



A COMMUNITY FOOD SECTOR  
VOLUNTEERING TOOLKIT

# **RECRUITING VOLUNTEERS** **EMBEDDING THE DIGNITY** **PRINCIPLES FROM THE START**

## OVERVIEW

Recruitment of volunteers provides a key opportunity to ensure that your organisation's commitment to dignity is embedded right from the start with the people who help design and deliver your work. Volunteers in community food initiatives are often recruited from existing participants, though more formal routes also exist. No matter how you recruit volunteers, this guide offers suggestions of things to think about to ensure that you are setting the tone with prospective volunteers from the beginning.

## INVOLVING PARTICIPANTS AS VOLUNTEERS

The Dignity Principles highlight the importance of involving people with lived experience in decision making and providing opportunities to contribute. Establishing ways for participants to become involved as volunteers is a key way of implementing the Dignity Principles in practice. Creating opportunities for participants to become regular volunteers in community food settings supports a culture of dignity. Here are some simple ways in which this can be done.

### Things to remember when recruiting from existing participants:

#### **Welcome everyone**

First impressions go a long way to encouraging new participants to develop into regular volunteers. Make the space as welcoming as possible so new people feel comfortable, connected and want to return.

#### **Show your values**

Consider exhibiting a poster outlining the Dignity Principles in Practice to show new arrivals that the project is committed to supporting dignity for all.

#### **Communicate with participants**

Update people about the project and find out their views about issues that matter.

People like to be included, and this might lead someone to ask about how they could get more involved as a volunteer.

#### **Make time to get to know people**

Ask how people are, how their week has been, learn their likes and dislikes, hobbies and interests. As well as showing that you care about them and value their participation, this approach can also lead to finding particular skills people are happy to share.

#### **Look for small steps**

People who attend as participants can often contribute / help out / give back in small ways, and that might lead to a big jump in confidence to do more and volunteer more regularly.

## Develop confidence through courses and workshops

Cooking courses and other workshops for local people can be an important first step for new volunteers. Many participants in courses and workshops join as volunteers - they have come to enjoy the social aspect and want to continue this and practice and share the new skills they have learned.

## Think about a gradual transition

Be aware of 'spooking' people with inductions and procedures that are too formal before they are ready. Find easy and friendly ways to keep volunteers safe and informed. Allow time for people to ease into their role, not setting high expectations too quickly.

## Provide support and encouragement

Being available for support and finding suitable training outside your organisation can help develop people's confidence when transitioning from a participant to a volunteer.

## Say thank you

Always show that you are grateful for the time and effort people give. People like to feel valued and appreciated.



### Volunteer from Govan Community Project

I used this service before. It helped me a lot, to improve, to maybe get out of what I was going through and it's a time for me to help other people and I feel very valued and I feel happy to do that and to contribute to do that.

### Volunteer from Woodlands Community Café

My journey with Woodlands Community Cafe has transformed my life forever. It has been the steppingstone to a better useful life. The cafe gave me the opportunity to volunteer for them and be part of a transformative community. The positive friendly atmosphere around good food and friendship, the support from staff to get me into training, starting a CV, gaining new skills I never knew I had, or I was capable of. The confidence, encouragement and trust people showed me gave me back my self-esteem/worth I was so looking for. I am now working, getting paid for something that doesn't even feel like work because I love what I do and I am really good at. Being part of Woodlands cafe has given me that confidence and belief and I hope their projects continue to support many other people the way they have supported me and helped me to help myself.

### Moray Foodplus

This project uses the personal touch, actually be involved in something we use ourselves, give us something to do, a bit of pride.

## RECRUITING VOLUNTEERS EXTERNALLY, THROUGH MORE FORMAL ROUTES

Formal options for recruiting volunteers include advertising via local volunteer agencies, social media, posters/leaflets/flyers, your own website, etc. Formal recruitment can be useful to identify and source specific skills for a particular role.

### Things to remember when recruiting from outside your group

#### First impression

Recruitment adverts and posters will likely to be the first impression a potential volunteer will have of your organisation, so including the language of dignity and adopting a respectful tone helps new volunteers to understand your organisation's approach and ethos from the outset.

Explaining your commitment to dignity or the Dignity Principles in volunteer role descriptions and adverts might help to attract new volunteers who share the same values. Images or artwork on posters or information materials should also reflect the principles of dignity – these are an important way of signalling to prospective volunteers how their role will contribute to promoting dignity.

#### First meeting

Meeting new prospective volunteers for the first time should mirror the tone and language of advert. Consider that the potential volunteer may feel nervous coming to meet you for the first time - the unknown can be intimidating for people so that first meeting can set the tone of what is important in your organisation.

Small details such as welcoming people with a warm smile, making them feel comfortable, offering them a cup of tea, showing that you are grateful for their time and providing a relaxed atmosphere can positively show them the way people are treated in the organisation. Acting by example delivers a powerful message. Be positively curious about the reason they would like to volunteer. Identify any particular goals they would like to achieve by volunteering and concentrate on skills and specific abilities they may be able to offer as well as any support they may need.

#### First introduction materials

Some organisations may have a booklet, or information about the organisation/project for volunteers to take away with them or formal volunteers agreement forms. Incorporating the language of dignity in the design of the organisation materials can help present a culture of dignity and allow new volunteers to understand its relevance within the project.



A COMMUNITY FOOD SECTOR  
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# TRAINING AND INDUCTION ACTIVITY GUIDE

What Does Dignity Mean to You?

Dignity spectrum - Dignity is in the Detail

Videos · Watch and Discuss

## OVERVIEW

This activity is carried out in groups. It enables volunteers and staff to discuss what dignity means both generally and in a particular community food context. It also provides a safe space for groups to build a shared understanding of what dignity means for their context and what this means in practice. As well as increasing people's awareness of dignity in practice, it helps to identify what could undermine someone's dignity.



## AIM

To encourage volunteers and staff to share their thoughts about dignity and build a shared awareness of how a person's sense of dignity might be promoted or undermined in a community food context.

## MATERIALS

- **Sheets of paper and pens to note outcomes of discussions for each group.**  
**A large sheet of paper to note comments at the front for everyone to see.**

## INSTRUCTIONS

### Step 1: What does dignity mean to you?

In pairs or small groups, ask people to take a couple of minutes to reflect on the word (s) that come to mind when they think of dignity, chat about what dignity means to them. Then get each participant to share and take notes of the words being mentioned. Once everyone has had their turn, read out loud the list of words.

### Step 2: Has your dignity ever been undermined?

Ask participants to think about a time when perhaps their own dignity was undermined. Ask them to silently reflect on how this made them feel. If participants are comfortable to do so you can welcome them to share any experience and/or feelings with the rest of

the group. Make sure you do not put pressure on anyone to share anything. If you would like to share a personal experience yourself, you could do so as a way to start the conversation.

### Step 3: What do we think dignity means as a group?

Bring everyone together and ask them to share what they have discussed.

Record what they say in a place where everyone can see. Make two columns: positive words that promote dignity, and negative words that undermine dignity.

This list shows the extent to which people share similar definitions of dignity, bearing in mind there might be differences, considering their backgrounds and personal circumstances. You can emphasise the degree of similarity by drawing attention to words that come up more than once.

### Step 4: Summary and reflection

Take a few minutes to summarise and reinforce the idea that someone's

experience and sense of dignity is affected by small detailed gestures that impact on how they feel.

*“Putting dignity into practice requires us to think carefully about all of the factors that affect how someone feels when they visit a community food project. The decisions we make, small or large, as both staff and volunteers, will have an impact on how someone feels about the space, situation or the way they are treated. Therefore, it is important to recognise that dignity is in the detail.”*

You can also emphasise how from our own personal experiences we can see how the feelings generated when our dignity is undermined are something we never forget. Therefore, as community food providers we have a high responsibility to ensure the way we run the services does not undermine people's sense of dignity.

**Optional: You may decide to follow this activity up with the Dignity is in the Detail activity. This activity is designed to review your organisation's practice and is found in the section.**

## OVERVIEW

In small groups, 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.

**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 on-going support.



## 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

- **Scenario cards (approximately 20 for each group):** The scenarios are provided at the bottom of this document. They should be printed on single-sided paper and cut into individual scenario cards.
- **Dignity in Practice spectrum (one for each group):** For each group, prepare a large piece of paper listing the five Dignity Principles in Practice with arrows pointing towards the words 'Undermining dignity' on the left and 'Enhancing dignity' on the right, as illustrated here.

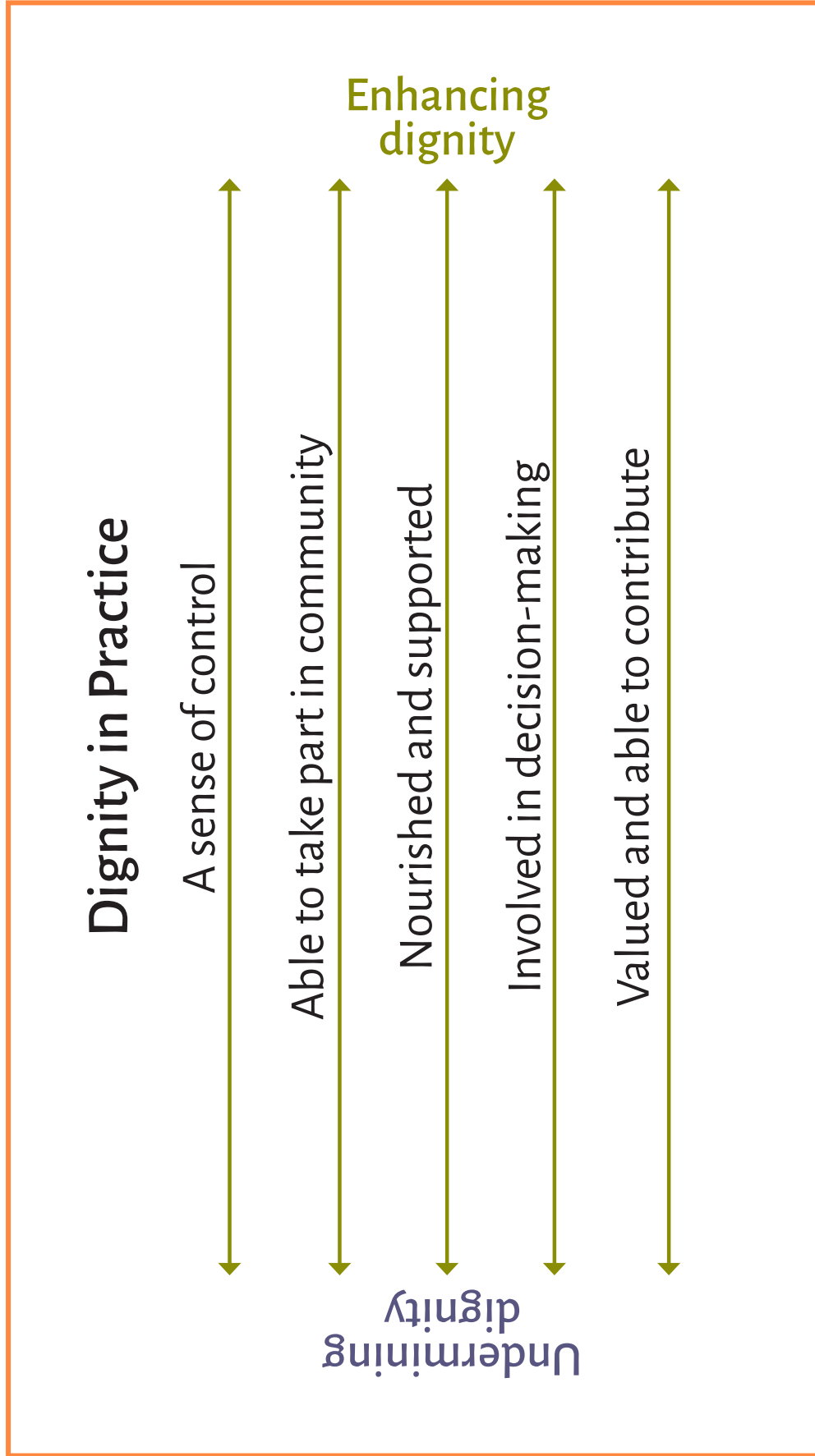
## PARTICIPANTS

Divide participants into groups of 4-6. Smaller groups allow for each participant to contribute to the conversation more fully. The more groups you create the more materials you will need.

## PREPARING THE ROOM

Move chairs into groups and place a Dignity in Practice spectrum in the middle of each group, ensuring that all participants can see it. Provide each group with a set of scenario cards, place these face down.







## INSTRUCTIONS (VERSION 1)

### Step 1:

Each participant selects 2-3 scenarios from the pile.

### Step 2:

Without speaking, each participant reads the cards to themselves and places them face-down on the Dignity in Practice spectrum, its position on the spectrum depending on:

- 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 placed their card on the spectrum, participants take turns flipping a card over, reading the scenario aloud, and sharing why they chose to place it where they did.

### Step 4:

Group members discuss each scenario, considering the following:

- **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 everyone had their turn, or all the cards have been turned over, start another round. Use as many scenario cards as you want and have time for. Using fewer cards or allowing more time for discussion will result in people having time to reflect on each scenario in more depth.

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.

## INSTRUCTIONS (VERSION 2)

### Step 1:

Invite one person from each group to select a scenario card from the pile and read it out to their group.

### Step 2:

Ask each group to discuss and decide where to place this scenario on the Dignity in Practice spectrum, considering the same criteria as in Step 2 above.

### Step 3:

Once all scenario cards have been placed, encourage the group to considering the following:

- **Are there scenario cards that were particularly difficult to place? If so, why?**
- **Are there scenarios that relate to more than one principle?**
- **Are there examples people can think of from their own contexts that they would like to share with the group? If so, where would the group place these examples on the Dignity in Practice spectrum?**

## ‘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 place the scenario on the principle that seems most relevant to them.

### Scenarios

The scenario cards are based on real-life examples from a variety of community food initiatives throughout Scotland.

## Variation Two: Placing yourself around the room

Instead of doing this exercise seated, invite your group to ‘think on their feet’.

Find a way to mark out each Dignity Principle in Practice spectrum line on the floor, for example with pieces of string or chalk. Explain to the group that one side of the room represents ‘enhancing’ dignity, and the other side ‘undermining’ dignity.

Participants select one scenario card at a time and move to the appropriate place in the room (choosing which principle the issue relates to most and whether it is enhancing or undermining dignity). Each participant takes a turn reading out their scenario and explaining why they placed themselves at that point in the room. Participants may choose to discuss each scenario as a group.

## SCENARIO CARDS 1

<p>This is one of many places in my community where I come to buy or share food</p>	<p>I have been coming here for years, so it was easy to get support when I needed it</p>
<p>I received a food parcel packed by someone else</p>	<p>It's only possible to get food here with a referral from another agency</p>
<p>People here are kind and welcoming, they never speak badly about others</p>	<p>I don't know who I'd speak to if I had a concern about the project or something felt wrong</p>
<p>The community meal is cooked from scratch with lots of fresh produce</p>	<p>Every month, there is a time for us to share our ideas about how to improve the project</p>
<p>Everyone eats together here - staff, volunteers and community members</p>	<p>Community members have a lot of responsibility here, but we get support from staff when needed</p>
<p>Before I lost my job, I never would have come here</p>	<p>It is easy to be myself here</p>
<p>When I have an idea, people here take my views seriously</p>	<p>Someone always offers me a cup of tea when I arrive</p>
<p>I think the staff make most of the decisions here</p>	<p>If there are leftovers of the meal, I'm offered to take some home</p>
<p>I feel like I am part of the community because I'm always involved in setting up before the meal and clearing up afterwards</p>	<p>Here I can learn to grow my own fruit, vegetables and herbs</p>
<p>I don't have any time to help out, but I always leave a few pounds in the donation box</p>	<p>The meals here are prepared by members of the community</p>

## SCENARIO CARDS 2

I had to eat with people I don't know or like	None of the staff or volunteers have experienced food insecurity
My children don't eat the kinds of food I received, but I'm too embarrassed to ask for something different	The staff have encouraged and supported me to join a steering group, which I never thought I'd have the confidence to do
I have to explain my financial situation to someone every time I come to the project	Staff and volunteers are more friendly with each other than with the people who come to the project
There is no ramp or disabled toilet because it's in an old church hall	Staff and volunteers wear uniforms, like in a cafe
Being given food that is near or past the expiry date makes me feel like I'm rubbish	They deliver my food parcel to my house because I have mobility issues
The food is always the same, I have eaten the same food for weeks	There are religious and faith symbols all over the hall
There are feedback forms, but I don't know if anyone uses them	I was turned away at the door, but no one told me this project was only for certain groups of people
It's only the most articulate and well-educated people who are asked to join the steering group	I feel comfortable leaving my children to run around and play freely in this space
I'd be happy to help out here, but I get my food served to me at a table and wait to have it cleared	A staff member always decides what the menu will be
There is a sign on every table saying that people should pay what they can for the meal	It's hard for me to find a place to access food that caters for my dietary needs

## OVERVIEW

This guide offers suggestions on how to use the Dignity in Practice Videos in volunteer training and development sessions. The aim of the videos is to discuss ways in which dignity can be put at the heart of community work and to inspire the adoption of the Dignity Principles in community food initiatives.

**Note:** We suggest that you do the exercise *What does Dignity mean to you?* before discussing the videos.

## AIM

To help staff and volunteers from community food initiatives make best use of the Dignity in Practice Videos in their training and development sessions.

## MATERIALS

- A computer to play the videos.
- Projection screen and sound equipment.
- Large paper and marker pens for keeping track of group discussions at the front, so all can see.

**Optional:** note-taking templates (exemplified at the end of this activity sheet), as many copies as there are participants, for each participant to take notes individually.

## INSTRUCTIONS

Make sure that everyone in the room can see and hear properly and provide a short introduction to the first video as follows:

### Video 1

An Introduction to Dignity in Practice (1min 37sec)

This short video introduces the Dignity in Practice project delivered by Nourish Scotland and the Poverty Truth Community. It explains the project's background and progress to date, and it provides a brief overview of the Dignity Principles in Practice.

**Link to video 1: An Introduction to Dignity in Practice**

**Optional:** Pause and ask the group for questions or comments on this first video. Allow a few minutes for discussion before introducing the second video as follows:

### Video 2

Putting Dignity into Practice This video showcases how a variety of community food initiatives from across Scotland have been working to apply the Dignity Principles in Practice. It features interviews with staff, volunteers and participants from five community organisations: Central & West Integration Network (Glasgow), the Maxwell Centre (Dundee), St Paul's Youth Forum (Glasgow), Moray Food Plus (Elgin, formerly Moray Foodbank) and Woodlands Community Cafe (Glasgow).

**Link to video 2: Putting Dignity into Practice**

### ACTIVITY

After viewing both videos, invite the group to discuss how the Dignity Principles in Practice are practised in their own community contexts. We suggest you keep track of what the group says by scribing their thoughts on a large sheet at the front that

they can all see, or perhaps by handing out worksheets to each participant for noting their thoughts individually. They can be asked to share this content with the group, or it can remain private.

A note-taking template is provided for this purpose.

Note: You can deepen the discussion by using the **Challenge Your Senses activity**. This suggests alternative ways of using the **Putting Dignity into Practice Video** for group discussions.

### QUESTIONS FOR DISCUSSION

- What are your initial thoughts about the videos?
- How did they make you feel?
- What stood out for you as examples of good practice?
- What ideas do you take away, perhaps for practice in your own contexts?

**NOTE-TAKING TEMPLATE FOR PRINTING**

General thoughts on Video 1 Intro to Dignity in Practice

General thoughts on Video 2 Putting Dignity into Practice

What are your initial thoughts about the videos?

How did they make you feel?

What stood out for you as examples of good practice?

What new ideas could you introduce in your own contexts?

Any other comments



# ONGOING SUPPORT ACTIVITY GUIDE

Video 2 · Challenging your senses

Dignity is in the detail - review your practice

Active Listening

Observing dignity in practice

Reflective questions

A Guide to table talks - dignity principles at work (wrong

How are we putting dignity into practice

Our commitment to dignity



## OVERVIEW

This activity suggests different ways of using the Putting Dignity into Practice video by Nourish Scotland and the Poverty Truth Community in discussions. It is designed for volunteers who already have a basic understanding of how dignity can be put into practice. By focussing on one sense at a time, this activity encourages different kinds of learning which might help explore a wider range of ideas.

**Note:** We suggest that you do the Dignity in Practice - Watch and Discuss activity before you carry out this activity, to ensure that all participants already have a basic understanding of what dignity means in practice.

## MATERIALS

- The video files on a USB stick, or a live internet connection with the correct link to the videos.
- The right equipment to play the video files and a surface to project the footage.
- A large sheet of paper and marker to scribe the outcomes of discussions, or individual templates (one copy for each participant). An example is provided at the bottom of this document.

Note on Recording the discussions:

To keep track of the group's responses you can make notes of the discussion on a large sheet at the front that everybody can see, or by handing out a worksheet to each participant that they can use individually to write down their thoughts.

## AIM

To help staff and volunteers to engage with the examples showcased in the Putting Dignity into Practice video in different ways.

**Note:** 45 minutes to 1 hour, depending on the size of the group and time available

## INSTRUCTIONS

### Step 1:

When everyone is comfortable, provide a short introduction to the video, roughly as follows:

### Putting Dignity into Practice

This 5-minute video shows how the Dignity Principles in Practice have been applied in a variety of community food settings across Scotland. It features footage and interviews with staff, volunteers and participants from the Central & West Integration Network, St Paul's Youth Forum and the Woodlands Community Cafe in Glasgow; Moray Food Plus in Elgin and the Maxwell Centre in Dundee.

### Step 2: What do you see?

To encourage focus on what we see, play the Putting Dignity into Practice video without sound.

#### Link to video: Putting Dignity into Practice

After you have played the video, ask participants to fill in the questions on the template that is provided to them individually, or ask them to discuss the following questions as a group:

What did you notice about...

- **How the community spaces looked?**
- **How the food was shared?**
- **The interactions between the staff, volunteers and participants?**
- **The body language of staff and volunteers?**
- **Anything else that caught your eye?**

How might these details support or discourage someone who is experiencing food insecurity to feel welcome and included in these contexts?

### Step 3: What do you hear?

This time encourage focus on what is heard. Play the Putting Dignity into Practice video again but cover the screen.

After you have played the video, ask participants to fill in the questions on their template individually or discuss as a group:

- **What new information did you pick up by listening to the video but not watching the footage?**
- **From what you heard, what is important to think about when supporting someone who is experiencing food insecurity to feel welcome and included?**
- **What examples did you hear that you would like to try to implement in your context?**

### NOTE-TAKING TEMPLATE FOR PRINTING

**What did we see...? What did you notice about?**

How the community spaces looked?

How the food was shared?

The interactions between the staff, volunteers and participants?

The body language of staff and volunteers?

How do these details support or discourage someone who is experiencing food insecurity to feel welcome and included in these contexts?

Anything else that caught your eye?

### NOTE-TAKING TEMPLATE FOR PRINTING

#### What did we hear...?

What new information did you pick up by listening to the video without the footage?

From what you heard, what is important to think about when supporting someone who is experiencing food insecurity to feel welcome and included?

What examples did you hear that you would like to try to implement in your context?

## OVERVIEW

This activity is designed to help staff, volunteers and participants in community food initiatives to carry out a group activity that explores the finer details of their work. Particularly it encourages exploration of how well their current practice contributes towards promoting a sense of dignity for the people who take part in it. The activity may also highlight new ideas and alternative forms of practice to be piloted in their setting. It should highlight any discrepancies within the group around understandings of why things are carried out in particular ways and contribute towards building a better shared understanding.



## AIM

To encourage the staff, volunteers and participants in a community food initiative to think through the extent to which specific parts of their work are helping to promote dignity.

**Note: This estimate is based on 10-15 people discussing five questions. This activity will take longer depending on the size of the group and the number of questions that are discussed.**

## MATERIALS

- The Large sheets of paper.
- Pens.
- Post-it notes
- A poster with the Dignity Spectrum (illustrated)

## INSTRUCTIONS

### Step 1: Preparing for the session

1. Design a poster with the Dignity Spectrum. It needs to be large enough to stick post-it notes on it (as described below) and for everybody to see.

2. Prepare posters with questions for discussion:

Write one question on each poster, in large letters so everyone can see.

Select questions that invite people to discuss details about their practice, e.g.:

1. At what times does your service operate and why is it organized to take place at these times?

2. What words are used to describe the people who come to participate in your activities, and what does that say about them?
3. How do you welcome people who attend, and what impressions does that give them at arrival?
4. What is the space like? (Please describe it in detail, e.g. What notices are up on the walls? What is the lighting like?) What kind of atmosphere does this detail create and how might people respond to these details?
5. What choices do you offer people about food to take home, and how do they respond to these?

6. (How) Do you ask people to show that they are eligible to access your services, and how do they respond to these requirements?
7. What roles do you encourage your participants to take on in delivering your services or developing the way things are done? And, do people actively take up these roles as you would wish it?

The number of questions depends on the size of the overall group and the time available. You are aiming to gather at least two or three people around each question. A good number of questions for a 30-40 minute session with a group of 10-15 participants is about five.

Hang the posters on the walls, spaced widely around the room so that there is room for small groups to rotate around them.

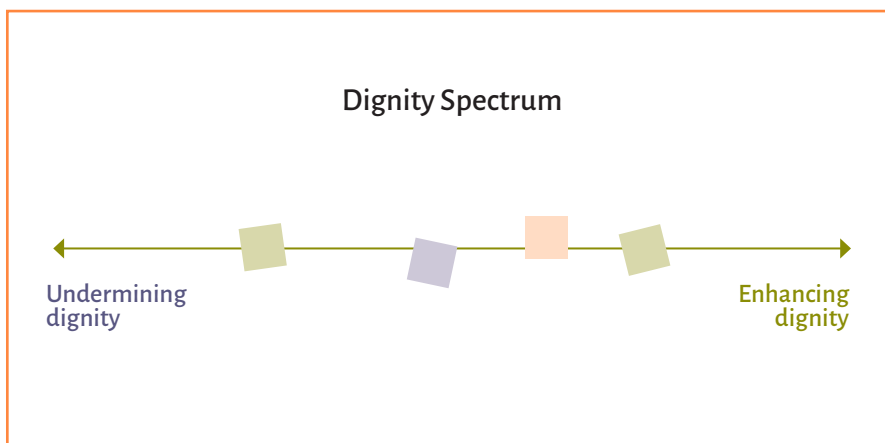
## Step 2: Small groups respond to questions (approx. 15 mins)

Explain to participants what the aim of the exercise is and summarise briefly how it will run. Read the questions on the posters to the group, ensuring that everybody understands them. Ask participants to circulate round the posters (ideally in pairs or threes) to discuss the questions in turn. Invite them to write their responses on post-it notes and stick these on the posters as they discuss each question. After 15 minutes, call people together to promptly move on to the next step in this activity.

## Step 3: Group responses are placed on the Spectrum (approx. 15 mins)

Allow people a minute or two to view all responses on the post-it notes by milling around at random.

Call the group together promptly and start rotating around the posters, turning the group's attention to each question in turn. At each poster, read out the responses one at a time, inviting participants to select a place for each post-it note on the Dignity Spectrum. The location on the spectrum should reflect how much they think this example is likely to enhance or undermine the dignity of the people who attend your community event. If they aren't sure where to place their response on the spectrum, or its position would depend on other contextual details that are not clarified, the note should be placed somewhere in the middle.



## Step4: Discussing responses (approx. 15 mins)

As each response is placed on the Dignity Spectrum, open up discussion about the position that was selected. It may be that there are different ways of looking at it from within the group. During the discussion, the group may decide to move the post-it to a different place. It is important that different perspectives are handled respectfully, and it should be emphasised that there are no 'wrong' responses.

This is also a good opportunity to highlight and take note of any comments about examples of practice that were felt to undermine dignity, and to invite discussion about what changes in practice might help to promote dignity instead.

## Step 5: Bringing the activity to a close (5 mins to get a quick impression, 15 mins for a post-event review)

We suggest the following questions may be tackled as a way of evaluating the activity and bringing closure to the exercise. This can be done either with the group at the end of the session, as a way of gathering quick thoughts, or by the organisers separately in a debrief after the event.

1. **How did the activity go? How useful were the questions? Were there other questions that might have been asked instead?**
2. **Was there anything that stood out in terms of how services are provided? Did any new ideas arise in discussion? What needs to be followed up, how is this going to be done, and by whom?**

### Variation One: Reflecting on our project as a whole

Instead of using posters with questions, use this alternative activity focus on the dignity principles as a self-evaluation tool to reflect on the way your project is run overall. Ask participants to consider the following question:

**To what extent and in what ways do you think the project currently leaves someone experiencing food insecurity feeling:**

- **A sense of control?**
- **Able to take part in community life?**
- **Nourished and supported?**
- **Included in decision-making?**
- **Valued and able to contribute?**

Participants 'rate' the project's overall practice on each spectrum line by placing an 'X' or a sticker somewhere between enhancing and undermining. Group members then discuss practical steps that can be taken to move closer to the 'enhancing' end of each spectrum line and/or check in on progress regularly.

It is important that participants feel able to speak freely and honestly about their views of the project and for those in positions to make changes to be clear about what steps can and will be taken.

## OVERVIEW

Developing, practising and exploring active listening skills is important because it enables us to better recognise and pay attention to the thoughts, feelings and behaviours of others. It is crucial for cultivating productive relationships, establishing meaningful connections and developing safe spaces where people feel able to take part in community life. It also helps us with understanding and showing respect for others' perspectives and build inclusive spaces where everybody feels welcome. When people feel they are listened to, they feel better valued as a member of the community and become more open to participating and contributing regardless of whether they are staff, volunteers or participants.



## AIM

1. Support volunteers to build their skills in listening to - and really hearing - other people's thoughts and views.
2. Practice communicating what you have heard. This can be challenging; it shows how much attention you have paid.
3. Reflect topic of choice from feedback given. This can provide new and interesting ideas.

## INSTRUCTIONS

This activity can be used during any meeting. It doesn't require preparation or materials, but you may want to take notes if it helps the group reflect on outcomes. It is dynamic, interactive and flexible, and can be done outdoors.

### Step 1:

Decide on a question and if appropriate write it up for all to see.

For a new group, you might want to start with a simple question to warm up.

**For example, What is your favourite food? or Why do you enjoy coming to this project?**

### Step 2:

Split participants into pairs and explain how the process will work.

One person will start off as a 'Listener', and the other person as a 'Speaker'. The Speaker will have exactly 2 minutes to respond to the question, and they can use that time however they like (e.g. speaking, taking a break to think, etc). The Listener will listen carefully, without interrupting the Speaker – they will have their own turn to speak next, so their role is to listen.

After 2 minutes exactly, the roles will switch. The Listener now becomes the Speaker, and they will have 2 minutes to share their thoughts about the question.

Explain that you will keep time carefully to allow each person the same amount of time to respond. After both people have had a turn, each group member will be asked to share what they have heard while they were being the Listener.

### Step 3:

Select the question, make sure everyone understands the task and begin the exercise. Remember to keep time very carefully so that everyone feels they have had their time.



## Step 4:

Bring the group back together and invite each person to share the main point that they have heard in their 'Listening' role. The facilitator may wish to record the group's responses on flip chart.

The focus here should be on what the Listener took away from listening to the Speaker, not on trying to capture every detail. The Speaker in each pair should listen to this without correcting, discussing or adding more information now.

## Step 5:

Ask the group to discuss any surprises about how what they said was reported back by the Listener.

### Step 5a (optional):

Repeat the exercise with another question if there is time and your group are ready for some deeper thinking about Dignity in Practice. We have provided some example questions for this below. It is helpful to make sure everyone can see the list of Dignity Principles in Practice for this exercise.

## Step 6:

Ask the group to reflect on how they felt during this exercise, in their role as Speaker and Listener. Have a brief discussion about how this exercise helps volunteers support people in the community with dignity.

## SUGGESTED QUESTIONS

The questions below encourage staff and volunteers to reflect on the design and delivery of their project – they can be used in the Active Listening exercise to help volunteers think about how the Dignity Principles in Practice relate to their work.

- a. **What are we doing well in terms of working towards the Dignity Principles in Practice?**  
(Optional: choose one principle to discuss at a time)
- b. **What challenges do we currently have in working towards the Dignity Principles in Practice?**  
(Optional: choose one principle to discuss at a time)
- c. **What practical changes could we put in place to help us work better towards implementing the Dignity Principles in Practice?**
- d. **How will we know when we are making progress on the Dignity Principles in Practice?**
- e. **What else might help improve the services we provide?**

The Dignity Principles in Practice ask staff, volunteers and those taking part in community food initiatives to consider how the project supports people to feel:

- **A sense of control.**
- **Able to take part in community.**
- **Nourished and supported.**
- **Involved in decision-making.**
- **Valued and able to contribute.**

## OVERVIEW

This exercise encourages staff, volunteers and those taking part in community food provision or initiatives to take time to observe and reflect on what takes place on a normal, busy day.



## AIM

For those involved in the design and delivery of a project to understand more about the many small and large decisions that affect people's sense of dignity.

## MATERIALS

- Pen and notepad or note-taking template (optional).

## INSTRUCTIONS

### Step 1:

Observe what's happening at the project on a busy day - as if you're visiting for the first time.

**Option:** You may want to sit and just watch for a while or make a note of the way the room feels (e.g. Is it too hot? Too cold? Are people speaking to each other respectfully and in a friendly way? Is it clear to a new person where to go when they arrive for the first time? Is someone meeting them at the door?).

**Tip:** Try to speak to people as well, to get a sense of their feelings about the place. If possible, speak to at least one staff, volunteer and participant present. After the observation, try answering the questions on the following pages.

### Step 2:

Based on these reflections, consider – individually or as a group – what steps could be taken to change or improve practice to promote and restore the dignity of someone experiencing food insecurity.

Make sure to arrange a time to discuss what you learned about the project with people who can respond to any issues you identified (for example the staff or manager). This exercise can be a useful starting point for reflecting together and identifying what more can be done to put dignity front and centre in your project.

## NOTE-TAKING TEMPLATE FOR PRINTING

### What did we see...?

What does the room/building look like?

How easy is it to find?

(e.g. directions on the website, clear signs, someone welcoming people at the door)

What efforts were made to make it look welcoming?

What efforts were made to make the space inclusive?

(e.g. disability, access, translators, crèche located near public transport)

## NOTE-TAKING TEMPLATE FOR PRINTING

### What did we hear...?

How were people being spoken to? How were people being spoken about?

What was the general sound of the space? Did this change throughout the visit?

What did people tell us about how they feel about coming here? Do they feel welcome?

Are there any people who are excluded?

(e.g. children or people with children, disabled people, people who don't speak English) Why is that?

## 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 (following), 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?

## Involvement 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?**

## OVERVIEW

Table talks can be helpful for spreading the Dignity Principles to the wider community. As a reminder, the Dignity Principles ensure that people feel:

- A sense of control
- Able to take part in community
- Nourished and supported
- Involved in decision-making
- Valued and able to contribute

Table Talks are designed to prompt conversations about dignity in a relaxed and friendly way around the course of a community meal. We don't intend for this activity to interfere with people's enjoyment of the meal, so it could be introduced perhaps before the food is served and followed up on after it has been cleared, when things are winding down. It introduces the Dignity Principles in Practice, it encourages discussion about the ways in which these are implemented in different contexts and how participants feel about this. The outcomes can then also help staff and volunteers think about how practice can be adjusted accordingly. This exercise is particularly suitable for volunteers who already have a basic understanding of the Dignity Principles in Practice and provides a chance to share their learning more widely.

## AIM

This activity enables volunteers and staff to deepen their understanding of the Dignity Principles in Practice through informal discussion. Additionally, it gently familiarises participants with the Dignity Principles in Practice, intends to generate new ideas about how everybody feels about these principles and what else can be done to implement them, and generally equips everybody better for introducing these principles into their everyday practice.

## MATERIALS

Pens and Post-it notes  
Print out of a Short Note about Table Talks, one copy for each table or group at each table (This short document is attached below.)  
Print out of different Principles Cards (these are also attached below). At least one different Principles Card

is needed for each table or subgroup. You could also decide to have each table / group discuss more than one principle, in which case you will need as many different Principles Cards as you decide each table or group is going to discuss, as instructed in more detail here.

## INSTRUCTIONS

### Step 1: Preparing for running a Table Talks event

1. Recruit volunteers to engage people in discussion around the course of a meal. Offer them Dignity in Practice training or other ways in which they can familiarise themselves with the Dignity Principles before the event.

2. Emphasise the importance of sharing what they have learned about the Dignity Principles with others and explain the aim of the Table Talks activity. The aim of the exercise is to run an open discussion about how dignity can be introduced in practice in general, and to identify opportunities for improving practice in this and other settings by engaging everybody in a conversation about each of the five Dignity Principles.
3. Print the following handouts: Short Note about Table Talks and at least one set of the different Principles Cards (both are attached below). The Principles Cards should be printed one-sided and each cut out so that each principle appears individually, together with its questions, on a separate slip of paper.
4. Using the Short Note about Table Talks and the set of Principles Cards, describe to your volunteer facilitators how the activity works. Mention that Short Note about Table Talks is designed to be put on tables before the start of the meal to introduce the Table Talks activity to participants. Mention that the Principles Cards provide participants with

the questions they are supposed to discuss during the Table Talks.

5. Explain that this activity can be run in different ways: participants can be invited to discuss the full set of five principles in one sitting, or alternatively, each table or subgroup can focus on a different principle in parallel discussions. The full set of principles can then be introduced slowly over the course of several meals, focusing on one or two principles per session.
6. Decide on how you will introduce the principles and which principle(s) to which tables/groups and relay this to your volunteers. Explain to them that this will then tell them how many copies of the different Principles Cards are needed and how they are to be set out on the tables.
7. Ask volunteers to follow the instructions in Step 2 below on Engaging people in discussion and invite their queries about this.
8. Tell them that there will also be a debriefing to reflect on the Table Talks activity after the event, as described in Step 3 below, and inform them of when and where this will take place.

## Step 2: Engaging people in discussion during Table Talks

It's important to make sure the environment is comfortable, welcoming and inclusive. There should be enough volunteers to support people to engage with the questions on the Principles Cards throughout the session.

Check that there is one copy of the Short Note about Table Talks, and pens and sticky notes on each table/by each group. Make sure also that each table / group has the Principles Cards that they are tasked to discuss. This might be the full set or just one or two specific principles, as decided in advance (discussed above in Preparing for the event, 5).

Once everybody is seated at your table, or in the little group(s) for which you are responsible, call everybody's attention, and:

1. Say that you are asking them to participate in a Table Talks activity today.
2. Introduce the general idea of the Dignity Principles to your group.
3. Describe how the activity will work, pointing to the Short Note about Table Talks handout and the Principles Cards, and invite people to comment or ask questions.



4. Then discuss each principle in turn by highlighting the questions that are printed on the Principles Card(s) that have been put on their table.
5. Ask your group(s) to take note of their ideas on sticky notes/paper that is provided for them and/or where there is time, make notes to keep track of discussions yourself so that especially new ideas can be taken back to the whole group.
6. It may be that some participants come up with challenging or negative statements. Ignoring or avoiding these contributions is unlikely to make them go away and these can sour the mood for all. One way to respond might be by starting a discussion directed at everybody in the group about how these particular issues could be tackled, generating positive contributions.
7. After the meal, thank everyone for participating, gather final thoughts and explain how staff and volunteers will reflect on these discussions, using their ideas to improve the project. Say also that they will let participants know what has been changed as a result of these discussions.

## **Step 3: Reflecting on the discussions after the Table Talks have been held**

1. Remind everybody of what the aims of the Table Talks were.
2. Ask facilitators to report on what they learned from participating in the Table Talks:
  - What was the overall feeling about the Dignity Principles at your table?
  - What challenges did you experience during the Table Talk? How did you manage these?
  - Is there anything you would do differently at the next Table Talk?
3. Ask facilitators to make a personal note of anything they would like to do differently in a next Table Talk.
4. Review the outcomes of the Table Talks and discuss specific action points that emerged from these:
  - What examples of good practice did people mention?
  - What new ideas came up for improving the way we introduce the Dignity Principles in our practice?
5. Discuss the best way of feeding back the learning from these Table Talks to participants and make a plan for doing this.

# SHORT NOTE ABOUT TABLE TALKS

## OVERVIEW

We want to make sure that we create a community where everyone feels equal, respected, included and able to contribute. We have therefore created a set of Dignity Principles that we want to put in practice in the best ways we can. Today's Table Talk invites you to help us discuss how we are getting on with this and helps us learn more about what these principles mean to you. It is a chance for all of us to think about how we can better introduce these principles into our practice in this and in other contexts.

This note explains how we plan to do this today and we very much hope you enjoy joining in.

## INSTRUCTIONS

- You are invited to chat about the Dignity Principles and what can be done to best put these into practice.
- As well as this handout, there are Principles Cards on your table. Each of these cards has one of the principles printed on them, together with a short set of questions for discussion.
- Please find people to have a discussion with: you can do this either in pairs or as a group (perhaps the 3 or 4 people sitting around you?).
- Grab yourselves a Principles Card and have a look at the questions.
- There are volunteers milling around that are there to explain the questions in more detail, to guide your discussion, and they will also help make notes to keep track of your group's ideas.
- You can use pens and paper/sticky notes yourselves, to share your responses more widely.
- If you are not sure how to move on, ask one of the volunteers to help you.

### PRINCIPLES CARD 1

We would like people who participate in our project and events to feel...  
a sense of control

- How do we give people control over what and when they eat?
- In what ways do we support people to decide who they eat with and where they sit?
- How does the type and quality of the food that is shared reflect the views, priorities and choices of the people in our community?
- What else could we do to help people feel a sense of control and dignity?

### PRINCIPLES CARD 2

We would like people who participate in our project and events to feel...  
able to take part in community life

- How well are we doing at including the full range of different people that make up our community?
- Thinking about the way our project is designed and delivered - How well do we support people to feel part of our community without stigma?
- What more can we do to help people take part in community life more fully?

### PRINCIPLES CARD 3

We would like people who participate in our project and events to feel...  
nourished and supported

- What do we do to make sure everyone, including those with specific dietary needs, can enjoy the food here?
- How do we support people in other ways than by serving food (for example, socially, emotionally and physically)?
- What other support and advice do we provide here (for example on housing, money or benefits)?
- In what other ways could we to help people feel nourished and supported here?

### PRINCIPLES CARD 4

We would like people who participate in our project and events to feel...  
involved in decision-making

- What opportunities are there for people to express and share their views about this project?
- Who makes the decisions about how this project is run?
- How could others get involved in contributing to these decisions if they wanted to?
- What else could we do to make sure people feel that they are involved in making decisions about how things happen here?

### PRINCIPLES CARD 6

We would like people who participate in our project and events to feel...  
valued and able to contribute

- What opportunities are there for people to contribute to this project (for example by sharing their time, skills or resources)?
- How do we encourage people to take up on these opportunities to contribute?
- How does this project make people feel valued for what they are able to share, even if it is only a small thing?
- What else could we do to make sure people feel that they are valued and able to contribute here?

## INSTRUCTIONS

Before and after the meal, you are invited to chat about the Dignity Principles in Practice. You can do this either in pairs or as a full group. You have an option to either think about each principle in turn or different principles can be discussed at different tables.

Volunteers will be available to help guide the discussion. You can share your thoughts with the group at your table or use pens and paper to share your responses.



## AIM

We aim to promote the Dignity Principles in our practice. This exercise will help us discuss the principles and think about how we can better use them in our context. This is an important part of creating a community where everyone feels equal, respected, included and able to contribute.

## DISCUSSION QUESTIONS

### A sense of control

- How do we give people control over what and when they eat? And in what ways do we support people to decide who they eat with and where they sit?
- How does the type and quality of the food shared reflect the views, priorities and choices of the people in our community?
- What else could we do to help people feel a sense of control and dignity?

### Able to take part in community life

- How well are we doing at including the full range of different people that make up our community?
- Thinking about the way our project is designed and delivered - How well do we support people to feel part of our community without stigma?

- What more can we do to help people take part in community life?

### Nourished and supported

- What do we do to make sure everyone, including those with specific dietary needs, can enjoy the food here?
- How do we support people in other ways than by serving food (for example, socially, emotionally and physically)?
- What other support and advice do we provide here (for example on housing, money or benefits)?
- In what other ways could we to help people feel nourished and supported here?

### Involved in decision-making

- What opportunities are there for people to express and share their views about this project?

- Who makes the decisions about how this project is run, and how could someone get involved with these decisions if they wanted to?
- What else could we do to make sure people feel that they are involved in making decisions about how things happen here?

### Valued and able to contribute

- What opportunities are there for people to contribute to this project (for example by sharing their time, skills or resources)?
- How does this project make people feel valued for what they are able to share, even if it is only a small thing?
- What else could we do to make sure people feel that they are valued and able to contribute here?

## OVERVIEW

This exercise invites you to come together with staff, volunteers and those taking part in your project to discuss and develop a 'Commitment to Dignity' statement that reflects your project's particular aims and context. When finalised, you may wish to display your statement on your website and/or in a prominent space for everyone in your project to see. This can serve as your Code of Practice, or complement this if you already have one.

This Commitment can be used by everyone involved in the project as a guide for what should happen or how people should be treated. Your group may want to consider how the Commitment can frame your staff or volunteer inductions and/or any feedback you're gathering on how people think the project is doing. You may wish to return to your commitment every 3-6 months to see whether anything has changed.

There are two templates included in this resource. The first template includes statements based on the Dignity in Practice Principles. The second template has space for your group to write in additional or different statements that reflect your specific project.

**Note:** It may be helpful to work through the other reflective exercises from the Dignity in Practice materials before developing your Commitment to Dignity statement.

## INSTRUCTIONS

Staff, volunteers and those taking part in your project should work together to develop a Commitment to Dignity statement that reflects your project's particular aims and context. The template on the next page provides a suggested starting place, based on the

Dignity in Practice Principles. Feel free to edit as much or as little as you want – it is important that the group feels ownership over the final 'Commitment to Dignity' statement.

Once you've worked through the template together, you may want to type up your notes and design the

## AIM

For staff, volunteers and those taking part in community food provision or initiatives to develop a collective statement on how dignity is reflected in the design and delivery of their project. This 'Commitment to Dignity' statement can be used to communicate your aims and principles clearly with everyone involved and to guide your project in the future.

Commitment to be displayed in such a way that fits your project. You're also very welcome to use the design template provided.

## Step 1:

Discuss the statements on the first template in small groups and consider:

- **How you're doing this already.**
- **What more you're hoping to do.**

## Step 2:

Decide as a whole group whether your project feels it can commit to these statements. If so, place your project/organisation name at the top of the page with the date and display prominently. You can use the template provided or re-design it to fit your project.

## Step 3 (optional):

Discuss any additional statements that group members think should be included under each Dignity in Practice Principle. These should reflect any specific commitments to promoting and restoring dignity that you have or would like to have in your project. Try to be as specific and realistic as possible, but encourage participants to think about what would be possible in the future as well. If you want, you can fill in the second template with any additional statements and display this prominently.

For example:

Statements about what you're already doing may include actions you want to maintain: 'We source and use high quality produce from local community gardens.' or 'We have a diverse steering group and encourage everyone involved in the project to share their views about what could be improved.'

Statements about what else you're committing to may include: 'We will work to find a venue that is easily accessible by public transportation and to people with limited mobility.' or 'We will increase the ways people can contribute to our project (e.g. preparing the meal, setting/clearing the tables, growing the food, playing music, paying by donation, welcoming new people at the door, etc).'

# **OUR COMMITMENT TO DIGNITY**

## **WE COMMIT TO PROMOTING AND RESTORING DIGNITY**

Project/Organisation name .....Date .....

**THIS MEANS THAT TOGETHER, WE WILL WORK HARD  
TO MAKE SURE THAT EVERYONE FEELS...**

### **A SENSE OF CONTROL**

We support people to choose what, where, when, how and with whom they eat.

### **ABLE TO TAKE PART IN COMMUNITY LIFE**

We welcome everyone in the community to take part, regardless of their background or financial circumstances.

### **NOURISHED AND SUPPORTED**

We provide access to nourishing food and the support that people need.

### **INVOLVED IN DECISION-MAKING**

We make it easy for people with lived experience to be involved in all levels of decision-making.

### **VALUED AND ABLE TO CONTRIBUTE**

We recognise and encourage people to contribute to the project in many different ways.



# **OUR COMMITMENT TO DIGNITY**

## **WE COMMIT TO PROMOTING AND RESTORING DIGNITY**

**TOGETHER, WE WILL WORK HARD  
TO MAKE SURE THAT EVERYONE FEELS...**

**A SENSE OF CONTROL**

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**ABLE TO TAKE PART IN COMMUNITY LIFE**

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**NOURISHED AND SUPPORTED**

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**INVOLVED IN DECISION-MAKING**

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**VALUED AND ABLE TO CONTRIBUTE**

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A COMMUNITY FOOD SECTOR  
VOLUNTEERING TOOLKIT

# EMERGENCY FOOD PROVISION

## DIGNITY DURING COVID 19 ONLINE WORKSHOP

What Does Dignity Mean to You?

Dignity spectrum - Dignity is in the Detail

## OVERVIEW

This activity is carried out in groups. It enables volunteers and staff to discuss what dignity means both generally and in a particular community food context. It also provides a safe space for groups to build a shared understanding of what dignity means for their context and what this means in practice. As well as increasing people's awareness of dignity in practice, it helps to identify what could undermine someone's dignity. It is important to run this activity following updated government guidelines on social-distancing, a way to do this is by running it on an online video call platform.



## AIM

To encourage volunteers and staff to share their thoughts about dignity and build a shared awareness of how a person's sense of dignity might be promoted or undermined in a community food context.

## MATERIALS

- **Sheets of paper and pen to note outcomes of discussions for the group. Menti meter is recommended to gather everyone's thoughts and contributions.**

## 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 any of the participants is not comfortable with using technology maybe someone else in the household can support them.

## INSTRUCTIONS

### Step 1: What does dignity mean to you?

In the call, ask people to take a couple of minutes to reflect on the words that come to mind when they think of dignity. Then get each participant to share and take notes of the words being mentioned. Once everyone has had their turn, read out loud the list of words.

### Step 2: Has your dignity ever been undermined?

Ask participants to think about a time when perhaps their own dignity has been undermined. Ask them to silently reflect on how this made them feel. If participants are comfortable to do so you can welcome them to share any experience and/or feelings with the rest of the group. Make sure you do not put pressure on anyone to share anything. If you would like to share a personal experience yourself, you could do so as a way to start the conversation. As the conversation evolves, keep note of the feelings mentioned. Once the conversation has ended read out loud the list of feelings or use Menti meter to help keep the responses anonymous, if that suits the group better.

# WHAT DOES DIGNITY MEAN TO YOU?

## Step 3: What do we think dignity means as a group?

Reflect on how both lists show the extent to which people share similar definitions of dignity, bearing in mind there might be differences, considering their backgrounds and personal circumstances. You can emphasise the degree of similarity by drawing attention to words that come up more than once.

## Step 4: Summary and Reflection

Take a few minutes to summarise and reinforce the idea that someone's experience and sense of dignity is affected by small detailed gestures that impact on how they feel. You can read the quote below.

*“Putting dignity into practice requires us to think carefully about all of the factors that affect how someone feels when they visit a community food project. The decisions we make, small or large, as both staff and volunteers, will have an impact on how someone feels about the space, situation or the way they are treated. Therefore, it is important to recognise that dignity is in the detail.”*

You can also emphasise how from our own personal experiences we can see how the feelings generated when our dignity is undermined are something we never forget. Therefore, as community food providers we have a huge responsibility to ensure the way we run the service does not undermine people's sense of dignity.

Optional: You may decide to follow this activity up with the Dignity is in the Detail activity. This activity is designed to review your organisation's practice and is found in the section.

### 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 on-going support.



### 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:** The scenarios are provided at the bottom of this document, go through as many as you have time for.
- **Dignity in Practice spectrum.** Prepare a large piece of paper listing the five Dignity Principles in Practice with arrows pointing towards the words ‘Undermining dignity’ on the left and ‘Enhancing dignity’ on the right, as illustrated below. You can draw it by hand or print the one provided below.

### 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. The scenario will then be placed on the position along the spectrum that best reflects the discussion.

### Step 2:

Choose one of the scenarios below and read it out loud twice.

- 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, place the card on the spectrum that best represents the group's ideas.

### Step 4:

Group members discuss each scenario, considering the following:

- **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.

**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 (below) are based on real-life examples from a variety of community food initiatives throughout Scotland during the current pandemic.

## SCENARIO CARDS

<p>I received a phone call asking whether a food emergency parcel was adequate for my needs.</p>	<p>I was given support contact numbers by the food bank I used to go to - none of them seem to offer adequate support, I don't want to keep asking the food banks as I know they are busy.</p>
<p>The food parcel did not contain any breakfast items. To give feedback I phoned the food bank and was put on hold for 2 hours. I've given up.</p>	<p>It was easy to get something different when I told them I can't eat anything with tomatoes in it.</p>
<p>We've been able to stay in touch with community members throughout the crisis. I know some prefer a phonecall, and I send letters to others.</p>	<p>My community hub began an online community meal, I find it difficult to use Zoom but at least I can see people's faces.</p>
<p>I used to go to the community meal every week, but now I never hear from anyone.</p>	<p>I had a chat with another volunteer and they told me they have been keeping in touch with other volunteers through Facebook. I wonder if I should get a Facebook account.</p>
<p>They make sure to put something in each week for all of us, even my son who's diabetic.</p>	<p>There's a great variety of vegetables in each parcel, I wish they would do the same for fruit.</p>
<p>I had a phone call with the food bank manager where they told me about the new national helpline.</p>	<p>In the food parcels I receive I also found a page with a description and contact number of Citizens Advice Scotland.</p>
<p>I'm grateful for the food, but I still worry about how I'll pay for the electric.</p>	<p>All volunteers, including myself helped develop a system to ensure social distancing was followed in our provision of emergency food parcels.</p>
<p>At the beginning of the lockdown a Zoom call was arranged for all the volunteers where we discussed how we wanted to stay in touch.</p>	<p>I miss being able to help out with the weekly menus - I don't know who is choosing the food now.</p>
<p>My community hub made a video about growing food at home and arranged for me to share tips.</p>	<p>I've been seeing videos on Facebook where volunteers share helpful tips with our community. I wish I could also share some of my skills.</p>
<p>I was told I can't volunteer anymore because of my age, but I still want to help.</p>	<p>I don't think there's any platform organised by the community hub in which I could continue delivering my creative writing lesson.</p>