

OVERVIEW

As part of this exercise, staff, volunteers and participants come together to reflect on the project's practices and to identify steps that could be taken to respond to any concerns that arise.

AIM

To inform a strong review of existing practice and ideas for possible next steps.

MATERIALS

- Questions on pages 1 and 2
- Paper and pen for recording.

INSTRUCTIONS

Consider the questions on the following pages about the Dignity in Practice Principles individually or as a group. Discuss your answers and consider for each Principle:

- **What else could be done?**
- **What partners are there in our community who could help us achieve this?**
- **How would someone experiencing food insecurity feel about this?**

Every effort should be made to ensure that people with lived experience of food insecurity are able and encouraged to share their views about these issues.

A sense of control

- How does this project enable people experiencing food insecurity to have greater control over how they access food in the community?
- How does this project give people who participate control over what, where, when, how and with whom they eat?
- How does the type and quality of the food shared reflect the views, priorities and choices of people who take part in your project?

Able to take part in community life

- What steps are taken to make the project feel positive and inclusive to everyone in the community, rather than a place someone has to go in a crisis?
- What groups of people aren't taking part in this project (e.g. people with young children, disabled people, people

from different faith backgrounds) and why?

- How much information do people need to give about their financial circumstances before accessing or taking part in this project?
 - Who might not be taking part in this project because they do not want to share this information?
 - How can the project be as open and inclusive as possible?

Nourished and supported

- What steps are taken to use and share food that people feel meets their needs?
- How is food incorporated into positive, enjoyable and supportive activities that promote social, emotional and physical well-being?
- How does the project provide or promote additional support and advice services?

REFLECTIVE QUESTIONS

Included in decision-making

- **What opportunities and processes are available for people taking part in this project to express and share their views?**
 - How well are these opportunities working?
 - Which groups of people are not engaging with these opportunities?
 - What could be done to encourage or support more involvement?
- **What issues are people able to express their views about (e.g. opening times, location of service, type and variety of food, opportunities to contribute, accessibility to all members of the community)?**
 - What decisions or issues are not open for people to share their views about, and what are the reasons for this?
- **What steps are taken by the staff/volunteers to consider and respond to the views people involved in the project share?**

- **What steps are taken to make sure people with lived experience of food insecurity are at the forefront of decisions about running and shaping the project?**

Valued and able to contribute

- **What opportunities are there for people to contribute in different ways, whether with time, skills or resources?**
 - How well are these opportunities being taken up by participants?
- **What steps does the project take to build relationships between staff, volunteers and participants and to show people that they are valued?**
- **What opportunities and support exist for people to move from being a participant/ recipient to taking on more meaningful roles in the project? How well is this working?**