, ensuring clarity and engagement. The trainer encourages them to strengthen their storytelling elements, such as emotional appeal and transformation. *(5 minutes)*

Step 4: Each group presents their story in **one** minute. The trainer and peers provide quick feedback using the "3C" framework: Creative? Clear? Convincing? The trainer highlights two to three of the most impactful stories. *(10 minutes)*

**Potential prompts for the activity:**

- Tell the story of how sustainable farming transformed a product and helped the environment.
- A customer discovers the truth about how their favorite product is made. How does this change their choices?
- Two companies sell the same product—one sustainable, one not. What happens when a customer learns the difference?

*Learning activity No.2: Sustainability Marketing Campaign Simulation*

|                                             |                                                                                                                                                                          |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 30 min.                                                                                                                                                                  |
| Max. No. of participants                    | Groups by 2-4 people                                                                                                                                                     |
| Competences acquired                        | Digital marketing skills<br>Content creation<br>Strategic thinking<br>Collaboration                                                                                      |
| Resources needed                            | Markers and paper<br>Digital devices with internet access<br>Sample eco-product images or descriptions                                                                   |
| Remarks for the trainer (how to facilitate) | Encourage participants to focus on their target audience and the message they want to communicate<br>Emphasize visual appeal and engagement tactics to drive interaction |
| Implementation (In-class, virtual, both)    | In-class, virtual, or both.<br>For virtual implementation use online platform that allows to work in break out rooms for students in groups.                             |

Description of the activity:

Step 1: The trainer introduces the challenge: Create one social media post (image, caption, and hashtags) to promote an eco-friendly product. One platform is chosen for all groups (e.g., Instagram, Facebook, X, TikTok) and each group is assigned a specific target audience (see below for suggestions). *(5 minutes)*

Step 2: Participants individually or in pairs develop a mock social media post, focusing on visual appeal, an engaging caption, and relevant hashtags. *(15 minutes)*

Step 3: Each participant or group presents their post in 1-2 minutes. Trainer and peers provide feedback, focusing on message clarity, creativity, and alignment with the target audience. *(10 minutes)*

**Suggested prompts:**

- Your farm's organic tomatoes are in season. Create a visually appealing post to showcase their freshness and eco-friendly production.
- Design a contest post where customers can win a basket of your eco-products by tagging friends and sharing the post.
- Your farm has introduced a composting program for customers. Design a post to explain its benefits and encourage participation.
- Your brand has switched to biodegradable or reusable packaging. Create a post announcing the change and educating your audience on how it reduces environmental impact.
- Show how your eco-friendly product is made, from sourcing raw materials to final packaging, highlighting ethical practices and sustainability efforts.
- Share a story from a happy customer who has benefited from your eco-product. Create a post featuring their experience, including a quote and an engaging visual.
- Create a post offering a simple, actionable tip related to your product (e.g., "How to Reduce Food Waste at Home" or "5 Ways to Reuse Our Packaging"). Encourage followers to share their own tips in the comments.
- Design a post promoting your product for an upcoming event, such as Earth Day, Plastic-Free July, or a sustainable holiday gift guide.
- Highlight a local farmer, supplier, or partner who helps make your product more sustainable. Share their story and why their eco-friendly approach matters.

#### **Suggested target groups:**

- Eco-Conscious Millennials – Young adults (ages 25-40) who prioritize sustainability and ethical consumerism in their purchasing decisions.
- Parents Looking for Sustainable Products – Families interested in organic, non-toxic, and eco-friendly products for their children and household.
- Health & Wellness Enthusiasts – Consumers focused on organic food, clean beauty, and sustainable lifestyle choices.
- Foodies & Home Cooks – Individuals interested in fresh, organic, and locally sourced ingredients for cooking and meal prep.
- Outdoor & Nature Enthusiasts – Hikers, campers, and adventurers who value eco-friendly gear and products that minimize environmental harm.
- Luxury Sustainable Shoppers – Affluent consumers who seek high-quality, premium eco-friendly brands.
- Urban Dwellers & Commuters – City residents looking for sustainable alternatives, such as reusable coffee cups, eco-commuting solutions, and green fashion.

## **Part 2: Evaluation of the Session**

At the end of the Session, the learners are invited to participate in the evaluation activities suggested below. The aim is to evaluate the Session experience, and to assess the learners' benefits in terms of knowledge and attitudes. We suggest implementing both evaluation activities after session.

*Evaluation activity No.1: Evaluation of Session experience*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 5 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Nr. of max. participants                    | 30                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Methods of assessment                       | <i>Online survey application (e.g. Mentimeter, Kahoot, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources needed                            | Access to free online survey applications and internet access:<br><a href="http://www.mentimeter.com">www.mentimeter.com</a><br><a href="http://www.kahoot.com">www.kahoot.com</a>                                                                                                                                                                                                                                                               |
| Remarks for the trainer (how to facilitate) | Make sure the survey/quiz is prepared before implementing the Session and offer to the learners access to the link/QR code at this stage of evaluation. The survey questions suggested below are indicative; you are free to pose any questions taking into account the learners' profile and specific issues regarding the Session implementation. Keep in mind that this is a short evaluation and you should limit the survey to 5 questions. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Description of the activity:

The trainer prepares a short online survey/quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond.

Indicative questions:

1. Which activity was the most engaging for you?

- Comics discussion
- PPT presentation (content delivery)
- Learning activities
- I enjoyed all of them
- None of the above

2. Did the Session provide a good balance between information and interactive activities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3. Did the comics help you better understand the challenges and benefits of marketing?

- Yes
- Somewhat
- No

4. Was the information presented in the PPT clear and easy to follow?

- Yes
- Somewhat
- No

5. How did the learning activities help you to understand sustainability communication?

- Very helpful
- Somewhat helpful
- Not helpful

*Evaluation activity No.2: Quiz on the basics of sustainability marketing and communication*

|                                             |                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 15 minutes                                                                                                                                                                                                                                                      |
| Nr. of max. participants                    | n.r.                                                                                                                                                                                                                                                            |
| Methods of assessment                       | Quiz                                                                                                                                                                                                                                                            |
| Resources needed                            | The Session Comics and the Session 13 PPT presentation.                                                                                                                                                                                                         |
| Remarks for the trainer (how to facilitate) | Encourage the learners to have another look at the Comics and discuss, reflecting on the Session activities and their new knowledge and attitudes. Guide the discussion, referring also to the initial highlighted issues of the Comics Discussion of Lesson 1. |
| Implementation (In-class, virtual, both)    | Both                                                                                                                                                                                                                                                            |

Description of the activity:

The trainer prepares the quiz using the free online applications available, e.g. Mentimeter ([www.mentimeter.com](http://www.mentimeter.com)), Kahoot ([www.kahoot.com](http://www.kahoot.com)) etc. before implementing the Session. At the stage of the Evaluation, the trainer offers access to the link/QR code and invites the learners to respond. The following questions are indicative; the trainer is free to suggest own questions taking into account the learners profile and the issues raised by the learners during the session.

1. What is the main benefit of using social media for marketing plant-based products?
  - a) It replaces traditional farming methods
  - b) It helps reach a larger audience efficiently
  - c) It eliminates the need for product packaging
  - d) It ensures government certification

*Correct answer: b) It helps reach a larger audience efficiently*

2. Which of the following is an example of plant-based packaging?
- a) Plastic wrapping
  - b) Styrofoam containers
  - c) Banana leaves
  - d) Aluminum foil

*Correct answer: c) Banana leaves*

3. Why is storytelling important in marketing eco-friendly products?
- a) It creates emotional connections with consumers
  - b) It makes products more expensive
  - c) It reduces the need for social media marketing
  - d) It guarantees higher profits

*Correct answer: a) It creates emotional connections with consumers*

4. What key challenge might farmers face when adopting social media for marketing?
- a) Lack of interest from consumers
  - b) Limited knowledge and experience with digital tools
  - c) Social media does not work for eco-products
  - d) High costs of setting up a farm website

*Correct answer: b) Limited knowledge and experience with digital tools*

5. Which of the following best describes the role of packaging in eco-product marketing?
- a) To increase the product's weight
  - b) To protect and communicate sustainability values
  - c) To make the product look expensive
  - d) To reduce consumer trust

*Correct answer: b) To protect and communicate sustainability values*

6. What is one way farmers can make their social media content more engaging?
- a) Posting long, technical descriptions of their products
  - b) Sharing personal stories and behind-the-scenes farm activities
  - c) Using only text-based posts without images
  - d) Avoiding interaction with followers

*Correct answer: b) Sharing personal stories and behind-the-scenes farm activities*

7. *True or False:* Using a Facebook page for marketing farm products is outdated and ineffective.

Correct answer: False

8. *True or False:* Consumers are more likely to buy a product when they feel a connection to the brand's values.

*Correct answer: True*

9. What are two advantages of using plant-based packaging for businesses and the environment?

*What to look for in the answers: 1) Reduces plastic waste, 2) Appeals to eco-conscious consumers*

10. How can small-scale farmers benefit from using digital tools to promote their products?

*What to look for in the answers: 1) Increases visibility to a larger audience, 2) Helps engage directly with customers through social media and online ads*

## Lesson 3 (optional)

This optional Lesson aims to provide an opportunity for additional learning activities, such as an outdoor field visit, to further enhance participants' understanding of sustainable marketing and packaging. This activity allows learners to analyze real-world packaging solutions, assess their sustainability, and propose improvements.

### *Outdoor (optional) activity No.1: Sustainable Packaging Field Trip*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration                                    | 2-3 hours (excluding field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Max. No. of participants                    | n.a.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Competences                                 | Observational skills<br>Critical thinking<br>Practical application of sustainable packaging concepts<br>Consumer perception analysis                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Resources needed                            | The trainer will need to identify a local supermarket, eco-store, farmers' market, or packaging-free shop where learners can observe and evaluate different types of packaging.<br>Notebooks and pens for participants to take notes.<br>A packaging assessment checklist to guide the observation process (trainer should prepare this in advance).                                                                                                                                                                                                                     |
| Remarks for the trainer (how to facilitate) | The field visit should be planned <i>in advance</i> with permission from store managers or market organizers.<br>Before the trip, provide learners with an introduction to sustainable packaging, outlining key sustainability indicators such as material selection, recyclability, branding, and environmental impact.<br>Assign teams of 3-5 learners, each responsible for analyzing specific product categories (e.g., fresh produce, beverages, cosmetics, household goods).<br>Encourage learners to take notes and photograph packaging examples where possible. |

Description of the activity:

The goal of the study visit is to analyze and evaluate real-world packaging solutions in an outdoor commercial setting and identify best practices and areas for improvement in sustainable packaging.

Step 1: Divide participants into small groups of 3-5 people. Explain the objective of the field trip: to analyze real-world packaging and assess its sustainability. Provide each group with an observation checklist (*see below for suggested checklist*) containing criteria such as material type, recyclability, branding, and eco-labeling. (15 minutes)

Step 2: Participants visit a local supermarket, farmers' market, or eco-store where they observe different packaging types. Each group selects three examples of sustainable packaging and three examples of non-sustainable packaging, taking notes on their characteristics and effectiveness. If permitted, they take photographs and engage in brief discussions with store staff or vendors about their packaging choices. (45-60 minutes)

*Guidance questions for the learners to ask the vendors:*

- Why did you choose this packaging material over other options?
- Have you considered switching to more sustainable packaging alternatives? Why or why not?
- Do customers ask about sustainable packaging or seem concerned about packaging waste? Why do you think it is so?
- Do you think branding and packaging design influence customer choices? Why?
- Are there any government policies or regulations influencing your packaging choices? How do you experience them?
- Do you use any eco-labels or certifications to show sustainability efforts? What was the process behind getting them?

Step 3: Groups return to a designated discussion area (classroom or outdoor space) and organize their findings. They discuss their selected packaging examples, identifying key sustainability features and suggesting improvements for non-sustainable options. Each group should share their observations. (15 minutes)

*Questions for the presentation discussion:*

- What three best packaging examples did your group find? Why?
- What three worst packaging examples did your group find? Why?
- What are your key takeaways about sustainable packaging from this observation?

Step 4: The trainer facilitates a discussion on the role of packaging in branding, consumer perception, and environmental impact. Participants reflect on their observations and propose ways businesses can enhance sustainability in packaging. (30 minutes)

*Questions for the reflection discussion:*

- What was the most surprising or eye-opening insight you gained during the field visit?
- How did observing real-world packaging help you understand the impact of sustainable and unsustainable packaging choices?

- Were there any packaging solutions you saw that you hadn't considered before? What made them stand out?
  - What did you learn about the relationship between packaging and consumer perception?
  - What part of the activity was most useful for your learning, and why?
  - If you were to conduct this field visit again, what would you do differently to improve your learning experience?
- 

*Suggested checklist for the observations in the next page.*

## 1. Packaging Material

What is the primary material used?

- ☐ Plastic (single-use, recyclable, or biodegradable)
- ☐ Glass
- ☐ Paper or cardboard
- ☐ Metal (aluminum, tin, etc.)
- ☐ Compostable/biodegradable materials (e.g., plant-based plastics, banana leaves)
- ☐ Other (specify): \_\_\_\_\_

Is the packaging made from recycled materials?

- ☐ Yes (fully or partially)
- ☐ No
- ☐ Unclear

Is the packaging recyclable or compostable?

- ☐ Clearly labeled as recyclable
- ☐ Compostable or biodegradable
- ☐ Difficult to recycle or non-recyclable

## 2. Eco-Labeling & Certifications

Does the packaging include any sustainability certifications?

- ☐ EU Ecolabel
- ☐ FSC (Forest Stewardship Council)
- ☐ Fair Trade
- ☐ Certified Organic
- ☐ Recyclable/Biodegradable symbols
- ☐ No certifications present

Is the sustainability claim clear (e.g., "100% biodegradable," "Plastic-free")?

- ☐ Yes, easy to understand
- ☐ Somewhat clear but needs more details
- ☐ No clear sustainability claim

## 3. Branding & Consumer Engagement

How does the packaging design communicate sustainability?

- ☐ Uses natural colors and eco-friendly themes
- ☐ Includes clear sustainability messages
- ☐ Minimalist design (avoiding excess materials)
- ☐ Overpackaged, excessive materials used

Does the packaging include information to educate consumers about sustainability?

- ☐ Instructions on recycling or reusability
- ☐ QR code or website for sustainability details
- ☐ No sustainability information provided

How appealing is the packaging to eco-conscious consumers?

- ☐ Very appealing (well-designed, informative, eco-friendly)
- ☐ Somewhat appealing (eco-friendly but lacks clear messaging)
- ☐ Not appealing (unsustainable or misleading design)

#### **4. Packaging Functionality & Waste Reduction**

Is the packaging designed to reduce waste?

- ☐ Refillable or reusable
- ☐ Minimalist (avoids unnecessary layers or plastic)
- ☐ Excessive materials, wasteful

How durable is the packaging for product protection?

- ☐ Sturdy and protective
- ☐ Moderately protective
- ☐ Flimsy, prone to damage

Are there alternative materials that could be used to make the packaging more sustainable?

- ☐ Yes (list possible alternatives): \_\_\_\_\_
- ☐ No, already optimized

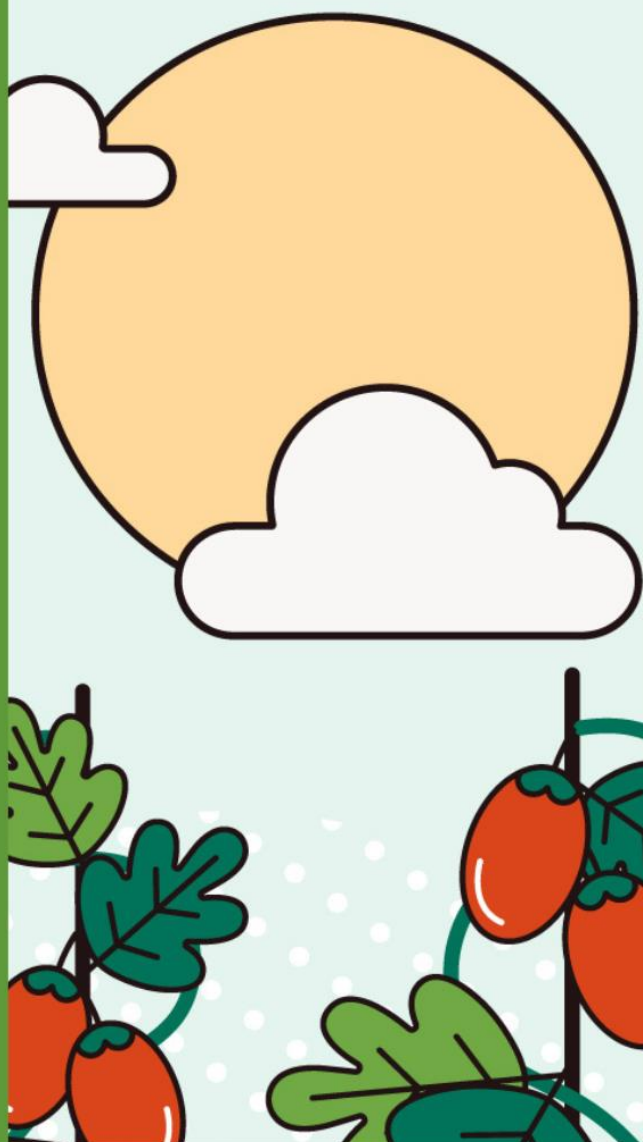
## Additional Learning Activities (optional)

The Additional Learning Activities below are optional and serve to inspire the trainers implementing this Session of the Training Course. Their implementation depends on the specific framework of the training course, i.e. availability of time and resources.

| Learning Activity 1                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                                       | <b>Sustainability Marketing Campaign Simulation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Duration</b>                                   | 120-180 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Nr. of participants</b>                        | 6-12 participants, divided into teams of 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Competences acquired</b>                       | Marketing strategy development, campaign planning, presentation skills, critical thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Resources needed</b>                           | Flipchart paper, markers, laptops/tablets with internet access, sample marketing materials (e.g., brochures, advertisements), projector for presentations                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Remarks for the trainer</b>                    | Provide clear guidelines and objectives for the campaign simulation, and encourage teams to be creative and innovative in their approach. Facilitate discussions on sustainability principles and ethical considerations throughout the activity.                                                                                                                                                                                                                                                                                                                     |
| <b>Description</b>                                | <p>Step 1: Divide participants into teams and assign each team the task of developing a sustainability marketing campaign for a specific eco product or initiative.</p> <p>Step 2: Provide resources and guidelines, such as target audience demographics, budget constraints, and campaign objectives. Teams collaborate to plan and execute their campaigns, incorporating key principles discussed in the learning content.</p> <p>Step 3: They present their campaigns to the group, highlighting their strategies, creative elements, and expected outcomes.</p> |
| <b>How to implement the activity individually</b> | Participants can simulate their own sustainability marketing campaign independently by selecting a product or initiative to focus on and developing a comprehensive campaign plan. They can set goals, outline strategies, create promotional materials, and track progress over time, adjusting their approach as needed based on feedback and results.                                                                                                                                                                                                              |

| Learning Activity 2            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                    | <b>Brand Storyboard Challenge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Duration</b>                | approx. 60 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Nr. of participants</b>     | 10-20 (can be adjusted based on team size)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Competences acquired</b>    | Creativity, storytelling, teamwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Resources needed</b>        | Whiteboards or flip charts, markers, sticky notes, brand scenario                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Remarks for the trainer</b> | Encourage participants to think creatively and collaboratively. Emphasise the importance of storytelling in conveying the brand's message effectively.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Description</b>             | <ol style="list-style-type: none"> <li>1. Divide Participants (5 minutes) <ul style="list-style-type: none"> <li>• Divide participants into small groups, ensuring each group has a mix of backgrounds and skill sets.</li> <li>• Assign a facilitator to each group who will guide the discussion and help keep the group on track.</li> </ul> </li> <li>2. Provide Brand Scenarios (10 minutes) <ul style="list-style-type: none"> <li>• Provide each group with a fictional brand scenario or product. This could include details such as the target audience, product category, brand values, and market positioning.</li> <li>• Encourage participants to immerse themselves in the scenario and consider the unique challenges and opportunities it presents.</li> </ul> </li> </ol> |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | <p>3. Storyboard Creation (30 minutes)</p> <ul style="list-style-type: none"> <li>• Ask each group to create a storyboard detailing the brand's packaging design journey.</li> <li>• Guide participants to include key elements such as empathising with the target audience, analysing market trends, defining objectives, and generating and evaluating ideas.</li> <li>• Provide prompts and questions to stimulate discussion and prompt creative thinking, such as "What emotions do you want the packaging to evoke?" or "How can you differentiate your brand in a crowded market?"</li> </ul> <p>4. Presentation (10 minutes per group)</p> <ul style="list-style-type: none"> <li>• After the allotted time, each group presents their storyboard to the rest of the participants.</li> <li>• Encourage groups to use visual aids such as sketches, diagrams, or sticky notes to illustrate their ideas effectively.</li> <li>• Allow time for questions and feedback from the audience following each presentation.</li> </ul> <p>5. Facilitate Discussion (15 minutes)</p> <ul style="list-style-type: none"> <li>• Facilitate a discussion on the different approaches and insights shared by each group.</li> <li>• Encourage participants to reflect on the strengths and weaknesses of each storyboard and consider how they could apply similar strategies to their own packaging design projects.</li> <li>• Summarise the main takeaways from the activity and highlight key lessons learned about the importance of storytelling and collaboration in the packaging design process.</li> </ul> |
| <p><b>How to implement the activity individually</b></p> | <p>All the same process, just skip the collective work, discussions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



Co-funded by  
the European Union

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