

YOUR GUIDE TO OERS

# Food, Wellbeing & Resilience

*An Open Educational Resource on using food as a tool for healing, resilience and community-building — with a trauma-informed approach.*

[www.foodincludes.eu](http://www.foodincludes.eu)



# A note on content



## CONTENT NOTE FOR FACILITATORS & LEARNERS

### **This OER works with food, memory and emotion.**

Food memories can carry grief, displacement, food insecurity, eating-disorder experience, abuse, bereavement or trauma. The activities in this module ask people to revisit and share those memories.

*Facilitators: please read the trauma-informed sections (slides 28–31) before delivering, even if you have prior experience.*

*Learners: participation is always voluntary — you can pass on any prompt, step out, or stop at any time.*

# What's inside this OER

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# How to use this resource

*This OER is part of the FOOD INCLUDES series and follows the methodology set out in the Didactic Guide. Use it flexibly — run the full module, lift activities, or adapt to your group.*



## Read end-to-end

Use the deck as a complete facilitator guide before running a session. The trauma-informed sections are mandatory reading.



## Cherry-pick activities

Choose 1–2 of the three core activities based on group, time and venue. The case studies and reflection prompts work on their own too.



## Adapt to context

Translate, localise and rework for your community. Keep the trauma-informed scaffolding even if you simplify the activity.



# Learning outcomes

By the end of this module, learners will be able to do the following — mapped to the European LifeComp, EntreComp, DigComp and GreenComp frameworks.



**Connect food & wellbeing**  
LifeComp · Personal

Understand how food, emotion and resilience intersect in personal and collective life.



**Share lived experience**  
LifeComp · Social

Tell and listen to food stories with empathy, choice and respect.



**Use sensory awareness**  
LifeComp · Personal

Engage taste, memory and the senses as tools for grounding and reflection.



**Collaborate inclusively**  
LifeComp · Social

Co-create meals and activities that honour cultural and dietary diversity.



**Source sustainably**  
GreenComp · Sustainability

Make food choices that reflect care for community, environment and budget.



**Reflect & adapt**  
LifeComp · Learning

Notice what supports your wellbeing through food, and what doesn't.

# EU competence frameworks

Four European Joint Research Centre frameworks describe the competences this module helps to build. Each is openly licensed and freely available — click through to the source.

<h2>LifeComp</h2> <p>Personal, Social &amp; Learning to Learn</p> <p>HOW WE USE IT</p> <p><i>Used here for: emotional awareness, self-regulation, intercultural skill, reflection.</i></p> <p><a href="https://publications.jrc.ec.europa.eu">publications.jrc.ec.europa.eu</a></p>	<h2>EntreComp</h2> <p>Entrepreneurship Competence</p> <p>HOW WE USE IT</p> <p><i>Used here for: planning sessions, mobilising resources, taking initiative as a facilitator.</i></p> <p><a href="https://joint-research-centre.ec.europa.eu">joint-research-centre.ec.europa.eu</a></p>	<h2>DigComp</h2> <p>Digital Competence for Citizens</p> <p>HOW WE USE IT</p> <p><i>Used here for: low-barrier digital tools (WhatsApp, online hubs) to extend reach.</i></p> <p><a href="https://joint-research-centre.ec.europa.eu">joint-research-centre.ec.europa.eu</a></p>	<h2>GreenComp</h2> <p>Sustainability Competence</p> <p>HOW WE USE IT</p> <p><i>Used here for: sustainable food choices, low-resource activities, care for community.</i></p> <p><a href="https://publications.jrc.ec.europa.eu">publications.jrc.ec.europa.eu</a></p>
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# UN Sustainable Development Goals

*This OER contributes to seven Sustainable Development Goals — directly through what it teaches, and indirectly through the inclusion outcomes the FOOD INCLUDES partnership pursues across all its OERs.*

## PRIMARY ALIGNMENT

<b>3</b>	<b>Good Health &amp; Wellbeing</b> Food-based practices that support emotional resilience, mindfulness and recovery.	<b>4</b>	<b>Quality Education</b> Inclusive, low-barrier adult learning that meets learners where they are.	<b>10</b>	<b>Reduced Inequalities</b> Designed for excluded learners, refugees and people facing psychosocial barriers.
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## ALSO CONTRIBUTES TO

<b>1</b>	<b>No Poverty</b> Low-resource activities; access regardless of budget.	<b>2</b>	<b>Zero Hunger</b> Sensitivity to food insecurity within the group.	<b>11</b>	<b>Sustainable Cities</b> Community-based, hyper-local food activities.	<b>17</b>	<b>Partnerships for the Goals</b> Built across an EU partnership; shared openly.
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# Audience & prerequisites

## WHO IS THIS FOR?

**Adult educators** running wellbeing and resilience programmes.

**Community workers** supporting refugees, displaced people or trauma survivors.

**Health & social care** exploring non-clinical, food-based community work.

**NGO / charity staff** delivering psychosocial support alongside food activities.

**Peer-support leaders** with lived experience and basic facilitation training.

## PREREQUISITES

### For facilitators:

- Basic trauma-informed facilitation training (or willingness to complete it before delivering).
- A named pastoral or safeguarding contact within your organisation.
- Awareness of local referral routes for mental health support.

### For learners:

- No prior qualifications needed.
- Voluntary participation; sharing is always optional.
- Disclose dietary, allergy or sensory needs in advance.

# 01



SECTION

## Module Description

# Purpose, scope & justification



## Purpose

Use food as a tool for healing, resilience and community-building — not as clinical therapy.



## Scope

Emotional wellbeing · cultural identity · community support · therapeutic aspects of cooking · mindfulness & self-care · inclusive food-based activities.



## Justification

Food connects people, supports emotional resilience and fosters inclusion. This module helps facilitators use food practices to empower individuals and communities.

### NOT INCLUDED

*Medical or clinical treatments. This is a community-learning resource, not a therapeutic intervention.*

**3**

sessions

**8–15**

group size

**2–3 h**

each

# 02



SECTION

## Objectives

# What this module achieves

Three general objectives, expressed through SMART targets — Specific, Measurable, Achievable, Relevant, Time-bound.



## Understand the intersection

How food, wellbeing and resilience meet in personal and collective challenges.



## Develop practical skills

Use food-based activities to support emotional and social wellbeing.



## Promote inclusive learning

Apply culturally diverse food education aligned with European competence frameworks.

### SMART TARGETS

**S**

Three food-based resilience strategies

**M**

One facilitated community activity

**A**

Adaptable toolkit for varied settings

**R**

Inclusive, intersectional approach

**T**

Implement & review in module timeframe

# 03



SECTION

## Development

# What is food pedagogy?

*An educational approach that uses food, eating and food systems as tools for learning. It goes beyond teaching about food — it focuses on how people learn through food practices, experiences and relationships.*



## Learning through practice

Cooking, gardening, sharing meals — knowledge is embodied and experiential, not just theoretical.



## Critical awareness

Examines where food comes from, who produces it, and the social, economic and environmental conditions of food systems.



## Cultural & social knowledge

Food carries history, identity, tradition and values. It shapes communities and personal identities.



## Relational & ethical

Emphasises care, responsibility and relationships — with others, with land, with non-human life. Linked to food justice.

# Storytelling & food memories

The FarMHealth project gathered real stories from Irish farmers about stress, resilience and the role of everyday routines — including food — in coping. The programme used facilitated discussions where participants shared personal experiences, in a structure similar to our Storytelling activity.

## WHY IT FITS

- Uses lived-experience storytelling.
- Builds trust and emotional expression.
- Shows how food and routine support resilience.

## CASE STUDY

### *FarMHealth*

*Farmers' lived experiences  
of mental health & resilience*

## LINKS TO

### **Activity 1 — My Food Story**

*Storytelling & lived experiences*

# Flavour mapping & sensory work

Sensory Food Network Ireland specialises in sensory evaluation, taste exploration and flavour profiling. Their training and community engagement work helps people connect taste with memory, culture and emotional response — exactly the territory of our Flavour Mapping activity.

## WHY IT FITS

- Strong focus on sensory exploration.
- Links flavour to memory and emotional experience.
- Provides scientific grounding for the activity.

## CASE STUDY

### *Sensory Food Network Ireland*

*Taste, memory & culture*

## LINKS TO

### **Activity 2 — Flavour Mapping**

*Taste, memory & identity*

# Build-a-bowl & shared meals

Community Food Initiatives — run through Safefood and SECAD across Ireland — host community cooking events, shared meals and food-based social inclusion projects. Many of these involve building meals together and discussing food traditions, mirroring our Build-a-Bowl activity.

## WHY IT FITS

- Group cooking and shared meals.
- Supports inclusion, autonomy and creativity.
- Strong community wellbeing outcomes.

## CASE STUDY

# *Community Food Initiatives*

*Safefood / SECAD*

## LINKS TO

### **Activity 3 — Build-a-Bowl**

*Creative meal collaboration*

# FOOD Starter Kit & UDL

## FOOD STARTER KIT

This OER aligns with the FOOD Starter Kit, developed within the partnership FOOD project. The kit provides pedagogical foundations, examples, accessibility guidance and adaptable templates.

### HOW TO USE IT

- As reference during preparation.
- As a quality check before each session.
- To adapt activities to your context.

## UNIVERSAL DESIGN FOR LEARNING

- Use inclusive language
- Present content in multiple formats (text, image, audio)
- Offer flexible participation options
- Provide clear instructions and visual supports
- Anticipate accessibility needs (dietary, cultural, sensory)

# Three core activities

Choose 1–2 activities depending on group, time and resources. Each is fully spec'd on the slides that follow.

## 01 · Storytelling



### “My Food Story”

Voluntary sharing of food memories in pairs or circle. 45–60 min.

## 02 · Flavour Mapping



### Taste, memory, identity

Mindful tasting of 5 basic flavours; map taste to memory. 60–90 min.

## 03 · Build-a-Bowl



### Creative meal collaboration

Choose, prepare and share a simple bowl with the group. 90–120 min.

# Storytelling — “My Food Story”

## DURATION

**45–60 minutes**

## VENUE

- Quiet, comfortable room
- Chairs in a circle or semi-circle
- Soft lighting; optional calming music

## MATERIALS

- Prompt questions
- Flipchart or notebook + pens
- Optional sample story
- Reflection sheets

## CONTENT TO DELIVER

- The meaning of food memories.
- How food connects to identity, belonging and resilience.

## STEP-BY-STEP

**01 Space prep** Create a warm, safe environment. State sharing is voluntary.

**02 Grounding** Lead a short breath exercise to settle the group.

**03 Prompted reflection** Invite a meaningful food memory to mind.

**04 Story sharing** Share in pairs or whole-group — voluntary.

**05 Personal reflection** Time to write or draw key insights.

**06 Closure** Acknowledge emotion, thank participants, close with grounding.

**OPTIONAL CASE STUDY:** *FarMHealth — how food stories support healing and connection.*

# Flavour Mapping — Taste & Memory

## DURATION

**60–90 minutes**

## VENUE

- Tables for tasting setup
- Good ventilation
- Access to water for rinsing

## MATERIALS

- Small samples: sweet · salty · sour · bitter · umami
- Flavour map template
- Pens, tasting plates, wipes
- Allergen information — visible

## CONTENT TO DELIVER

- Introduction to the five basic tastes.
- How taste links to memory, emotion and culture.

## STEP-BY-STEP

- 01 Space prep** Set up tasting stations; allergen info visible.
- 02 Grounding** Invite participants to notice their senses before tasting.
- 03 Mindful tasting** Guide through each flavour slowly and without judgment.
- 04 Flavour mapping** Participants draw or write their personal flavour map.
- 05 Story connection** Ask: what does this flavour remind you of?
- 06 Closure** Invite optional sharing; close with grounding exercise.

**OPTIONAL CASE STUDY:** *Sensory Food Network Ireland — sensory exploration supports emotional awareness.*

# Build-a-Bowl — Creative Meal Collaboration

## DURATION

**90–120 minutes (includes shared meal)**

## VENUE

- Kitchen preferred
- If no kitchen: air fryer, microwave, kettle, hob
- Tables for ingredient setup; seating for shared meal

## MATERIALS

- Budget-friendly ingredients (grains, proteins, veg, herbs, sauces)
- Bowls, utensils, serving tools
- Allergen information
- Reflection questions

## CONTENT TO DELIVER

- How food choices reflect identity, comfort and autonomy.
- The role of shared meals in community building.

## STEP-BY-STEP

- 01 Space prep** Ingredients buffet-style; ensure accessibility for all.
- 02 Grounding** Short breath exercise to notice hunger cues and emotions.
- 03 Ingredient selection** Participants choose ingredients mindfully.
- 04 Meal creation** Participants build and prepare simple elements.
- 05 Shared meal & reflection** Conversation about choices, memories, feelings.
- 06 Closure** End with a gratitude or grounding practice.

**OPTIONAL CASE STUDY:** *Community Food Initiatives — shared meals support inclusion and resilience.*

# 04



SECTION

## Timeline

# Module rollout — 6 weeks

*Six weeks from preparation to follow-up. Adapt to your context — structure matters more than calendar.*

## WEEK 0

### Preparation

Select activities · prepare materials · confirm venue · contact participants for access & dietary needs.

1

2

3

4

5

## WEEK 2

### Session 2 — Flavour Mapping

Grounding · flavour mapping activity · optional case study · mid-point feedback.

## WEEK 1

### Session 1 — Storytelling

Welcome · baseline feedback · “My Food Story” · reflection · note group dynamics.

## WEEK 3

### Session 3 — Build- a-Bowl

Grounding · build-a-bowl · shared meal · final evaluation.

## WEEK 5–6

### Follow-up

Short WhatsApp message, call or 3-question survey on continued practice & wellbeing impact.

# 05



SECTION

## Resources & Toolkit

# Human & material resources

## HUMAN RESOURCES

**Lead facilitator** Designs sessions; delivers activities; ensures emotional safety.

**Co-facilitator (optional)** Supports group dynamics; assists during activities.

**Logistics officer** Venue, equipment, dietary and accessibility needs.

**Kitchen support** If cooking, helps set up, ensures food safety.

**Monitoring lead** Collects feedback; summarises findings.

## MATERIAL RESOURCES

**OER materials** Templates, prompts and reflection sheets.

**Activity supplies** Tasting samples · ingredients · bowls · utensils.

**Mindfulness supports** Mats, cushions, soft music, timer, adjustable lighting.

**Educational supports** Visual aids · prompt cards · paper · pens.

**Allergen / dietary info** Visible, accurate, kept up to date.

# 06



SECTION

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## Trauma-Informed Toolkit

# Five trauma-informed principles

*These five principles — adapted from SAMHSA's trauma-informed care framework — should shape every session, even where the word “trauma” is never spoken aloud.*



## Safety

Physical and emotional safety first. Clear ground rules. Predictable structure. No surprises.



## Trust

Be transparent about what will happen, for how long and why. Do what you say you'll do.



## Choice

Participation is always voluntary. Pass is always allowed — on prompts, sharing, food, photos.



## Collaboration

Power-sharing, not power-over. Co-create ground rules. Honour lived experience as expertise.



## Empowerment

Build on strengths, not deficits. Validate small acts of courage. Centre voice and agency.

*Source: SAMHSA (US Substance Abuse & Mental Health Services Administration) — Concept of Trauma & Guidance for a Trauma-Informed Approach.*

# Pre-session safeguarding checklist

Work through these before any session. They're specific to trauma-informed food work — go beyond the standard venue/materials checklist.

## TWO WEEKS OUT

- Identify pastoral / safeguarding lead
- Map local mental health referral routes
- Collect dietary, allergy & sensory needs
- Ask about access needs (mobility, language)

## ONE WEEK OUT

- Brief co-facilitator on trauma principles
- Prepare grounding scripts (slide 31)
- Confirm quiet space / break corner
- Plan visible exit and water station

## DAY OF SESSION

- Arrive early; settle the room
- Lay out materials simply, predictably
- Open with ground rules + pass rule
- Have tissues, water and crisis card ready

# Grounding techniques

Use one at the start of each activity (to settle), and have one ready if anyone becomes overwhelmed (to bring them back). Practise on yourself first.



## 5-4-3-2-1 senses

Name 5 things you see, 4 you hear, 3 you can touch, 2 you can smell, 1 you can taste. Slow, in order. ~3 min.



## Box breathing

Breathe in for 4, hold for 4, out for 4, hold for 4. Repeat for 4–6 cycles. Use a hand cue or count aloud.



## Orienting & anchoring

Feel feet on the floor. Notice the chair. Name the room. Hold a warm cup or smooth stone. Stay in the present.



## Soft body scan

From feet to head: notice each part without judgment. Soften where you can. 4–5 min. Especially good before tasting.

★ *Facilitator tip: prepare scripts in advance. Reading from a card is fine and models it's normal to take it slowly.*




# Risk & safeguarding

*Specific risks for food + memory + wellbeing work. Walk through these with your team before every session and update for your group.*

<b>EATING DISORDERS</b>	Tasting and bowl-building can trigger restrictive or compulsive patterns. Make tasting optional. Avoid weight, calorie or “healthy/unhealthy” framing. Have a quiet alternative role.
<b>FOOD INSECURITY</b>	“Build from abundance” can alienate people who've lived hunger. Acknowledge access varies. Keep ingredients ordinary and culturally relevant, not aspirational.
<b>EMOTIONAL OVERWHELM</b>	Memory work surfaces grief and trauma. Use grounding (previous slide). Offer a quiet corner. Don't push for sharing. Check in privately at the next break.
<b>DISCLOSURES</b>	Of abuse, self-harm or risk. Listen, thank them, don't promise confidentiality. Follow your organisation's safeguarding policy. Refer per local pathway.
<b>VICARIOUS TRAUMA</b>	Carrying others' stories affects facilitators. Debrief with a colleague. Don't deliver alone if the group is high-risk. Watch your own warning signs.

# Three implementation levels

*Not every organisation has the same capacity. Choose the level that matches yours — a low-resource delivery still delivers the module.*

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
 <p><b>Minimal</b></p> <p>WhatsApp group for photos, reflections and recipes. Printed handouts only. No website required.</p>	 <p><b>Moderate</b></p> <p>A page on your organisation's existing website. Downloadable templates and activity sheets.</p>	 <p><b>Advanced</b></p> <p>Dedicated online hub with materials, videos, discussion forums. Optional facilitator training videos.</p>

*★ An online hub is not mandatory. Choose the level that matches your capacity.*

# 07



SECTION

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## Monitoring

# Four feedback collection points

Monitoring ensures the module supports participants' wellbeing, engagement and learning. Collect feedback at four moments — and use low-barrier formats so it doesn't become a burden.

<b>A</b> BASELINE	<b>B</b> MID-POINT	<b>C</b> END-OF-MODULE	<b>D</b> FOLLOW-UP
Session 1. Expectations · comfort levels · accessibility, cultural & dietary needs · emotional readiness.	Session 2 or halfway. Engagement · emotional responses · group dynamics · any adjustments needed.	Session 3. What they learned · how it supported wellbeing · meaningful or challenging moments · suggestions.	Weeks 5–6. What they applied · lasting wellbeing impact · whether food practices continued.

## FORMATS YOU CAN USE

WhatsApp voice notes

Sticky-note wall

Short phone call

Group reflection

Paper / digital survey

# What feedback should monitor

*Five dimensions. Each can be captured with low-barrier formats — WhatsApp voice notes, a sticky-note wall (“what stayed with you today?”), a short call — or with structured tools like a survey or worksheet.*



## Engagement

Are participants showing up, joining in, returning?



## Emotional wellbeing

How are people feeling during and after sessions?



## Learning outcomes

What did they take from each activity?



## Practicality

What's working for facilitators and venues? What isn't?



## Long-term impact

Are practices continuing weeks later, in daily life?

# 08



SECTION

## OKRs • Communication • Impact

# Aim & measurable outcomes



## AIM

*Develop an engaging and accessible OER that strengthens understanding of food, wellbeing & resilience — and equips learners with practical, inclusive, trauma-informed strategies.*

### ***KR1***

#### **Knowledge**

Participants report improved knowledge of food-based wellbeing strategies.

### ***KR2***

#### **Adoption**

Learners implement at least one strategy in daily life or community.

### ***KR3***

#### **Reach**

At least 60 downloads of the OER within 6 months.

### ***KR4***

#### **Delivery**

Three workshops using the module delivered in the first year.

# Low-barrier, inclusive channels

*All communication prioritises low-barrier, affordable methods so small organisations with limited staff can participate fully and consistently.*



## Regular updates

Email, WhatsApp or short social media posts  
— match each organisation's capacity.



## Monthly partner check-ins

Brief phone, WhatsApp or short online  
meeting to stay aligned.



## Quarterly stakeholder updates

Concise email summary or short virtual  
meeting for transparency and inclusivity.

### CHANNELS WE USE

Email

WhatsApp

Phone

Short online meetings

# Short- & long-term change



## SHORT-TERM

### Increased awareness

of food-based wellbeing strategies among participants.

### Strengthened connections

through shared food experiences in the community.

## LONG-TERM

### Sustainable inclusion

of food-based wellbeing in community programmes.

### Wider adoption

of inclusive, trauma-informed pedagogical practice across learning environments.

# 09



SECTION

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## Reflection

# Evidence of learning

Aligned to the *FOOD INCLUDES Didactic Guide's 8-competence ESCO framework*, with a 4-level rubric (*Excellent / Good / Satisfactory / Needs Improvement*). Choose two or three indicators that suit your group.

ESCO COMPETENCE	WHAT LEARNERS DO	HOW TO CAPTURE IT
<b>T3.3 Positive attitude</b>	Show resilience: stay with discomfort, return after a break.	<i>Facilitator observation + self-reflection.</i>
<b>T4.1 Communication</b>	Share a food story or listen to one with care.	<i>Recorded paired retelling or short writing.</i>
<b>T4.3 Teamwork</b>	Collaborate on Build-a-Bowl; honour others' choices.	<i>Co-facilitator notes + group photo / artefact.</i>
<b>S1.9 Solving problems</b>	Adapt a recipe to dietary or cultural needs of the group.	<i>Saved adapted recipe with rationale.</i>
<b>T6.1 Health &amp; hygiene</b>	Apply food-safety and allergen practice during the activity.	<i>Checklist completion + observation.</i>

*Full 8-competence rubric is in the FOOD INCLUDES Didactic Guide (the methodological parent of this OER).*

# Facilitator reflection prompts

*After each session, take 20 minutes alone or with a co-facilitator. Trauma-informed work needs this — it protects the group, and it protects you.*



## What worked

- What moment felt the safest for the group?
- Where did a learner surprise you with their courage?
- Which grounding technique landed best?



## What I'd change

- Where did I miss a cue or rush past an emotion?
- Did anyone seem to disengage — could I have made it safer?
- What would I prepare differently next time?



## How am I doing

- What stories am I still carrying afterwards?
- Have I debriefed with a colleague this week?
- Do I need to step back from delivering for a session?

# Lessons learned & improvements

*What worked, what didn't, and how those insights shape future iterations of this module and the wider FOOD INCLUDES series.*



## Lessons learned

- Grounding before sharing made every activity safer.
- Hands-on cooking accelerated trust-building when emotion ran high.
- Low-resource delivery (Level 1) worked as well as Level 3 for outcomes.
- Honouring choice and pass rules prevented re-traumatisation.



## Suggestions for improvement

- Build a short facilitator orientation video on grounding.
- Create translated prompt cards for low-literacy groups.
- Add a “sensory-safe” version of Activity 2 for those with sensory differences.
- Develop a peer-debrief template for co-facilitators.

# 10



SECTION

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## Continuous Development

# Keeping the module alive

Once the module is in use, ongoing development is essential — to adapt to change and keep improving activities. Three loops keep the work moving.

01



## Continuous evaluation

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Review the project's progress on a regular cycle. Adjust the plan as needed to ensure participant safety and learning.

02



## Resource optimisation

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Identify opportunities to improve efficiency in how time, materials, people and digital tools are deployed.

03



## Strategy updating

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Adjust based on participant feedback, facilitator reflection, and shifts in the wider community context.

# Glossary of key terms

*Trauma-informed vocabulary for facilitators and learners. Adapt for your local context.*

## **Trauma-informed**

An approach that assumes trauma may be present and responds with safety, choice and care — without requiring disclosure.

## **Window of tolerance**

The zone of arousal where a person can think and feel without becoming overwhelmed or shut down.

## **Co-regulation**

Calming alongside another person — through tone, pace and presence. A facilitator's tools.

## **Vicarious trauma**

The cost to a facilitator of holding others' stories. Mitigated through debriefing and limits.

## **Grounding**

Techniques (breath, senses, body) that bring attention to the present moment, used to settle distress.

## **Somatic**

Of the body. Somatic practices use bodily awareness to support emotional regulation.

## **Disclosure**

When a participant shares experience of harm. Listen, validate, follow safeguarding policy — don't promise secrecy.

## **OER**

Open Educational Resource — openly licensed teaching material designed for reuse and adaptation.

# Further reading & sources

*The sources cited in this OER, and the FOOD INCLUDES Didactic Guide that sets out the methodological framework for the whole series.*

## **FOOD INCLUDES Didactic Guide.**

Inclusive Methodology for Educators — methodological parent of this OER.

## **FarMHealth study.**

Farmers' lived experiences of mental health and resilience.

## **Safefood Community Initiatives.**

Community food initiatives across the island of Ireland. [↗](#)

## **European Commission · JRC.**

LifeComp · EntreComp · DigComp · GreenComp frameworks. [↗](#)

## **FOOD Starter Kit.**

Pedagogical foundations and adaptable templates within the FOOD project.

## **Sensory Food Network Ireland.**

Sensory evaluation, taste and memory work. [↗](#)

## **SAMHSA.**

Concept of Trauma & Guidance for a Trauma-Informed Approach. [↗](#)

## **UN SDGs.**

Sustainable Development Goals — the global framework this OER contributes to. [↗](#)