

### OVERVIEW

Participants discuss how the ways in which people are treated by community food initiatives might enhance or undermine the dignity of someone facing food insecurity. This activity builds understanding about the Dignity Principles in Practice by encouraging participants to consider real-life scenarios from the perspective of someone who is experiencing food insecurity.

It is important you run this activity following government guidelines on social-distancing, a way to do this is by running it on an online video calling platform.

**Note:** If you would like to use a similar activity to reflect on the practice in your setting, we recommend using the *Dignity in the Detail- Review Your Practice activity* which is part of the *Ongoing Support section*.



### AIM

To gain a better understanding of the Dignity Principles in Practice through applying them to real-life scenarios.

**Note:** Timing can be stretched to 60 minutes, depending on the time available.

### MATERIALS

- **Scenarios:** [click here](#) to see the scenarios
- **Dignity in Practice Spectrum:** [click here](#) to access a printable version or on a large piece of paper copy the example on this page.

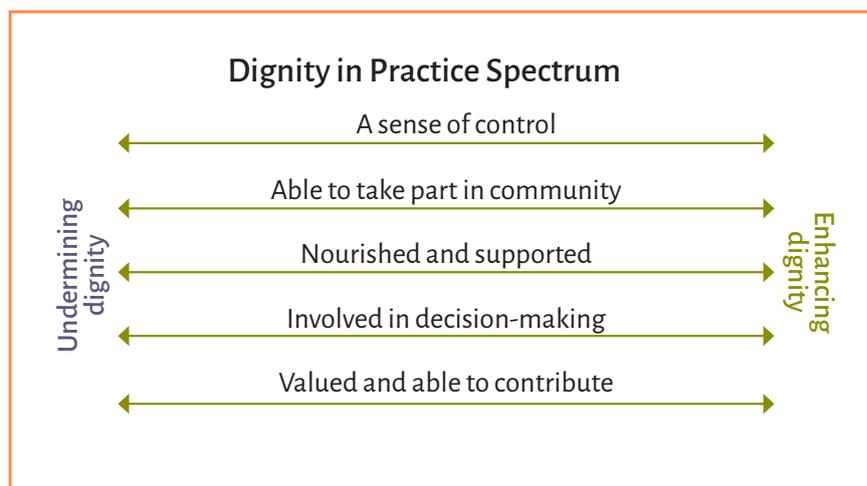
### PARTICIPANTS

It is ideal for there to be 4-6 people in the call including yourself. Smaller groups allow for each participant to contribute to the conversation more fully.

### PREPARING THE ONLINE CALL

Ensure everyone has access to the online platform

and knows how to use it. If a participant doesn't have access to a computer, consider whether there are any actions you can take to provide them with one. If a of the participants is not comfortable with using technology maybe someone else in the household can support them.



## INSTRUCTIONS (VERSION 1)

### Step 1:

Introduce the activity. Hold the Dignity Spectrum up to your camera so participants can see it clearly and describe what the spectrum says. Tell participants that you will be discussing different scenarios based on real-life examples and to what extent they think they enhance or undermine a person's sense of dignity. Participants will then decide where the scenario should be along the spectrum.

### Step 2:

Choose one of the scenarios and read it out loud twice, ask participants to consider:

- a. which principle they think it best relates to, and
- b. how much the scenario might enhance or undermine the dignity of someone experiencing food insecurity.

### Step 3:

Once everyone has contributed their thoughts, mark the place on the spectrum that reflects the group's ideas.

### Step 4:

Encourage discussion amongst group members:

- **Would others have placed the card in the same or a different place, and for what reasons?**
- **What other principle(s) are of relevance to this scenario?**
- **Rewrite this scenario to a scenario that would have the opposite effect on people. What would this look like?**

### Step 5:

Once the discussion is over, choose another scenario and start again. Go through as many scenarios as you want and have time for. Make sure to add a little note to remember which mark refers to which scenario.

**Note: There are no right answers. The aim of this activity is to encourage participants to engage in a discussion about how these examples of practice affect someone's feeling of dignity.**

## 'What if I can't choose where to place my card?'

The Dignity Principles in Practice overlap and it is quite possible therefore that the scenarios will relate to several principles. Invite participants to consider the principle that seems most relevant to them.

### Scenarios

The scenarios are based on real-life examples from a variety of community food initiatives throughout Scotland during the Coronavirus crisis.