

ERASMUS+



FOOD ETHICS
LT IT BG

Food ethics and synergy

2023-2-LT01-KA210-VET-000175319
Food Ethics for Future Farming and
Restaurant Leaders



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the European Union

Players' roles

Farmers

Those who grow crops, raise animals, and provide raw ingredients.

Main concerns: productivity, fair income, sustainability of soil and water, animal welfare, adaptation to policy and climate change.

Dilemmas: balancing tradition vs. innovation, profit vs. environment.

Food providers

Transform raw ingredients into meals and deliver them to consumers.

Main concerns: profitability, menu design, customer demands, food waste, sourcing ethically.

Dilemmas: cheap imports vs. local sourcing, inclusive menus, sustainable packaging.

Consumers

Citizens purchasing and eating food.

Main concerns: price, availability, health, convenience, ethical consumption.

Dilemmas: choosing cheap vs. sustainable food, resisting misinformation, food waste at home.

Policy makers

Governments and institutions regulating the food system.

Main concerns: food security, health standards, subsidies, climate targets, fairness in the food chain.

Dilemmas: taxation, subsidies, balancing lobby pressure with citizen needs.

Game rules

Players: 4-20

Materials: 100 cards, scoring sheet, observation matrix

Gameplay

Divide players into groups of 4.

Assign each role: Farmer, Food Provider, Consumer, Policy Maker.

Place the decks of Event Cards in the center.

Round Start: Draw one Event Card. Read it aloud.

Discussion Phase (5 minutes): Each role presents their position, defending their interests, regarding the other role's Event Card.

Negotiation Phase (5 minutes): Players must reach a group decision balancing profit, ethics, and sustainability.

Options: vote, consensus, compromise.

Decision Outcome: Teachers evaluate whether the group's solution was ethical, cooperative, and sustainable.

Next round: Draw a new card and repeat.

Game End: After 4-5 rounds, the team reflects on decisions and scores.

Scoring

- Ethical behavior (+2 points)
- Cooperation and compromise (+2 points)
- Short-sighted/selfish behavior (-1 point)

Teacher's manual

Objectives of the Game

- Stimulate critical thinking about food ethics.
- Practice perspective-taking (role modeling).
- Encourage negotiation, cooperation, and civic engagement.
- Develop future-oriented thinking (2030-2050 scenarios).

Teacher role during the game

- Facilitate discussion without giving answers.
- Ensure all roles are respected and active.
- Use the Observation Matrix to track student engagement and ethical reasoning.
- Moderate debriefing at the end (10-15min)

Preparation

- Print cards and role sheets.
- Brief students on the importance of ethics in food systems.
- Form groups of 4 and assign roles randomly or by choice.

DEBRIEFING GUIDELINES

Step 1 – Reflection Questions (to students)

- Which dilemmas were hardest to solve? Why?
- Did you ever change your opinion after hearing another role's argument?
- How did cooperation help or hinder finding a solution?
- Did the scoring system reward ethical behavior fairly?
- What surprised you most about the perspectives of other roles?

Step 2 – Teacher Wrap-Up

- Highlight examples of excellent cooperation or ethical reasoning.
- Connect dilemmas to real-world issues (climate change, food waste, consumer choices).
- Encourage students to think about their role in today's food system.

Step 3 – Evaluation of Positive Effects

- Compare Observation Matrix scores before and after.
- Use student questionnaires (self-reflection) to measure:
 - Awareness of food ethics
 - Engagement in group discussion
 - Willingness to act ethically in real life

Observation matrix

Student's name and role:

Round number:

Criteria	Indicators	Rating scale (1 = Low, 5 = High)	Notes
Participation	Engages actively in role discussions		
Perspective-Taking	Understands and expresses role's viewpoint		
Ethical Reasoning	Identifies ethical issues and dilemmas		
Cooperation	Works toward compromise and common solution		
Critical Thinking	Offers creative or evidence-based arguments		
Respect	Listens and values other viewpoints		

Teachers can fill this during each round for each student.

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POLICY MAKER



**CHEAP IMPORTS KEEP FOOD
PRICES LOW, BUT LOCAL
FARMERS ARE STRUGGLING.
DO YOU SUBSIDIZE LOCAL
FARMING OR OPEN BORDERS
TO CHEAP FOOD?**



POLICY MAKER

POLICY MAKER



**A DROUGHT REDUCES GRAIN
HARVESTS. DO YOU HONOR
EXPORT CONTRACTS OR
PROTECT DOMESTIC
CONSUMERS FIRST?**



POLICY MAKER

POLICY MAKER



**A SALMONELLA OUTBREAK
IN EGGS SPARKS PUBLIC
FEAR. DO YOU ENFORCE
STRICT CONTROLS (RAISING
PRICES) OR KEEP
REGULATIONS LIGHT?**



POLICY MAKER

POLICY MAKER



**YOU COULD TAX FARMERS
FOR GREENHOUSE GAS
EMISSIONS. THIS REDUCES
POLLUTION, BUT MAKES
FOOD MORE EXPENSIVE.**



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**CITIZENS DEMAND ACTION
AGAINST SINGLE-USE
PLASTICS. DO YOU BAN
THEM COMPLETELY OR
GIVE BUSINESSES TIME TO
ADAPT?**



POLICY MAKER

POLICY MAKER



**FARMS ARE CUTTING
DOWN FORESTS FOR
CROPS. DO YOU ENFORCE
STRICT LAND LAWS OR
ALLOW IT FOR ECONOMIC
GROWTH?**



POLICY MAKER

POLICY MAKER



**SUPERMARKETS PAY
FARMERS VERY LITTLE.
DO YOU REGULATE
CONTRACTS, OR LET THE
FREE MARKET DECIDE?**



POLICY MAKER

POLICY MAKER



**CITIZENS WANT STRICTER
ANIMAL WELFARE
STANDARDS. FARMERS SAY
THEY CAN'T AFFORD IT.
WHOSE SIDE DO YOU
SUPPORT?**



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**YOU HAVE MONEY FOR
RESEARCH. DO YOU FUND
HIGH-TECH SOLUTIONS
LIKE ROBOTS AND
GENETICS, OR LOW-TECH
ECOLOGICAL FARMING?**



POLICY MAKER

POLICY MAKER



**BIG CORPORATIONS PUSH
AGAINST NEW CLIMATE
LAWS, WHILE SMALL
FARMERS ASK FOR
PROTECTION. WHO DO YOU
LISTEN TO?**



POLICY MAKER

POLICY MAKER



**DO YOU BAN ENERGY
DRINKS IN SCHOOLS,
OR LET STUDENTS
DECIDE FOR
THEMSELVES?**



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**DO YOU ALLOW MORE
FAST-FOOD CHAINS,
OR PROTECT LOCAL
FAMILY
RESTAURANTS?**



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**DO YOU MAKE
COMPANIES LABEL
WHERE FOOD COMES
FROM, OR LEAVE IT
OPTIONAL?**



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**DO YOU FUND ROBOTS
FOR FARMING, OR
INVEST IN ECO-
FRIENDLY
TRADITIONAL
METHODS?**



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**DO YOU CLOSE
POLLUTING FARMS,
OR KEEP THEM OPEN
TO PROTECT JOBS?**



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**DO YOU GIVE MONEY
TO LOCAL FARMERS,
OR ALLOW CHEAPER
FOOD FROM ABROAD?**



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**DO YOU FORCE
COMPANIES TO PAY
FAIR WAGES, OR LET
THEM SET THEIR
OWN RULES?**



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**DO YOU PROTECT
FISH BY LIMITING BIG
BOATS, OR ALLOW
MORE CATCH TO
LOWER PRICES?**



POLICY MAKER

POLICY MAKER



**DO YOU LET
SUPERMARKETS SELL
FOOD LATE AT NIGHT,
OR PROTECT SMALL
SHOPS' HOURS?**



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POLICY MAKER



**DO YOU BAN FREE
PLASTIC BAGS IN
SHOPS, OR KEEP THEM
FOR CUSTOMER
COMFORT?**



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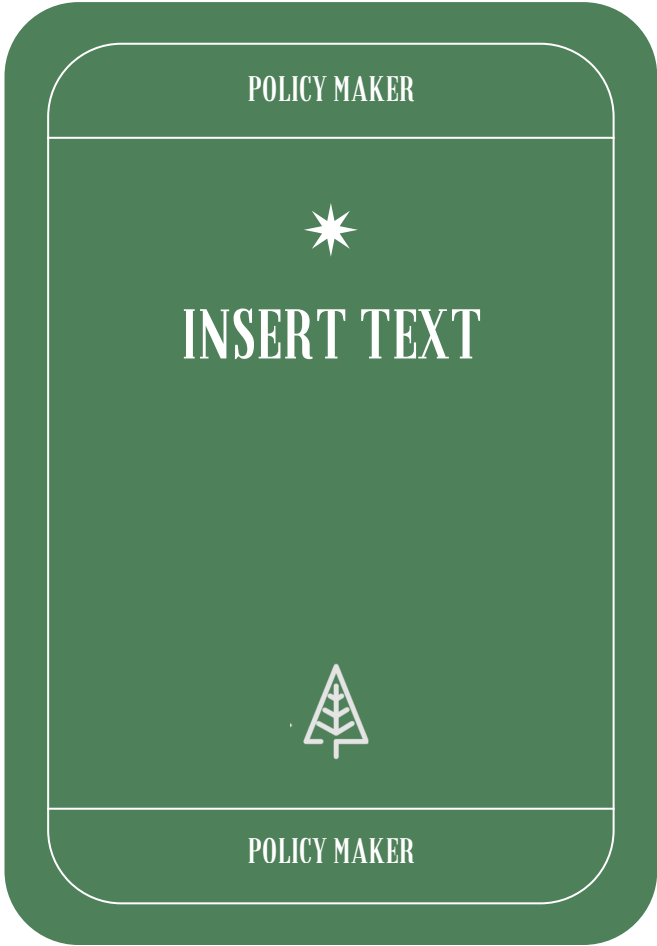
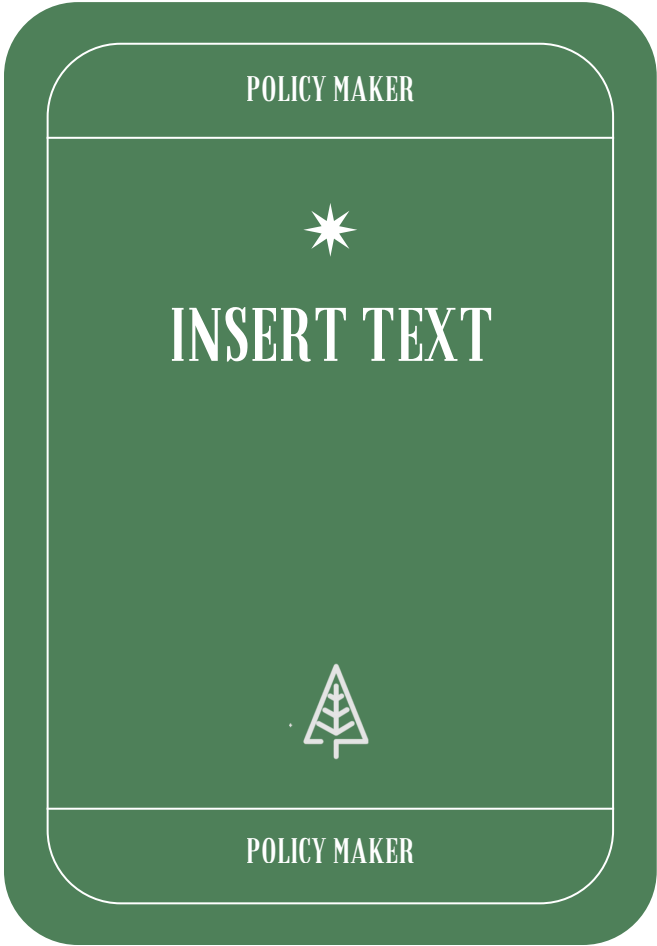
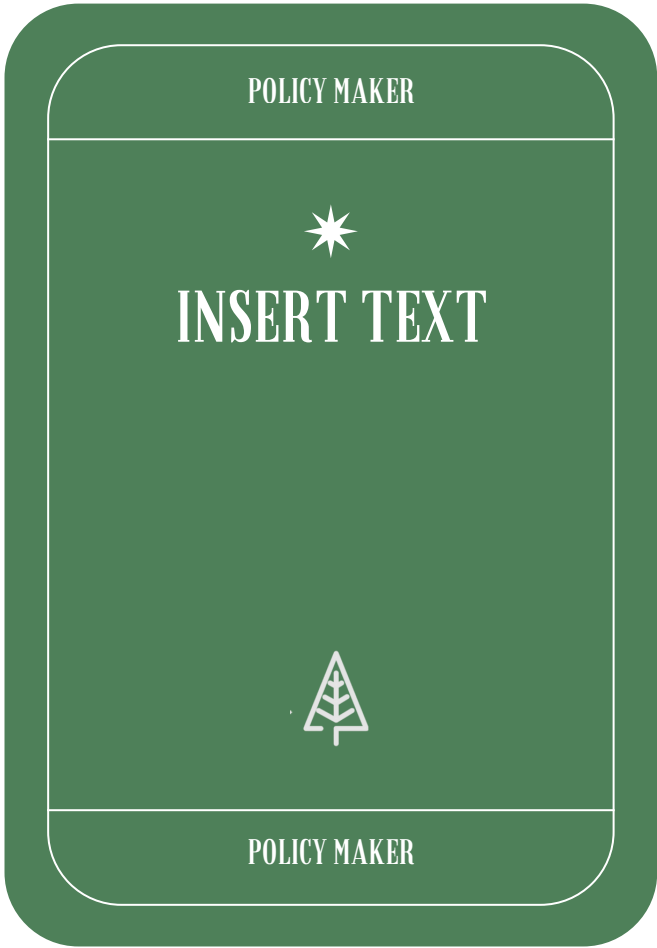
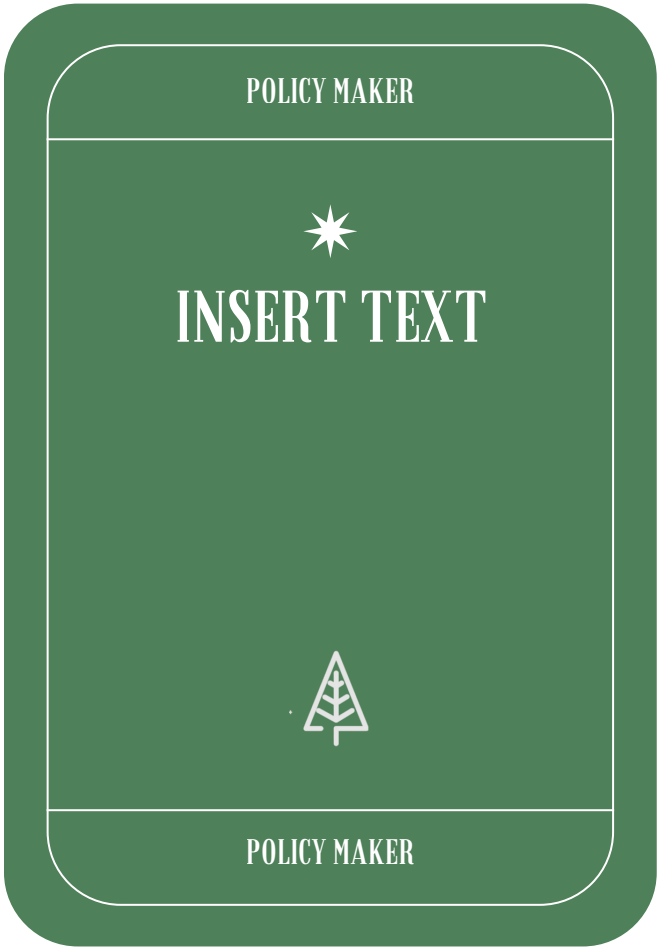


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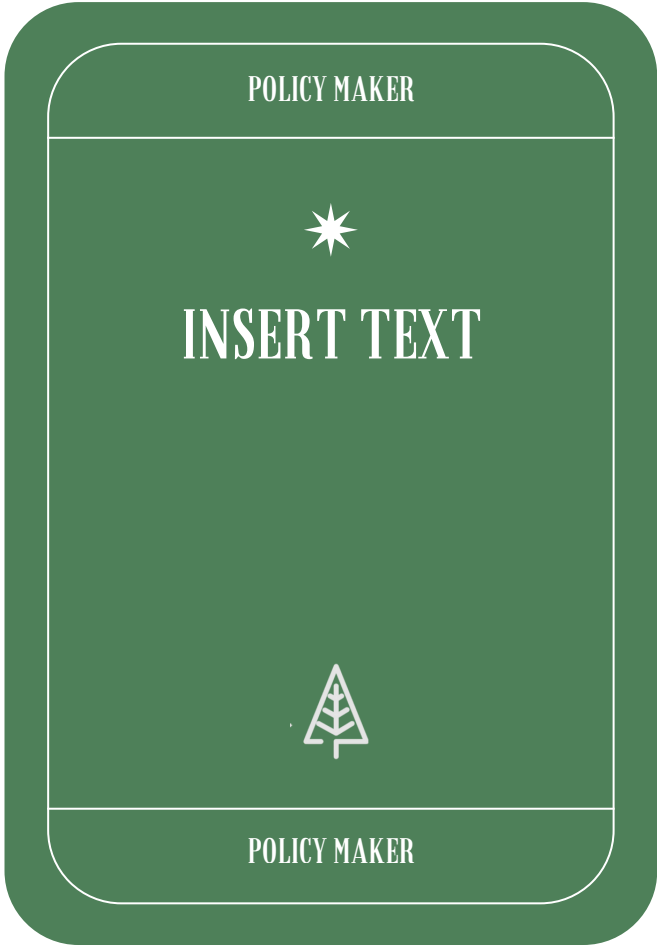
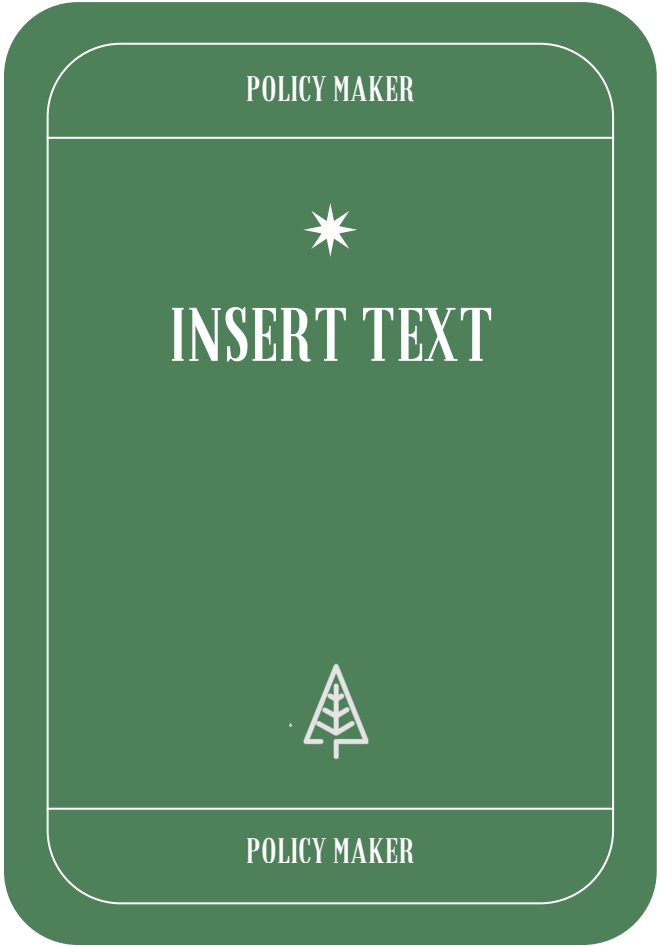
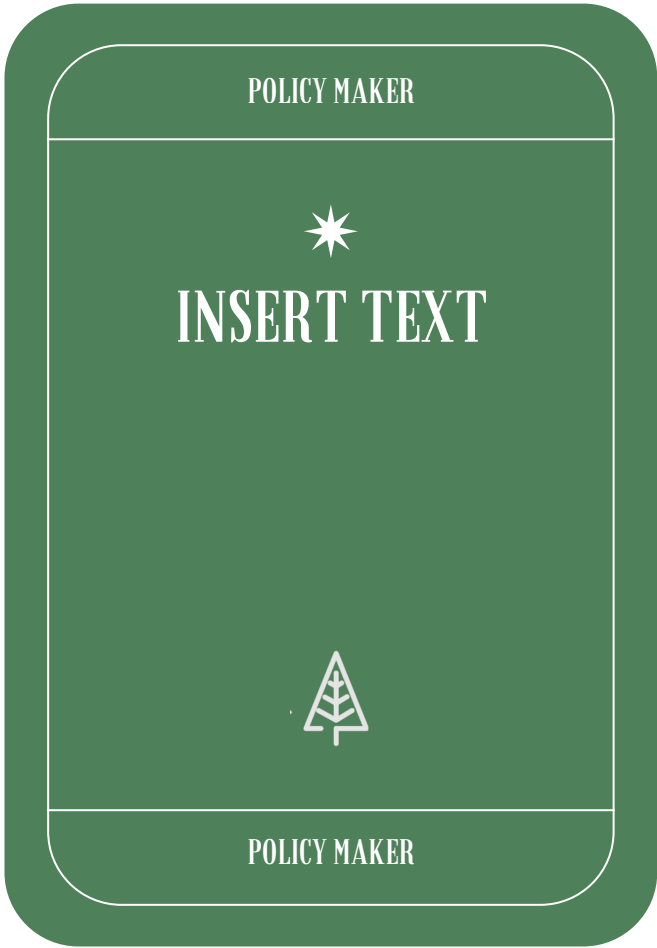
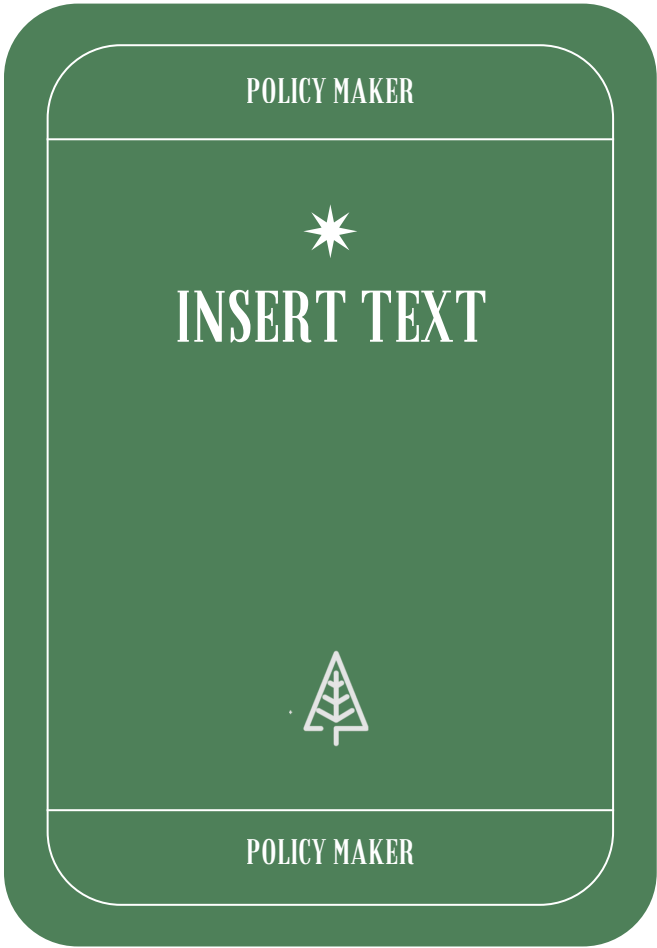


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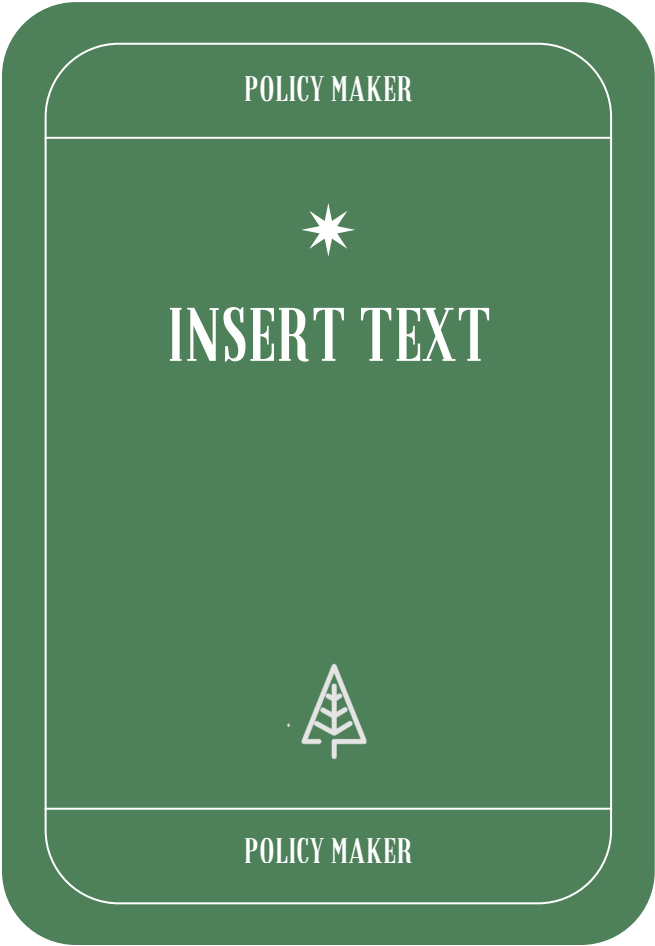
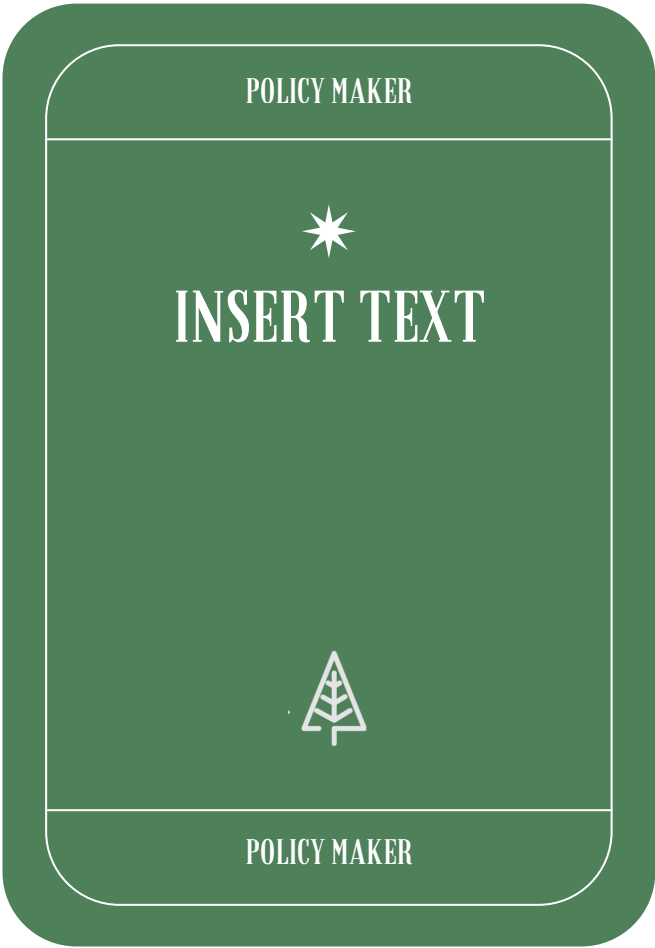
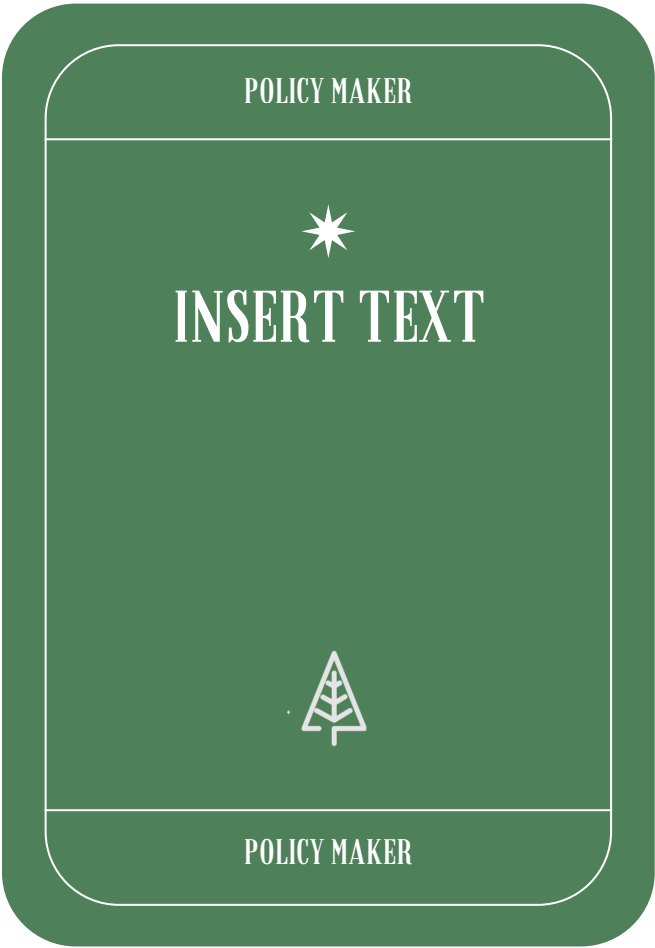


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