

OVERVIEW

This activity uses images and a series of prompting questions to support a group of people to discuss challenges faced by people experiencing food insecurity from a different perspective. Developing a shared understanding of the context and consequences of these challenges can help participants think of meaningful actions to enhance dignity.



AIM

The aim of this activity is to support participants to think about difficult social problems and potential next steps from a different perspective.

MATERIALS

This activity can be done online or in person. Each participant will need a copy of the chosen image on the following pages, either printed or on screen. The facilitator will need a copy of the discussion guide.

Note: For online settings, consider sharing the image on screen and as a link to support viewing. You might consider using breakout rooms for larger groups.

PARTICIPANTS

It is ideal for there to be 4-6 people in the group, including the facilitator. Small groups allow for each participant to contribute to the conversation more fully.

A facilitator will lead the discussion using the image and the step-by-step discussion guide.

INSTRUCTIONS

Choose one image, based on your context. For community food providers, image 1 or 2 are recommended. For those working in other contexts, such as the public sector, we recommend images 3 or 4. Make sure that everyone can see a copy of the image to look at it in detail. The facilitator should guide participants through each of the questions, allowing around 5-10 minutes for each question. Encourage each participant to answer the questions and take part in the discussion.

BACKGROUND

This activity was co-produced by experts by experience from Govan Community Project's 'Food for All Group', who have lived experience of the asylum process and food insecurity. The image was developed in collaboration with Martha Adonai Williams and with illustration by Kaitlin Chan. This activity is based on the work of Brazilian educator Paulo Freire on 'codes' or 'codifications' (from Freire's Portuguese, *codificação*). A code is a concrete, physical representation of a particularly critical issue, used as a mechanism to trigger or animate dialogue. Codes are developed following a 'listening phase' by students or community members, and can take many forms: a written dialogue, a story, a photograph, a skit, a collage, or a song. No matter what form it takes, a code represents people's reality back to them and allows them to project their emotional and social responses in a focused and 'safe' fashion.

DISCUSSION GUIDE

1. What (5-10 minutes)

Get to grips with what is happening in the image, focussing only on what is contained in the image and not on opinions or interpretations.

What can you see?

What is happening in the picture?

What are people doing?

What are people saying?

What are people thinking?

2. Why (5 minutes)

Explore why this situation is happening. You can challenge any myths, stereotypes and misinformation that arises by asking specific questions.

Why is this happening?

Why are the people doing what they are doing?

3. Consequences (5-10 minutes)

Identify what problems this situation leads to.

What impact does this problem have on people's lives?

What impact does this problem have on people's dignity?

What are the consequences of this problem?

4. You (5-10 minutes)

Invite participants to make a real life comparison and share their own experiences with either the person sitting next to them or with the group.

Has this happened to you?

Has this happened to someone you know?

Does this happen in your community?

5. Root (5-10 minutes)

Try to identify the root causes of the problem. Ask 'why' again by invite a deeper analysis. This can be a good opportunity to provide further information.

Why does this happen?

What are the root causes of this problem?

6. Action (10-15 minutes)

Explore actions that can be taken to change the problem. Participants will now have a deeper understanding of the issue and empathy for how it affects people. They can use this to decide on effective actions to take in their own contexts, and consider what wider changes are needed.

How could this situation be different?

What would an alternative look like?

What could you do to change this situation?

What changes could you make in your project?

What political or societal changes do we need?



COMMUNITY CENTRE

You can come in now.

Stop pushing in.

I've got to go, how long have you been waiting?

??

LITTER



PICK ONE ↓

FROZEN

↓ PICK TWO

FRUIT

This should be enough for the week.

Again?!

What is halal?

Is this halal?

That's it?

BEEF



Your news at 4PM:
Thousands of asylum
seekers go hungry after
cash card problems...

We can't answer the
phone right now. Please
leave your name and
number and we'll get
back to you.

1000 more
parents of junk...
from
these months of
back payments of

JULY

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SUPERMARKET

OPEN 8:00-23:00
MON-SUN



SPORTS



P 34 Busport 5 min
P 22 FairPlay 9 min
Central Station Link 20min

Update:
FARE INCREASES FROM 31ST MARCH

I'll check if there's any in the reduced section.

Mum, can we have chicken tonight?

I can't believe the bus costs £5 now... that's my budget for today gone...

Donate food here to help your local community



COST OF LIVING CRISIS
ASYLUM PAYMENTS INCREASE 17p A DAY

NEWS - ASYLUM SEEKERS STILL NOT ALLOWED TO WORK. REVIEW CONCLUDES

Dad, can I have new converse?

Woah! Those prices!