



Tools

Supporting young people
to become leaders for
fairer food systems





Tool 1: Session plan template

Use this template to plan your session together with the **Youth Leadership Initiative** handbook, this template gives you the building blocks of a good session, but no pressure to use every inch of it or follow a specific order. You're welcome to adapt this template best suit your needs.

Using the '**Experiential Cycle**' the session design allows the group to share their knowledge and experience first instead of a trainer leading a presentation.

Session overview

Location	
Date and Time	
Lead trainer/facilitator	
Delivery Mechanism (in person/online)	
Number of Attendees	
Theme(s) covered	



NAME OF ACTIVITY	EXPLANATION	ACTIVITY DETAILS	SUGGESTED TIME	RESOURCES NEEDED	FACILITATOR
Welcome & Icebreaker	The icebreaker helps people arrive in the space, shifting their attention from whatever they were doing before to now concentrate on the session. It also helps warm people up to share and discuss ideas with each other	<p>Welcome everyone to the session & share the agenda for the session.</p> <p>If online: Ask people to turn their cameras on so they can engage with each other.</p> <p>Icebreaker: [Select an icebreaker from the Community Building section]</p> <hr/> <hr/>	10 mins		
Introduce the topic	<p>Starting with a discussion helps introduce the topic and have the group share their understanding and reflections on the subject.</p> <p>Use some of the Facilitation Questions in the Community Building section to</p>	Topic: Introduce the topic you will be focusing on for the session.	20-30 mins		

	<p>prompt good conversations during the discussion and reflection.</p> <p>Discussion and reflections can be done in one group or in smaller breakout groups.</p>	<p>_____</p> <p>_____</p> <p>Discussion question(s): Starting sessions by posing a question for discussion related to the topic.</p> <p>_____</p> <p>_____</p> <p>Reflection questions: After the discussion , asking the group to reflect on the themes that emerged to help them reflect on the learnings together.</p> <p>_____</p> <p>_____</p>			
Short Break	Giving people short breaks in the session will help people maintain focus and concentration.		10 mins		

After the break - choose EITHER an activity to do OR an expert speaker or piece of content for the group to discuss.

<p>1. Choose an activity</p>	<p>Everyone learns in a different way. Some people enjoy discussions, some learn by doing, others need quiet thinking time. Select different times of activities, mix things up and make space for different learning styles.</p>	<p>Activity Select an activity from the that fits with the topic you are covering today.</p> <p>_____</p> <p>_____</p> <p>Reflection Question(s): After the activity, ask the group to share back what they learnt.</p> <p>_____</p>	<p>20 - 30 mins</p>		
<p>2. Choose an expert speaker or piece of content</p>	<p>An expert speaker is not essential but can be useful to bring an external perspective.</p> <p>If you don't have a speaker watching a video or piece of reading related to the topic. Use the Resource Library for ideas. Allow time for questions to the speaker or to hear reflections on the content from the group</p>	<p>Speaker or piece of content: (invite an expert to come and share with the group, or use a video or other resource)</p> <p>_____</p> <p>_____</p> <p>Reflection Question(s): After the content or talk ask the group to share back what they learnt.</p> <p>_____</p>	<p>20 - 30 mins</p>		

Reflection Exercise	A reflection exercise helps the group reflect on what they have learnt in the session.	Reflection exercise: Select a reflection exercise from the Community Building section. _____ _____	10 mins		
Closing		Make sure people have the information they need about the next session. Say goodbye.	5 mins		
Total Time			Approx: 1hr - 1hr 30mins		



Tool 2: Youth Leadership Programme Survey

This survey helps us understand what you've learned and where we could improve for next time. Fill it in during the first and last session. There are no right or wrong answers! The survey is anonymous. By completing it you agree for your answers to be shared by using your initials only.






Initials: _____
(e.g. if your name is Berta Gonzalez, then you would write BG)

Day you were born: _____
(e.g. if your birthday is 9th July, then you would write 09)






First two letters of your country: _____
(e.g. if your country is Kenya then you would write KE)

Instructions: Read the following statements and choose the emoji that you feel best matches how you feel.






1. How well do you feel connected to the other youth leaders?

					
I feel part of this group of youth leaders.					
I can be myself and talk openly with the other youth leaders.					
I can turn to youth leaders for support.					

2. How much do you know about food systems?






					
I understand the term 'food systems'.					
I can explain what a food system is to my friends and family.					
I understand how food systems are connected to other topics I am interested in.					
I know who influences and makes decisions in food systems.					

3. How confident are you leading a social action or advocacy project?

					
I feel comfortable talking about food systems to other people					
I know how to collaborate with different people.					
I can write a simple project plan and budget.					
I understand how to lead a community action or advocacy project.					

4. How confident are you engaging with decision makers?

Decision makers are the individuals or groups who have the power to make decisions about food systems. They have the authority to make decisions that will impact lots of people.

					
I know who are decision makers in my community/country.					
I am able to share with decision makers my own views about nutrition and food.					
I know if there are formal ways for me to engage with decision makers in my community or country.					
I have the skills I need to be able to engage with decision makers to influence them.					

Resource Library

Title	Area	Type
Resources used in the guides		
<u>GAIN's safeguarding policy</u>	Community Building: Safeguarding	Policy
<u>Risk assessment</u>	Community Building: Safeguarding	Form
<u>Consent form</u>	Community Building: Safeguarding	Form
<u>Medical form</u>	Community Building: Safeguarding	Form
<u>What are food systems?</u> (GAIN) (available in English, Urdu, Swahili and Bengali)	Theme 1: Understanding Food Systems	Posters/Pamphlets
<u>Act4Food: What are food systems?</u>	Theme 1: Understanding Food Systems	Pamphlet
Ndidi Okonkwo: <u>The future of the food ecosystem</u> - TED talk	Theme 1: Understanding Food Systems	Video
<u>Rivers of Life exercise</u>	Theme 1: Understanding Food Systems	Activity Worksheet
The United Nations Food Systems Summit (UNFSS) and the Implementation of National Pathways.	Theme 2: Influence and Change in Food Systems	Presentation

The United Nations Framework Convention on Climate Change (UNFCCC) and the Conference of the Parties (COP).	Theme 2: Influence and Change in Food Systems	Presentation
Commercial forces that shape what we eat.	Theme 2: Influence and Change in Food Systems	Presentation
The Food Systems Dashboard	Theme 3: Collective Action	Dashboard
How to start a movement TED talk	Theme 3: Collective Action	Video
Three lessons on starting a movement from a self-defense trailblazer - TED talk	Theme 3: Collective Action	Video
The Health Monitor	Theme 3: Collective Action	Activity worksheet
Beautiful Trouble	Theme 3: Collective Action	Activity worksheet
Act4Food: Actions 4 Change	Theme 3: Collective Action	Website
Act4Food: What are the Actions 4 Change?	Theme 3: Collective Action	Video
Problem Tree video	Theme 3: Collective Action	Video

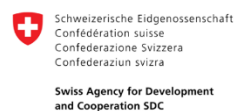
Other resources to design your own activities

BiteBack's Social Experiment	Understanding Food Systems: Junk food Advertising	Video
Nutrition and the Environment	Understanding Food Systems: Environment	Discussion paper
Special Lecture by Dr. Mario Herrero: Climate Change and Food Systems	Understanding Food Systems: Environment	Lecture

<u>Understanding the role of dietary diversity in sustainable food systems</u>	Understanding Food Systems: Diets and Environment	Presentation
<u>A series of videos on climate change and implications for African food systems</u> (with a focus on small businesses)	Understanding Food Systems: Climate change and African food systems	Videos
<u>Wageningen University Toolkit on Youth in Food Systems</u>	Understanding Food Systems: Youth and Food Systems	Toolkit
<u>Who makes food system policy in England?</u> (a UK example but it can be used as a general resource to highlight how widespread decision-making can be on food policy across government and to talk about power and influencing)	Influence and Change in Food Systems: Food policy mapping	report
<u>Gene Sharp's 198 methods of nonviolent action</u>	Collective Action	List
<u>Innovation Food Systems Solution Backcasting</u>	Collective Action: Project planning	Tool
<u>Eat Forum: an intergenerational tool designed to connect youth and decisionmakers to co-create solutions for a healthier future.</u>	Collection Action: Dialogue with decision makers	Tool

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