DOSSIER OF THE ACTIVITY "WHERE IS AND WHERE DOES FOOD WASTE LEAD?"

Dossier of the activity "Where is and where does Food Waste lead?"

Estimated time: 1 hour
Number of participants per set (min-max): 4-10

In this Workshop, a certain number of cards representing some factor related with Food Waste are given. The purpose is to link those cards in a way that indicates which factors are generating waste, what kind and the impact each of them have. The workshop is divided into three phases and in each of them some new cards are added. There's a central card depicting "WASTE" in big letters at all times.

If adhesive putty is available, it is recommended to stick the cards to the blackboard to draw the connection between them. The cards handed out at each stage and the time to sort them are listed below:

- **PHASE 1 (5 minutes):**
  - Buying without a shopping list
  - Use of water
  - Soil degradation
  - Biodiversity
  - Food production

- **PHASE 2 (10 minutes):**
  - Young people
  - Low prices
  - Usable soil
  - Greenhouse gases (GHG) emission
  - Food security
  - Families with kids
  - Industrialization
  - Economic growth
  - Living in cities
  - Desertification

- **PHASE 3 (15 minutes):**

- Wastewater generation
- Energetic consumption
- High income
- Living alone
- Globalization
- Drought

The aim of this workshop is to see how all the factors are connected to each other and the complex web that is formed with them, in order to understand that food waste is a problem with a large number of factors that affect it in many different ways and that has many different fronts of action.

In each of the phases, once the time is up, participants will have between 5 and 10 minutes to explain the connections they have made and how each of the things on the table affect the others. After all the connections have been made, a discussion can take place on how each of the effects can be reduced by reducing food waste.

Example of a guiding timescale:

Content	Time (minutes)
Presentation of the activity	5
Phase 1	5
Explanation phase 1	5
Phase 2	10
Explanation phase 2	5
Phase 3	15
Explanation phase 3	10
Time for reflection and closing	5
Total	**60**

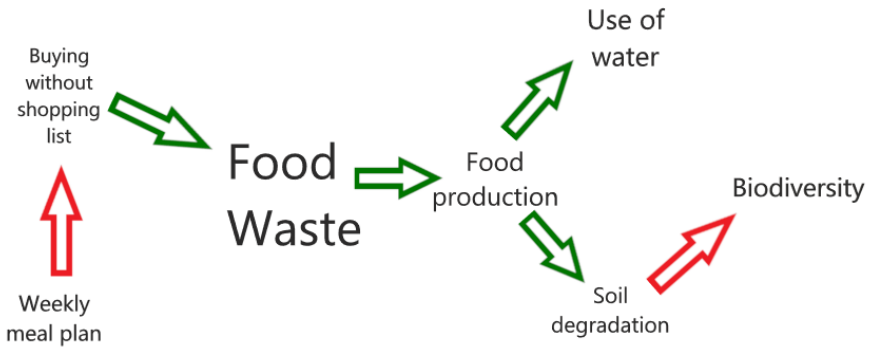
Note: This timescale is just a guidance, if the participants take too short to solve any of the phases, the workshop can continue with the next one or a longer reflection time can be given.

Phase 1: The problema that is known.

When asked about what is known about food waste we usually respond with a simplified answer to the problem, which uses very few factors to explain such a complex issue. On the cards in this first phase are the most well-known factors about this problem. The participants will have to place them on the table or on the blackboard connecting them with arrows (if possible in two colours) indicating the relationships between them.

- *Shopping without a list*
- *Make a weekly meal plan*
- *Water use*
- *Soil degradation*
- *Biodiversity*
- *Food production*

The outcome of this first phase should be similar to this (although participants may have other connections that are valid, as long as they can justify them):



The green arrows indicate that the relationship between two cards is such that one increases or enhances the other, while the red arrows indicate an opposite relationship. In the case of this example, the explanation could be as follows:

Making a weekly meal plan reduces the number of times shopping without a list, but shopping without a list increases food waste. Waste increases the amount of food production that needs to be carried out, which in turn increases water use and soil degradation (which reduces biodiversity by destroying the habitat of some species).

After the explanation, participants can be asked if they can think of any other factors or elements that might affect any of the ones they have already listed. If their answers name any of the cards in the next phase, they can be given the opportunity to say where they would put them in their scheme.

Prompting questions:

O Would your explanation of waste have covered all of these things, and are there any factors that you think are missing?

O How would you develop these factors?

Phase 2: Complexity increases

After the explanation and with some new cards handed out, the third phase proceeds, in which it is explained to the participants that the problem has many more facets than originally stated, as they can see from the number of cards they are handling now compared to the first phase.

- *Young people*
- *Low prices*
- *Usable soil*
- *Greenhouse gases (GHG) emission*
- *Food security*
- *Families with kids*
- *Industrialization*
- *Economic growth*
- *Living in cities*
- *Desertification*

Prompting questions:

Are there any factors that seem to you to be unrelated to any of the above?
Would you have deduced all the factors?
Are there any more that you would add to any of the cited items?

Phase 3: A great magnitude problem

In this last phase, not many more cards are added, but they will be able to rearrange the cards placed so far if they feel it is necessary.

- *Wastewater generation*
- *Energetic consumption*
- *High income*
- *Living alone*
- *Globalization*
- *Drought*

Prompting questions:

- Do you think that all the factors that may be affecting food waste are present, and are there any that you would add?
- Are there any missing factors?
- What do you think of the complexity that has been achieved at the end, and would you be able to explain it all by heart?

Final reflection

When we are faced with problems that are highly complex and involve many factors, it is just normal to simplify them, especially when we explain them to people who have no prior knowledge of the problem we are talking about. This can lead to the information that reaches the general public seeming so simple that they perceive the problem as something easy to solve.

That is why this activity aims to show the different levels of complexity that a problem of this magnitude can have. Although a person without training or much knowledge of the subject could make a memory scheme like the one in the first phase, it is unlikely that they would be able to develop one like the final one without help or prior information.

To show the complexity we are dealing with, you can offer the participants to try to explain the whole diagram created in short times (1 minute or less) allowing them to skip as many points as they want, which will make the explanation look more like the first diagram than the last one.