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FOODCARE METHODOLOGY

*Mindful nutritional behavior and positive culinary trends for
life, work and planet improvement*



Preliminary Information

The Project Partners have prepared a few short documents on the topics to be taught within the framework of the ERASMUS+ FOODCARE project.

This material is called “DIDACTIC MATERIAL”, that is downloadable from [FOODCARE Website](#).

This material serves to give students a first reference on the content they need to explore in order to create videos with a good impact on the audience (other young people) on Social Media (mainly, Facebook, Instagram, TikTok and Youtube).

This methodology follows the concrete example and experience made by Education In Progress SPAIN that agreed to work with a group of 22 young people.

The youngsters were divided into groups of 4 or 5 youngsters, having at the end 5 working groups. Each group was in charge of reading carefully the Didactic Material assigned and to create a video.

The topics covered by the Spanish groups of youngsters were:

- Ecology: Basic and relevant concepts related to the impact of nutritional behavior on the environment
- Seasonal Food in Mallorca
- Traditional food to support Cultural Heritage in Mallorca
- Social Entrepreneurship in a Circular Economy in Mallorca
- 0 Km Food in Mallorca
- ZERO Waste for a more environmental friendly attitude

Roles of the Youth Workers at the Meetings

The frontal lessons will be led by the **Education In Progress** team:



Karin Eleonora Callipo

Project manager
Expert in Communication



Theo Laurendon

Expert in Pedagogy
Expert in Environment

in cooperation with the teaching staff of **CIFP Juniper Serra**



Martí Pallicer Guillena

Audiovisual teacher



According to the program, you can read here below, the main objectives to achieve were:

- To study the topics of the Didactic Material for a better comprehension of the relation between Food & Environment.
- Brainstorming and in-depth exploration of the topics.
- Development of a critical perspective on the topic and implementation of concrete daily actions
- Storytelling proposal by students and final approval

For the technical development of the videos, the teaching staff of CIFP Juniper Serra had complete freedom, as their expertise in audiovisual production ensures that this project can achieve optimal levels of quality and impact.

Program

PART 1: Introduction to the FOODCARE project and preparation	Estimated time
During the first meeting, we will introduce Education In Progress, ERASMUS+ Youth, and the specific project “FOODCARE” to provide context for the work ahead. We will also give a short talk (Annex I) on the importance of compassion towards nature to help participants grasp the significance of the FoodCare project, based on the awareness footprint of people made through their nutritional choices. With the support of the teaching staff, we formed workgroups, assigning one topic per group. This means we needed six groups for six topics (within the project framework, Education In Progress has worked exclusively on <u>six topics</u>. However, any instructor from any school wishing to replicate the FoodCare project is free to work on all fourteen available topics). The session was concluded with an initial assessment to evaluate the youngsters' prior knowledge of environmental topics (<u>Annex II</u> - you are free to change the questions). The second meeting will begin with a visual presentation of the topics prepared by each group.	5 hours
PART 2: Deepening the topics and developing a critical vision on the subject	Estimated time
The session begins with a visual presentation of the topics by each group. To illustrate the methodology, we use the example of “Traditional Food to Support Cultural Heritage in Mallorca”. (Annex III). The goal is to guide participating youngsters in creating a mind map of their topics, allowing them to explore the subject in-depth and share their findings with other groups. This approach encourages discussion, proposals, and questions, ensuring that the entire class gains a solid understanding of the six key topics through peer learning. Regarding the timing for “Deepening the topics and developing a critical vision on the subject”, we were able to cover two topics per hour. Therefore this session was 3 hours long for six topics in total.	3 hours

Once this phase is completed, students will have time to develop their storytelling ideas for the videos, which they will present in the following sessions.

SUGGESTION:

In this part, we suggest including practical action proposals inspired by the section “What can I do?” of the Didactic Materials, helping youths to identify concrete steps they can take in their daily lives.

By reviewing what youngsters had learned, the Education In Progress team could better support each youth to create a concrete action plan in order to apply their knowledge in daily life.

For example, a participant working on the “Seasonal” topic may commit to buying local products whenever possible, keeping track of how many times they manage to do so within a week.

💡 Facilitators are encouraged to guide each participant in aligning their actions with these proposals along the training period.* This approach helps them to develop eco-friendly habits and to share their experiences and change of habits. We suggest to invite youngsters to:

Plan their actions from the beginning of the training,

Discuss their progress midway, and

Reflect on and conclude their experience at the end of the process.

*in the Didactic Material you can find several Apps, we suggest to use for changing habits in a more eco-friendly way. You are welcome to have a look!

3 hours

**PART 3:
Storytelling Proposal**

**Estimated
time**

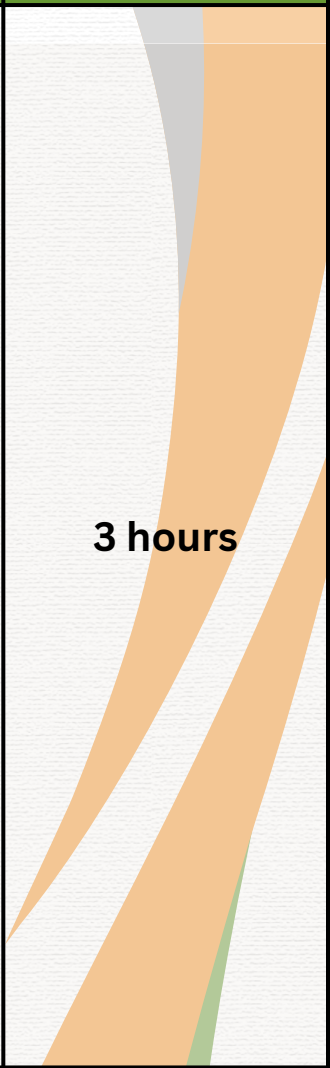
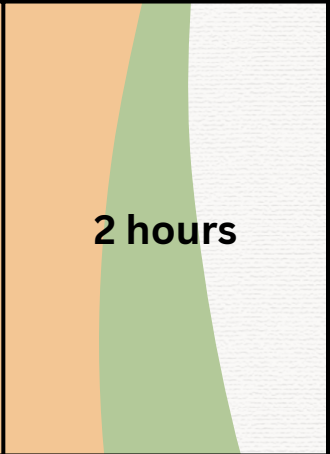
In this part, the youngsters are supposed to arrive with a proposal of storytelling, and share their ideas with the rest of the group, and especially why they are proposing this idea with reference to the critical study of the Didactic Material.

For example, “By reading Traditional Food in Mallorca, I understood the importance of supporting local producers, and at the same time, to valorize our cultural heritage. That is why our proposal wants to propose an old food recipe....”.

This session was used to gather feedback, make comments, suggestions, and modifications to the storytellings (if needed).

This step ensures that the scripts are aligned with the topics of the Didactic Materials and effectively convey their message to the target audience (young people 18+).

3 hours

PART 4: Presenting the video drafts	Estimated time
Here, the input of Matr�� Pallicer Guillena was crucial because it guaranteed the communicative quality of the scripts, ensuring their engaging dimension, clearness, and potential impact on the targeted audience. Regarding the timing, we were able to cover two topics per hour. Therefore this session was 3 hours long for six topics in total. At this time, the group of youngsters had a draft of their videos prepared and shared them to the others, including the staff. The session was used to gather other feedback, make comments, suggestions, and necessary modifications to ensure that the videos were aligned with the topics and effectively communicate their message to a general audience. For example, in our case, the Didactic Material of “Social Entrepreneurship in a Circular Economy” was misunderstood, and this session gave us the opportunity to re-explain to the youngsters the connection among Social Entrepreneurship, Circular Economy and Food. Also here, the input of Matr�� Pallicer Guillena was crucial because it guaranteed the communicative quality of the scripts, ensuring their engaging dimension, clearness, and potential impact on the targeted audience. Regarding the timing, we were able to cover two topics per hour. Therefore this session was 3 hours long for six topics in total.	3 hours 
PART 5: Presenting the final videos	Estimated time
During this final session, all groups presented their finalized videos. It was a moment to celebrate the project results and the learning journey undertaken over the past weeks by sharing experiences and insights related to the FOODCARE project. Here you can have a look at all the videos made. The session was concluded with a final evaluation to assess the educational impact of the project (Annex IV).	2 hours 

TIPS:

How to adapt the methodology to your local context

1. Adjust the Group Size and Roles

- ◆ If you have a smaller group (e.g., 6 people instead of 22), assign multiple tasks to each participant (e.g., research, scriptwriting, filming, editing), or simply reduce the number of topics you want to work with - the aim is to have a better focus.
- ◆ If the group is larger, split them into smaller teams and give each one a specific theme to explore.
- ◆ Encourage peer collaboration—youngsters can support each other by swapping roles and giving feedback.

2. Simplify the Video Production Process

- 🎥 If your youngsters are not professional in audiovisual, don't worry! Use smartphones with free apps like CapCut or InShot for easy video editing.
- 💡 Maximize natural light instead of using professional lighting equipment.
- 🎧 If external microphones aren't available, record audio separately on a phone and sync it later.
- 🔄 Keep videos short (30-60 seconds) to maintain engagement on social media.

3. Adapt the Content to the Local Context

- 🌍 Highlight local environmental challenges (e.g., food waste in schools, lack of seasonal food awareness).
- 🛒 Visit local markets or farms to show real-life examples of sustainable food practices.
- 🗣️ Interview local business owners who support circular economy models.

4. Flexible Approach to Learning

- 📖 If youngsters struggle with the free research online, support them by providing pre-selected resources to make it easier.
- 🧠 If some of the participants are uncomfortable in front of the camera, let them focus on editing or scriptwriting instead. So, try to understand the personality of each youngster when you create the working groups.
- ⏰ If time is limited, reduce the number of videos but maintain quality.

TIPS:

How to adapt the methodology to your local context

5. Focus on Impact, Not Perfection

- ✓ Encourage authentic content rather than professional production.
-  Track simple, measurable results (e.g., “How many students changed their shopping habits?”).
-  Promote videos on platforms popular in your area (e.g., TikTok, Instagram, or Facebook).



If you need support, you contact us:



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