play decide

Thank you for downloading this Decide kit!

Every kit contains all the necessary elements for a group of up to 8 people playing Decide. If you have more participants, provide each group with a kit.

The kit can be printed on A4 paper or cardboard. For best results, use 160g/m2 paper.

The first 9 pages have borders of different colours, indicating the colour of the paper on which they should be printed. There are 3 or 4 green, 3 or 4 blue, 1 yellow and 2 orange sheets.

The other pages should be printed on white paper or cardboard.

The last 4 pages contain the placemat and the instructions for each participant.

It is important that each participant has a placemat in <u>A3 format</u>.

The instruction card should be printed preferably in colour, although it will work also in black and white.

Make sure that there are as many placemats and instructions cards as there are participants.

Enjoy Decide!

For any question or information, please email: info@playdecide.org

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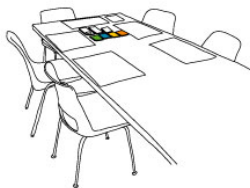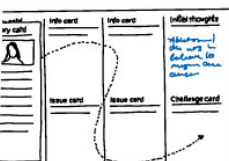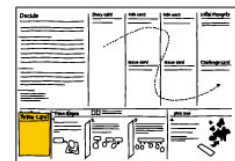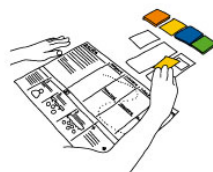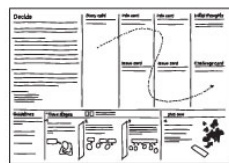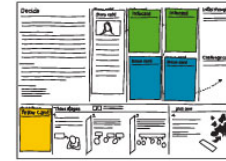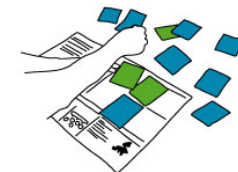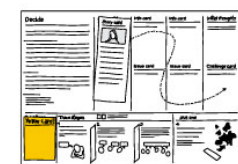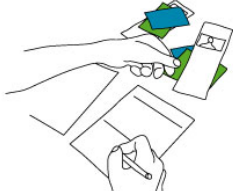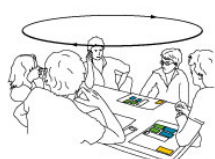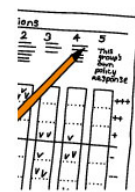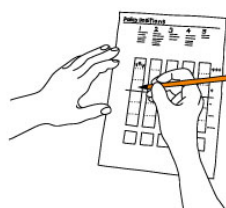
Instructions

1.

Preparation.

Print out the PDF's on coloured paper or light cardboard according to the files' names.
You need the following A4 sheets: yellow (1), orange (2), green (3 or 4), blue (3 or 4) and white (7).

Cut out the cards.

Print or copy as many placemats and instructions as there are players. Decide works best when played by 4 up to 8 people.

2.

Getting started.

From start to finish, decide will take 80 minutes to play.

All players have a 'placemat' in front of them. There are different types of cards that will gradually fill up the placemats.

The facilitator talks the players through the flow of decide using the visual instructions. He or she points out the aims of the game.

During the first part of decide, information is gathered and shared. Then the discussion phase follows.

In the third part the players try to formulate a shared group response. Decide ends when the results are uploaded to www.playdecide.eu

Before the first phase starts, the facilitator reminds all players about the conversation guidelines (bottom left) and hands out the yellow cards.

Anyone can raise a yellow card to pause the discussion in case they feel someone is not respecting the guidelines. When the issue is solved, the discussion resumes.
On the top right there is a space for notes and 'initial thoughts'.

3.

Phase 1. Information

This part of the game will take approximately 30 minutes. All players read the introduction (top-left).

All players read a few storycards, choose one, which is significant for them and put it on the placemat. Each player briefly summarizes their storycard.

All players exchange and read infocards, choose two, which are significant for them and put them on the placemat. Each player briefly summarizes their infocards.

All players read issuecards, choose two, which are significant for them and put them on the placemat. Each player briefly summarizes their issuecards.

Players can use the white cards at any time to add information and issues if needed.
(not all steps are shown, the same procedure is repeated for for story-, info- and issuecards. At the end of this phase all types of cards are ont the placemats as shown in in the last image)

4.

Phase 2. Discussion

This part of the game takes approximately another 30 minutes

There are different ways to discuss. You can choose one that fits the character of the group.

There is the 'Free form'. No restrictions, the discussion flows among the players. Everyone tries to respect the guidelines (if not the yellow cards can be used).
A more structured way to discuss is to 'talk in rounds'.

If the discussion is difficult or it slows down, 'challengecards' might loosen things up. The facilitator hands them out 'face down'. Players read them and take action.
During this phase, players use the cards to sustain their arguments.

They put on the table the cards that back up their contributions, group them and record the discussion by making clusters around the themes that reflect the group's vision.
All types of cards can be used to make a cluster. At the end of this phase there should be at least one cluster.

5.

Phase 3. A shared group response

This last part of decide will take approximately 20 minutes. Everybody reads the 4 policy positions.

Based on the conclusions of the cluster(s), all players vote individually in turn on all 4 policies.

Try to look for common ground. Is there a policy position you can all live with? If not, try as a group to formulate your own 'fifth policy'.

6.

Upload results

The facilitator transfers the results on the voting form using the 'Share your results' function on this website www.playdecide.eu

Your results will be added to the results of all other decide-sessions played in Europe.

Info Card 1

Food waste

About half of all food produced is wasted. Interestingly, in Europe, 42% of food waste occurs at household level, 60% of which is potentially avoidable. Avoiding food waste will not only benefit the environment, but will save money as well.

Info Card 2

Diet and sustainability

Sustainable diets are those with a lower environmental impact. The combination of several factors such as greenhouse gas emissions, land and water use, and effects on other plants and animals, makes calculating the exact impact challenging. Nevertheless, consumption of animal derived-products is considered to have the largest overall impact on the planet.

Info Card 3

Lower socio-economic class

In socially vulnerable groups more people are affected by obesity. The places where they live do not always have leisure facilities, they have less access to education and information about a healthy lifestyle, and with less money to spend, their diets are often nutrient poor and energy rich.

Info Card 4

Nudging/choice infrastructure

'Nudging' is gently pushing the consumer towards making the right choice rather than introducing restrictions. Examples of nudging are things like placing salads more conveniently in canteens to increase vegetable intake, or providing more opportunities for physical activity. Nudging has generated a lot of interest as a potential strategy for public health interventions.

Info Card 5

Dietary recommendations

'Food-based dietary guidelines' are simple messages about healthy eating, aimed at the general public, for example 'eat five portions of fruit and vegetables a day'. These messages do not contain any numerical recommendations, such as 'limit saturated fat intake to 10% of total energy', which are more difficult to use.

Info Card 6

Food reformulation

The European food and drink industry is reformulating and improving the composition of processed foods. This includes reducing salt, trans-fatty acids, saturated fatty acids, sugars and the number of calories. These changes should help make the diets of people eating these foods healthier.

Info Card 7

Food labelling

Did you know that, in the European Union, food labelling for pre-packed foods is mandatory? There are strict regulations on which nutrients have to be declared. There are even rules for the font sizes.

Info Card 8

Diet, lifestyle and health

In Europe today (2013), 6 of the 7 biggest risk factors for premature death (blood pressure, cholesterol, Body Mass Index, inadequate fruit and vegetable intake, lack of physical activity and alcohol abuse) relate to what and how much we eat and drink, and how much we move.

Info Card 9

Healthy diet

To maintain a healthy body we need roughly 40 different nutrients (e.g. vitamins, minerals, fatty acids, etc.). Each food or meal contains a different set of nutrients. It is the combination of foods you eat that determines the overall healthiness of your diet. There is nothing wrong with having a snack, as long as there is an overall balance of the types of food, and importantly the amount of food that you eat.

Info Card 10

Nutrient density

The nutrient-density of a food represents how many nutrients it contains in relation to its energy content. Nutrient-dense foods include fruits and vegetables that provide a substantial amount of vitamins and minerals, but relatively little energy because of their high water content.

Info Card 11

Energy balance: small steps

Taking the stairs, getting off the bus one stop earlier, or swapping a high-fat product for a low-fat alternative, are examples of feasible and achievable small steps to help maintain a healthy body weight.

Info Card 12

Eating disorders

Roughly 1% of people in Europe suffer from an eating disorder (such as anorexia nervosa, bulimia nervosa, binge-eating disorder), in which food has become an obsession and extreme measures are taken to lose weight. The number of women affected is 3-8 times greater than the number of men.

Info Card 13

Energy Balance

Energy balance is the relationship between 'energy in' (calories consumed through food and drink) and 'energy out' (calories used to maintain a healthy body and for physical activity). Long-term energy imbalance leads to changes in bodyweight.

Info Card 14

Taste preference

Babies have an innate preference for sweet tastes and reject foods that are bitter. This is probably an evolutionary adaptation, to promote the consumption of nutritious foods (e.g. fruits) and also to serve as a warning signal for potentially poisonous things (e.g. a poisonous mushroom).

Info Card 15

Community-based interventions

Getting the entire community to promote healthy lifestyles, from the mayor to shop owners, schoolteachers to sports clubs and the media, has shown positive results. After 5 years of a community-based intervention called EPODE the proportion of children in the community who were overweight was 8.8%, compared to 17.8% in two neighbouring towns.

Info Card 16

Organic food

To limit the impact on the natural environment organic farming does not use chemicals for soil fertility or pest-control. Whether it is healthier is an on-going debate. Organic fruit and vegetables do not have more nutrients, and they have more contaminants (for example bacteria). Conventionally farmed crops may have pesticide residues instead (although at levels that are considered safe).

Info Card 17

Energy requirements

Individual energy needs vary from person to person, they are based on sex, age, height, weight and physical activity level. Recommended daily allowances of 2000-2500 calories are therefore of limited use; they are a rough indication rather than a strict figure to follow.

Info Card 18

Food marketing

Advertising and marketing of food and drink influences the choices of consumers, including children. The European Union therefore works closely with the food and drink industry to make commitments to limit advertising to children.

Info Card 19

Fun for change

Turning ordinary stairs into actual piano keys (with sound) in a Stockholm metro station has shown that adding a 'fun element' can entice people into physical activity. 66% more people chose to take the stairs instead of the escalator. More research is needed to find out whether this is effective in the long-term.

Info Card 20

Overweight & obese

People with excessive fat accumulation are classified as overweight or obese (the latter being more extreme). In 2008, more than 50% of adults in Europe were overweight and about 20% were obese. Among children and adolescents, 20% are overweight, of which one third are obese.

Issue Card 1

Food waste & expiry dates

Too short best-before dates on non-perishable foods (frozen, dried, canned) may increase food waste. People throw food away when the date passes, even though it is still safe to eat. However, communicating this to the public is risky, as the best-before date may be confused with the use-by date. The latter, used on perishable foods (fresh dairy products, meat, fish, etc.), indicates that the food is NOT safe to eat after the date stated.

Issue Card 2

Food waste & awareness

People generally agree that it is unethical to waste food. Why then does half of all food waste occur at the household level? Do people not care how much they cook, or how much they still have left in the fridge? Were they hungry when they went shopping?

Issue Card 3

How much for a healthy diet?

It is a popular belief that eating healthily is more expensive. Some argue that this is not the case.

Issue Card 4

Unhealthy cuts at school

With budget cuts all around, schools are forced to make savings. It is often the physical education and cooking classes that are first to be cut. Where does this leave us in the ever increasing obesity epidemic?!

Issue Card 5

Food & ethics

Which would you prefer: a government that interferes and regulates what people eat, or a government that sits back and gives us freedom to choose? Where do ethics come in?

Issue Card 6

Difficulties in changing behaviour

An unhealthy diet and lifestyle are linked to chronic diseases and early death. The good news is that we can change our diet and lifestyle. The bad news is that we don't! Everyone wants to be healthy, so why don't we change our behaviour if we know we will be healthier?

Issue Card 7

Food patterns in adolescents

Young people often fail to meet dietary recommendations and tend towards extreme eating patterns. This can include snacking throughout the day, skipping meals, consuming too many calories, extreme dieting and other distorted eating behaviours. They are not considering the effect on their health.

Issue Card 8

Parental influence on kids' diet & lifestyle

Parents play an essential role in their children's (future) eating behaviours. However, trying to restrict highly enjoyable, energy dense foods often has the opposite effect. How can we nudge children to pick the healthy alternatives?

Issue Card 9

Social factors related to diet & lifestyle

In social settings, like celebrations or family dinners, people tend to eat more than they need.

Issue Card 10

Friends & lifestyle

A study showed that if your friends are overweight, you are more likely to be so as well. Interestingly, siblings and spouses have a significant influence, but it's smaller than that of real friends. It boils down to: "you are what your friend eats".

Issue Card 11

Weight loss diets, do they work?

A study found that adolescents who were dieting to lose weight at the age of 16 were significantly more likely to be obese at the age of 30 than non-dieters.

Issue Card 12

Dieting vs. lifestyle changes

No commercial, calorie-restricting diet has ever been shown to be successful for lasting weight loss. Lifestyle changes, such as taking the stairs instead of the lift, will improve chances of long term success. Can you think of any other achievable lifestyle changes?

Issue Card 13

Food as an obsession

For some individuals, especially those with low self-esteem and poor body image, food can become an obsession. It may even develop into an eating disorder like anorexia nervosa. How do we get the right balance? When is healthy eating no longer healthy?

Issue Card 14

Fast food

Fast food is often perceived as unhealthy. Can't food be both fast and healthy?

Issue Card 15

Counting calories

To maintain a healthy body weight, it is recommended that women consume 2000 calories a day, and men 2500 calories. How strictly should we follow this? Should we walk around with calculators, or listen to what our body says?

Issue Card 16

Nutrition labelling

Research shows that consumers understand nutritional information on food packaging. But do we use that information to make healthier food choices?

Issue Card 17

Information about your food

We are demanding more and more information and greater transparency when it comes to food. We want to know about the nutritional values, country of origin, sustainability, fair trade status, health claims, etc. Does this make it easier to choose or more complicated?

Issue Card 18

Government intervention

Can raising or lowering prices on certain products change people's food choices?

Issue Card 19

Government strategy

Some argue that informing and educating the consumer is not effective and not enough to change people's diet and lifestyle.

Issue Card 20

Responsibility

The facts are clear, worldwide obesity has nearly doubled since 1980. But whose responsibility is it to reverse this trend?

Guidelines Yellow Card!

Use the yellow card to help the group stick to the guidelines. Wave it if you feel a guideline is being broken or if you do not understand what is going on.

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Challenge Card

Tell the group who you think pays (in terms of resources, or consequences), and in what ways.

Challenge Card

Explain briefly to your fellow players what you think could be the effect on future generations.

Challenge Card

What do you think the media would make of all this?

Challenge Card

Are there any risks involved here? Think of a risk, tell the group, and ask two other players if they can think of another one.

Challenge Card

Imagine what your grandparents would say about this topic! Share it with the group.

Challenge Card

Is the group 'being polite' and not talking about a 'taboo' issue in relation to this subject? If so, say 'We're not talking about ...' and start the conversation.

Challenge Card

Does this have an impact on nature? Let the group know what you think.

Challenge Card

Express any feelings on the subject that you have not yet expressed to the group.

Challenge Card

Pick a story card. As the character on your story card, present to the group your views on this topic.

Challenge Card

Can we justify spending money on this research given the inequalities in health care between Europe and developing countries?

Challenge Card

Do you think that human needs are more important than the needs of those without a voice- nature, animals, embryos?

Challenge Card

"We should maximise human life and pursue all avenues of research to help people who are ill."
Do you agree with this statement?

Challenge Card

Pick a Story Card and select one that is different from your own viewpoint. Tell the group how you think your own views are similar and different to the character.

Challenge Card

Find out what the person on your right hand side feels on this subject. Find an argument to support their opinion.

Challenge Card

Find out what the person on your left hand side feels on this subject. Play devil's advocate (disagree with) their viewpoint.

Challenge Card

Pick a Story Card character that is distant from your own viewpoint. As that character, briefly tell the group your opinion on what you are discussing.

Story Card 1

Brian Spencer

I work for a non-governmental organisation that fights for a greener planet by reducing the consumption of animal-derived products. 80% of agricultural land is used for livestock farming which accounts for about 18% of greenhouse gas emissions. I am convinced that reducing the amount of meat we eat will help reduce CO2 emissions. I began the change with myself, by becoming a vegetarian; I don't eat meat or wear leather. I find it easy to lead such a lifestyle, but my wife disapproves.

Story Card 2

Andrea Graff

I am a post-doctorate researcher at the Institute of Food Research, investigating food waste. Studies indicate that the amount of food wasted in Europe is up to 50% of the total food that is produced. These numbers are intimidating considering that at the same time 870 million people, mostly in developing countries, suffer from hunger. Being a researcher enables me to see this problem on both a personal and professional level. I get very upset when I see my friends wasting food. My numerous attempts to persuade them otherwise haven't worked.

Story Card 3

Luisa Bateman

I am an officer responsible for education at a local council. I have a limited budget for health education at the schools in my area, and a decision to make on how to spend it. I can tell you it is not an easy one. The topic of food and nutrition needs to be addressed seriously, as children know little about it and the obesity epidemic is on the rise. I have a choice to make: either we can invest in improving nutrition education and teacher training, or we can subsidise lunches at school canteens to help the kids follow a healthy diet. Which would be more sustainable and valuable? Which should we invest in?

White Card

White Card

White Card

Story Card 4

David Gibson

I am an urban planner specialising in designing public spaces. I often receive assignments from the local government. I am health conscious and I try to incorporate it in my design. I am convinced that by planning the infrastructure in a way that stimulates people to be physically active, I could contribute to making our population fitter. Governments often put a lot of emphasis on trees and plants to make the cities look nicer and feel cleaner, rather than infrastructures that allow physical activity like cycling and running lanes, playgrounds, stairs instead of escalators, etc. If only the government would spend less on vegetation and more on enabling people to be active in their own cities!

Story Card 5

Thomas Mansfield

I am in my late thirties and quite chunky, to put it mildly. I have tons of health issues and used anti-diabetic medication for a while. Still, I either indulge in food, or I diet like mad, both as if my life depends on it. I am well-educated and painfully aware of the consequences, but I just cannot help it! Food makes me happy, for the time being…

Story Card 6

Francesca Kupper

I am a 15 year old high school student. At home we always have a healthy diet. For lunch at school I either eat what my mum has prepared or I buy a salad or a vegetable sandwich. My friends have no issues eating crisps, chips and burgers. They drink fizzy drinks all the time, but I don't like them, I drink a lot of water. My classmates often make fun of me because I am different. They get very creative when calling me names, and it becomes harder and harder to have friends, especially during lunch time. I don't want to change my habits as that's what I am used to, and it feels right for me, but I don't feel happy eating alone.

White Card

White Card

White Card

Story Card 7

Robert Freeman

I am a psychologist who specialises in eating disorders. Over the past few years, I have noticed a strong increase in the number of cases of anorexia and bulimia, especially among adolescent girls. This often goes hand in hand with low self-esteem and poor body image. Although causes are believed to be a combination of biological, psychological, and environmental factors, I strongly believe that the social pressures from the mass promotion of 'skinniness' as the ideal body form are a major contributor. My 9-year old daughter already talks about wanting to be as beautiful as a particular TV presenter. I know it's just a kid talking, but it still gives me shivers.

Story Card 8

Catherine Rozenberg

I work in the Ministry of Health. I am very concerned about the ever increasing levels of obesity and the associated increased risk of chronic diseases including; diabetes, cardiovascular disease and cancer. Our Ministry has undertaken several campaigns to promote healthy diets and lifestyles. However, up until now they have been unsuccessful, and levels of obesity are still on the rise. People from lower socio-economic classes, with limited access to a healthful lifestyle, are especially at risk. I feel that it is our responsibility to intervene more rigorously, by regulating what people eat. The time has come for governments to take action!

Story Card 9

Alexander Trillo
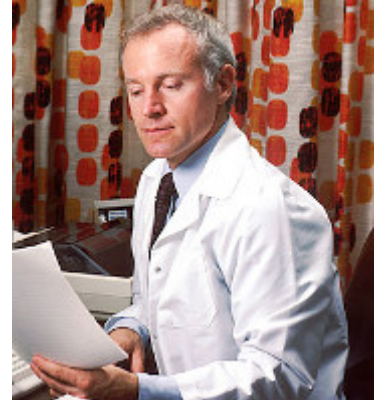
I am a dietician in a public hospital. I often deal with cases of obesity in which behaviour changes are vital to the solution. I struggle to change people's health related behaviour, and my attempts often fail. Even my own sister, to whom I have given a lot of advice for many years, has not lost a single gram. I'm thinking of changing my strategy from just giving advice, to using innovative ways to help my clients, but haven't figured out how yet...

White Card

White Card

White Card

Story Card 10

Anna Kelber

I have been told by my doctor that my son suffers from obesity and I need to take action, or he will develop chronic diseases at some stage in his life. But what can I do? I'm trying hard to prepare healthy lunches, but at school he can't resist the temptation to snack in between. Other parents look down on me, and even teachers at school make me feel guilty by saying that I should pay more attention to what my son eats, but I think it's not just me who should be blamed, it is the schools, food industry and government who are not taking any action.

White Card

White Card

White Card

Name of cluster:

Which conclusions does this cluster lead you to?

Cards in this cluster:

Info Card	Issue Card	Story Card	White Card

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Which conclusions does this cluster lead you to?

Cards in this cluster:

Info Card	Issue Card	Story Card	White Card

Name of cluster:

Which conclusions does this cluster lead you to?

Cards in this cluster:

Info Card	Issue Card	Story Card	White Card

Policy positions for Healthy Diet and Lifestyle

Positions

1

The Government must strongly regulate all areas of public health including food prices, portion sizes, advertising, food composition and types of food on offer. It should make physical activity mandatory.
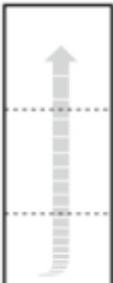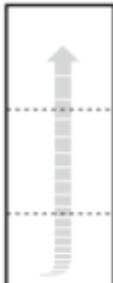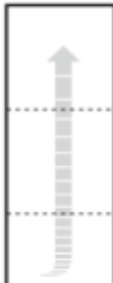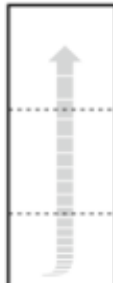
2

The Government should regulate only those aspects of public health that directly address the problem of obesity. It should educate and inform citizens, and provide the infrastructure to support physical activity.

3

The Government should provide guidelines on a healthy diet and lifestyle and regulate food labelling to enable healthier food choices. It should encourage physical activity.

4

No government regulation is needed. It is everyone's personal responsibility to look after their health and diet. Citizens must have a free choice to eat and live how they want.

	1	2	3	4	
Support					+ + +
					+ +
					+
Acceptable					
					-
					- -
					- - -
Not acceptable					
Abstain					

Policy positions for Healthy Diet and Lifestyle

Positions

1

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2

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4

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	1	2	3	4	
Support					+ + +
					+ +
					+
Acceptable					
					-
					- -
					- - -
Not acceptable					
Abstain					

Healthy Diet and Lifestyle

play decide

A Healthy Diet & Lifestyle

How we live and what we eat relates strongly to how healthy we are. Our diet and lifestyle will not only determine the reading on the bathroom scales, but also affect the risk of developing chronic diseases such as cardiovascular disease, diabetes and cancer at some stage in our lives.

The number of obese individuals has increased dramatically over the past few decades, with roughly 1.4 billion people classed as overweight in 2008. Alongside this, the prevalence of these diseases has increased too. This not only puts the burden of increased health care costs and absence at work on society, but also causes personal misery and reduced quality of life. Although we know that diets and lifestyles can be changed to prevent obesity and the development of disease, it is easier said than done.

Whose responsibility is it to reverse the trend? Setting aside the role of other organisations (consumer organisations, food and drink industry, retailers, etc.), is it up to the consumers to change their eating patterns and lifestyles, or is it the Government's responsibility to enforce measures to improve public health?

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WWW.INPROFOOD.EU

Positions

1. The Government must strongly regulate all areas of public health including food prices, portion sizes, advertising, food composition and types of food on offer. It should make physical activity mandatory.
2. The Government should regulate only those aspects of public health that directly address the problem of obesity. It should educate and inform citizens, and provide the infrastructure to support physical activity.
3. The Government should provide guidelines on a healthy diet and lifestyle and regulate food labelling to enable healthier food choices. It should encourage physical activity.
4. No government regulation is needed. It is everyone's personal responsibility to look after their health and diet. Citizens must have a free choice to eat and live how they want.

Aims of the game

- Clarify what your opinions are
- Work towards a shared group vision
- Let your voice be heard in Europe
- Enjoy discussing!

Story Card

Info Card

Info Card

Initial Thoughts

Write down your initial thoughts, use White cards to add issues

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Issue Card

Issue Card

Challenge Card

Guidelines

You have a right to a voice: speak your truth.
But not the whole truth: don't go on and on.

Value your life learning.

Respect other people.
Allow them to finish before you speak.

Delight in diversity.
Welcome surprise or confusion as a sign that you've let in new thoughts or feelings.

Look for common ground.
'But' emphasises difference; 'and' emphasises similarity.

Three stages

1. Information
Clarify your personal view on the subject, reading and selecting the cards which you feel are most important for you. Place your cards on the placemat and then read them aloud to the other players.

± 30 MIN.

2. Discussion
Together with the other players, start discussing and identify one or more larger themes that you all feel relevant. Everyone gets a chance to speak. Put your cards on the table to provide your arguments for each theme.

± 30 MIN.

3. Shared group response
Reflect on the theme(s) that the group has identified and the cards that sustain the arguments. As a group, can you reach a positive consensus on a policy position that reflects the group's view?
You can formulate a new common policy, if you wish.

± 20 MIN.

. . . plus one

4. Action
Go to www.playdecide.eu to:
- Submit the results of your group to the Decide database;
- See how other European countries think about this issue;
- Read more about this subject;
- Download a game kit to play with your friends or colleagues;
- Learn how you can make a difference after playing Decide.