



Perceive Systemically

Using Organic Food as an Example

Manual for a
day workshop

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In this workshop, students go through – metaphorically speaking – a little journey. This journey has two distinct aspects. On one hand, students explore their action landscapes on this journey, how they communicate with the outside world, how they make decisions and act in everyday life. On the other hand, they reflect and evaluate their actions and thus become aware of their internal identity landscapes, meaning "how do they explain themselves to themselves".

For this workshop, students will need:

- 1 flipchart, pens, markers
- 1 bulletin board
- Copies of various grids, rating spider chart
- Cell phones for taking photos
- At least 5 laptops
- 1 blindfold

1) Wednesday, 9.00 a.m.: What values distinguish me?

At the beginning of the workshop, students recall the values they represent when it comes to the production of food. You have filled out a survey as a "prep-task" for this workshop and two students from Austria will now share the transnational results of this survey about:

1. Species-appropriate animal welfare
2. Fair working conditions
3. Environmental and climate protection

2) 9.15 a.m. : How do I, myself, act?

Learning objective: Students become aware of how their own sustainability "narratives" do or do not align with their actual behavior.

Activity:

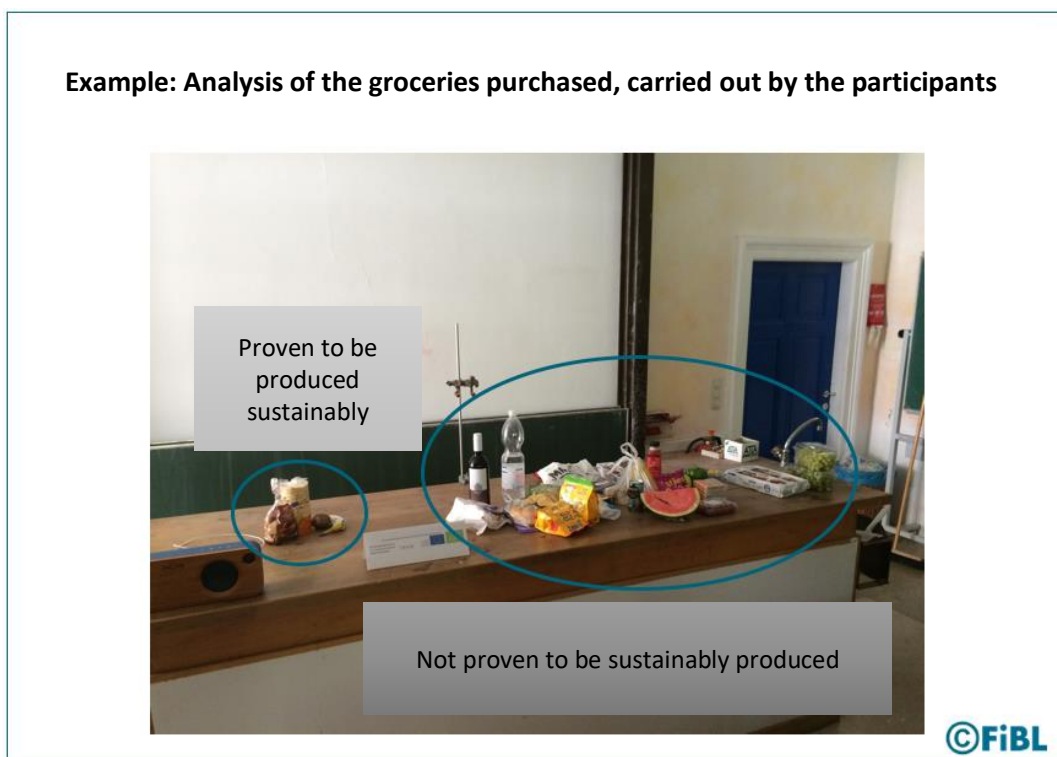
- ✓ **SHOPPING IN THE SUPERMARKET:** Students go to a nearby supermarket and buy a small snack of their choice, spending no more than four euros. They make their decisions in the supermarket as spontaneously as possible, just as they would normally do.
 - Students are given very little time (3-4 minutes) for their spontaneous purchases in the supermarket.
 - All product purchases are posted to one receipt. The bill is taken into the classroom or kept by a student until the second purchase.
 - Students record the price of *their* product on a piece of paper or on the computer for themselves.
- ✓ **SELF-REFLECTION:** Back in the classroom, students assess for themselves to what extent the food they have bought matches their own attitude towards sustainable organic nutrition. Each student then transfers this assessment to the following grid on the blackboard/flipchart:

***“Did I act in accordance with my own values
when making an impulse purchase in the supermarket?”***

| | | | | | | | | | | | | |
|-------------------|---|---|---|---|---|---|---|---|---|---|----|----------------|
| Strongly disagree | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Strongly agree |
|-------------------|---|---|---|---|---|---|---|---|---|---|----|----------------|

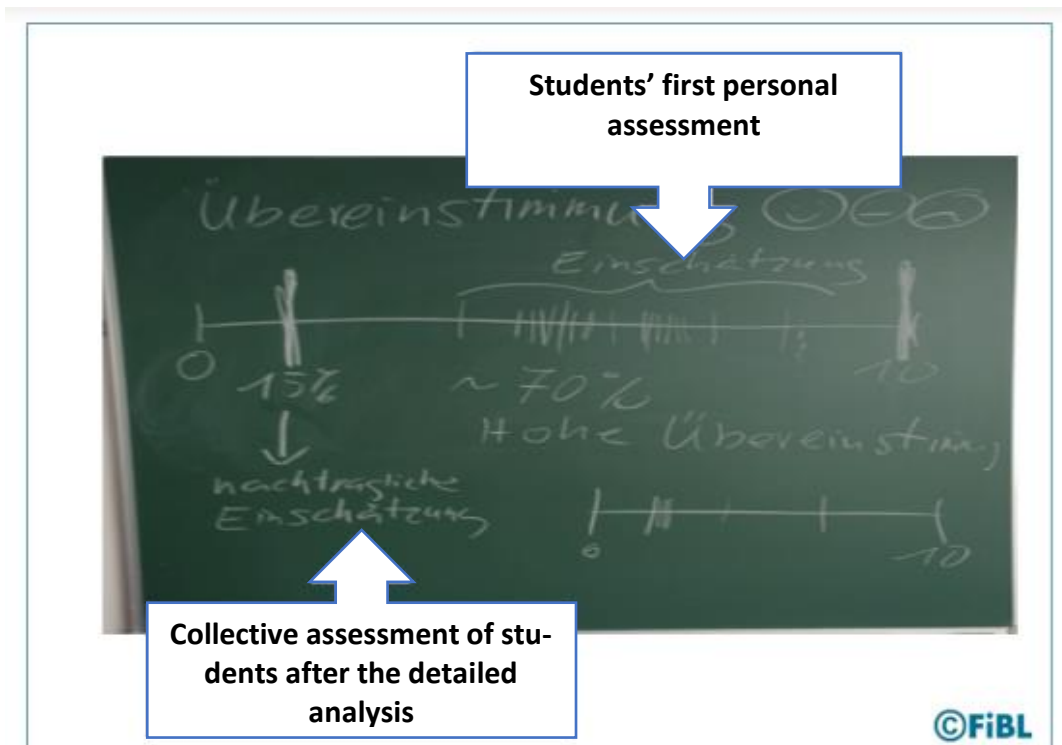
- ✓ REFLECTION IN THE CLASS COLLECTIVE: Students place all the products they have bought on a table and analyze together which products they think meet ecological and sustainable criteria. They clearly separate all food that can be proven to be ecologically and fairly produced from all other “conventionally” produced food (see Figure 1 below).
- ✓ PHOTO: The separated products are now photographed and uploaded to Twinspace (see Figure 1).

Fig.1: Food separated according to ecological origin/conventional origin:



- ✓ GRID/PHOTO: Evaluation in the grid on a flipchart: Based on the joint analysis of all products, the students now agree on a common value in the grid, record this as a picture and upload it.

Fig. 2: Recorded individual assessment and collective assessment of the class in the grid on flip-chart / blackboard:



10:45 a.m.: (Duration 15min)

- ✓ **CROSS-COUNTRY REFLECTION:** The students now compare the shopping results and the ratings in small cross-country groups and discuss them. A question about this could be: How would I feel about someone who, on one hand, says that they consider the promotion of sustainable nutrition to be very important, and then behaves completely differently in personal actions and consumption?

3) 11:00 a.m.: What orientation do I have - in the national class group (Duration 30min)

What skills do I currently have that enable me to orientate myself well in the confusing range of food?

In preparation for the workshop week in Hungary, students have already dealt with trademarks and seals of approval. A teacher should quickly recap of the national labels and discuss them with the students.

Activity:

Which symbols (trademarks, seals of approval, identification marks) are found exclusively on organic products?

- Trademarks that represent the brand name of an organic product from a trading company (private label) or a product manufacturer.
- Organic seal of approval, which indicates a certain quality of organic production. E.g. Demeter or BIO AUSTRIA, AMA organic label.
- Organic identification marks, which only »serve« to identify organic products in retail.
- Which of all the organic symbols must be displayed on every legally controlled organic product in the EU?
- Greenwashing seals that simulate environmental friendliness such as "regional" and "native".

Medium:

- ✓ Ready-made A4 sheets by the teachers of the different countries with the various brands and identifiers as floor layers for group work, see Fig. 3:

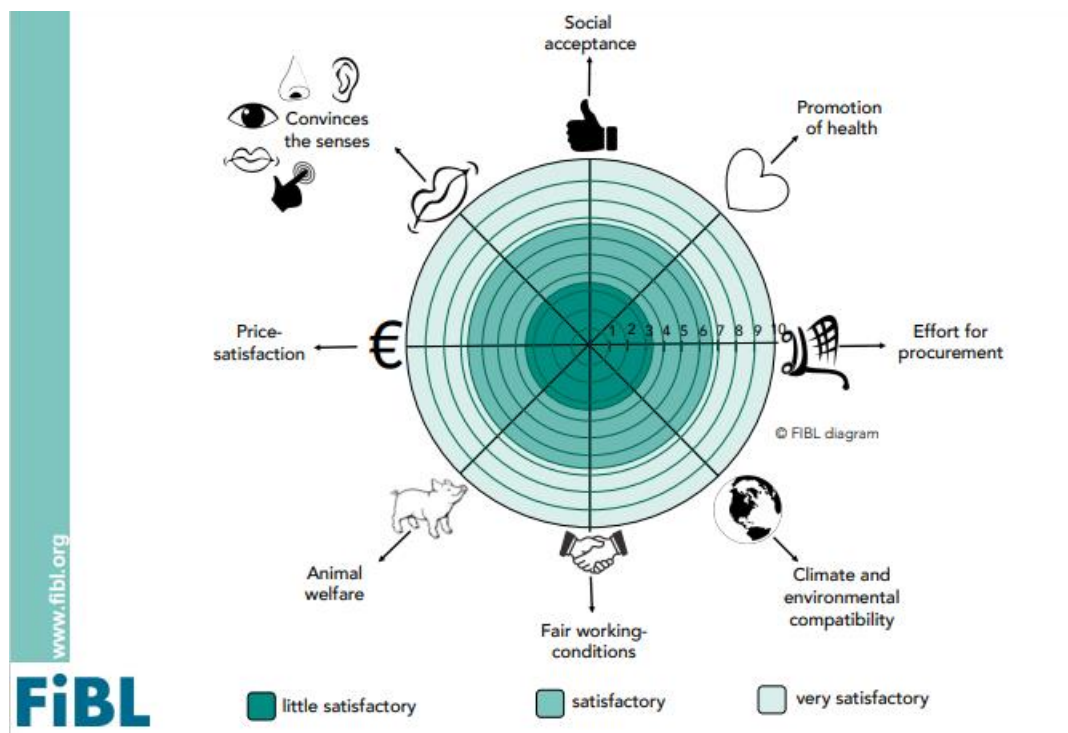


Participants join forces to seek orientation

4) 11.30 a.m.: What skills do I have in perceiving different qualities of food?
(Duration 45min)

Activity:

- ✓ **TESTING AND PERCEIVING PRODUCT CHARACTERISTICS:** In small groups, the students evaluate three comparative products based on their different perceptions. A product with proven organic quality and a product with non-declared organic quality are specifically compared, e.g. organic apples and non-organic apples, Haribo gummy bears with fruit gummy bears, etc. . Taste non-organic products and then rate them together with the others.
- ✓ **RECORDING THE ASSESSMENTS IN THE SMALL GROUP:** The FiBL assessment spider chart is available to students for the assessment in the group (see Figure 4 below). Students go through each individual product evaluation parameter. They agree on a joint evaluation result for each product parameter and then enter this in the evaluation/ rating spider chart. At the end, the students connect all the evaluation points. This gives them an image for their ratings (see Figures 4 and 5 below).





Evaluation of the different product qualities
in the small group

Fig. 4 and 5

- ✓ REFLECTION IN THE CLASS COLLECTIVE:
- ✓ Students present their group results and then pin their group ratings for each product on the pin board.
- ✓ Finally, they compare all group ratings that are next to each other and analyze the differences or similarities of the ratings.
- ✓ PHOTOGRAPHING ALL GROUP RESULTS.
- ✓ **12.30 p.m.: CROSS-COUNTRY REFLECTION:** In small groups, students analyze the four pictures of the overview of all assessments of the individual countries and exchange their experiences and analyze similarities and differences. *(Duration 15 min)*

12:45 p.m. - 1:45 p.m.: Lunch

5) 1:45 p.m.: In national groups: Which beliefs influence my attitude towards organic things? (Duration: 30 minutes)

Activity:

- ✓ SELF-REFLECTION: First, students individually think about three questions:
 - 1) In my opinion, by what percentage are organic products cheaper or more expensive (on average) than conventional comparable products that do not have an organic identification mark
 - 2) I estimate that organic products on average..
 - a. ... are cheaper
 - b. ... are 0 percent more expensive
 - c. ... are approx. 10-30 percent more expensive
 - d. ... are approx. 50 – 100 percent more expensive
 - e. ... are approx. 100 – 200 percent more expensive
 - 3) In my opinion, to what extent is it true that the range of organic products in the supermarket is the same as the "normal" range of products.
- ✓ Students write down five to ten criteria on a piece of paper which, in their opinion, constitute the special product quality of organic products.

6) 2:15 p.m.: TESTING THE IDEAS IN THE SMALL TRANSNATIONAL GROUPS.

Students get an overview of the most important criteria of organic farming from the teachers and compare them with their results, whereby the Austrian students explain terms to the small groups if some are not known:

- No chemical synthetic pesticides
- No easily soluble mineral fertilizers ("artificial fertilizers")
- No green genetic engineering
- Circular Economy
- Natural soil fertility

- Animal Welfare
- No artificial flavor enhancers, aromas, colorings and preservatives in further processing

7) 2.30 p.m.: Another purchase with new knowledge and skills, including reflection in the national class group (Duration: about 75 minutes)

Activity:

- ✓ **SHOPPING IN THE SUPERMARKET:** Students now receive the same amount of money as for the first purchase (4 euros) and go to the same supermarket as for the first purchase. Now the students check their assumptions.
 - Students try to get an alternative product in organic quality for the product they have already bought for the first time.
 - Students analyze the general range of goods - especially those products that interest them personally: they look for possible availability in organic or fair trade ranges and also compare the prices.
- ✓ Students are given a corresponding amount of time for their analysis in the supermarket
- ✓ All product purchases are in turn posted to an invoice. The bill is taken into the classroom.
- ✓ **REFLECT IN THE CLASS COLLECTIVE:** Back in the classroom, students now compare the actual offer and the real price in the supermarket with their personal assessment of the availability and the price from before. To do this, they also compare the two bills for the first and second supermarket visit (see Figure 6).

Fig. 6:



8) 3.45 p.m.: CROSS-COUNTRY REFLECTION: Students reflect on the results in the four European countries and exchange their opinions on them. (Duration: 15 minutes)

9) 4 p.m.: How systemically do I view the world – video produced by students of the BRG Klosterneuburg; Duration about 15 minutes; Workshop ends around 4.30 p.m.



Learning objective:

Pupils become aware that we make all our decisions about our everyday actions, such as our diet, under certain external conditions. They become aware that, on the one hand, a wide variety of factors influence our personal decisions and actions. On the other hand, our actions affect others. They recognize that we can influence and even change existing systems if we become more aware of our everyday decisions and change them.