

ERASMUS+



FOOD ETHICS
LT IT BG

Food ethics and synergy

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



Co-funded by
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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**HOW CAN CUSTOMERS
PROMOTE LOCAL,
SUSTAINABLE FOOD?**



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**SHOULD CONSUMERS
CHOOSE ORGANIC
OPTIONS MORE
OFTEN?**



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**IS IT WORTH PAYING
EXTRA FOR ECO-
FRIENDLY FOOD?**



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**HOW CAN WE
SUPPORT ECO-
FRIENDLY
FARMERS?**



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**HOW CAN WE REDUCE
FOOD WASTE AS
CONSUMERS?**



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**DO ONLY CUSTOMER
CHOICES INFLUENCE
GREEN FARMING?**



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**HOW MUCH
RESTAURANT POLICY
AFFECT LOYALTY?**



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**HOW IMPORTANT IS
ECO-FRIENDLY
PACKAGING?**



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**ORGANIC VS.
CONVENTIONAL:
WHAT TO CONSIDER?**



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**HOW CAN FEEDBACK
IMPROVE
SUSTAINABLE
SOURCING?**



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**SHOULD/HOW
CONSUMERS PUSH FOR
FAIR LABOR?**



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**DO PLANT-BASED
DIETS SUPPORT
SUSTAINABILITY?
PROS AND CONS**



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**HOW CAN EDUCATION
PROMOTE GREEN
EATING?**



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**HOW TO SUPPORT
FARMERS WHEN
LOCAL PRODUCE IS
SCARCE?**



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**SHOULD WE PICK ECO-
CERTIFIED
RESTAURANTS?**



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**DOES DEMAND FOR
TRANSPARENCY
HELP?**



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**HOW CAN WE PROMOTE
COMMUNITY-
SUPPORTED FARMS?**



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**DOES BUDGET LIMIT
GREEN CHOICES?**



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**HOW TO CHOOSE
SUSTAINABLE
SEAFOOD?**



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**HOW CAN ONE
PROMOTE GREEN
EATING IN SOCIAL
MEDIA?**



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**HOW CAN WE
EDUCATE OTHERS ON
SUSTAINABILITY?**



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**DOES “GREEN FOOD”
INFLUENCE SHOPPING?**



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**WHAT INCENTIVES
SUPPORT ECO-
FARMING?**



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**HOW CAN
CUSTOMERS
COOPARATE WITH
FARMERS?**



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**WHAT IS CUSTOMERS
ROLE IN FAIR
PRICING?**



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**HOW CAN CUSTOMERS
ENCOURAGE
RESTAURANTS TO
REDUCE PLASTIC?**



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**SHOULD CUSTOMERS
PRIORITIZE SEASONAL
PRODUCE?
HOW?**



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**HOW CAN DINING
CHOICES IMPACT
ENVIRONMENTAL
HEALTH?**



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**DO CUSTOMER HAVE A
RIGHT TO ASK ABOUT
FOOD ORIGINS?**



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**HOW CAN WE
SUPPORT SMALL
LOCAL FARMS?**



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**WHAT ROLE DO
CONSUMERS PLAY IN
REDUCING CARBON
FOOTPRINTS?**



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