

Exercises for teaching comedian-inspired speech methods about the green transition in farm visits (IT)



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General Framework

The Green Agritainment project aims to support VET trainers and agritourism owners to promote the sustainability of their products through edutainment activities.

The distinctive elements of this model are:

- Green Agritainment does not equal to stand-up comedy techniques, rather, it integrates humour within educational marketing speech strategies as a powerful catalyst of learning. The accent is then on using humour to promote positive emotions in the learner-visitor.
- Green Agritainment does not focus only to entertainment. Rather, it use entertainment to move the attention specifically on the food sustainability and its implications. In Italian, the word *to entertain* equals to “divertire” which has the same language root of *to divert* (the attention).

“Divert” the attention is one of the main skills of effective communicators and this has something in common with comedians, which are masters of surprising, using exaggerations and strategies to catch and move rapidly the attention of the audience to the humorous side of the experience. Communicators face the challenge to catch continuously the attention of learners and move them towards educational goals. In the case of Agritainment, our challenge is to catch the attention of learners-visitors towards our services and products and specifically on their pro-environmental properties. We assume that stimulating positive emotions in education can enhance learning, improve visitors’ experience and satisfaction, increase their trust towards your company and contribute to economic sustainability as well as your brand, your products and your values will be more probably processed and stored successfully in the memories of your customers.

Humor can improve teaching, it’s demonstrated we learn better through positive emotions. Anyhow, there is no one way to make humor and not all types of humor are welcome for all tastes. As in cuisine and food, also humor has a personal and cultural side, as well as its “ingredients”. In this chapter, you will find a toolbox for learning comedian-inspired speeches. Language that stimulate positive emotions can be adopted throughout your communication plan in several formats:

- educational visits in your agro-tourism
- Social farming activities
- one to one conversations with single customers
- Social media materials (brief reels, videos, memes)
- Food tasting
- Written materials for advertising
- Promotional events and other entertainment events

In other words, Green Agritainment aims to support a natural continuity of services already offered by agritourism across Europe, improving the communication process by introducing comedy-based principles designed to stimulate positive emotions while learning environmental principles in the agritourism. To give an idea of the services offered by the agritourism, we provide here the Italian data of the last report ISMEA 2024 the main services offered by agritourism in Italy are ranked as follows in terms of frequency

- Food tasting (index = 164)
- Restaurants services (index = 130)
- Accommodation (index = 127)
- Recreational, sports and cultural activities (index = 112)

Within the Green Agritainment framework your goal is achieved if:

- you manage to stimulate positive emotions in your customers
- Humor adopted generate also a learning, transfer information not already known or practiced by the customers
- This learning aims to stimulate environmentally-sustainable behaviors and/or attitudes immediately and/or in the long-term

The actions of edutainment are functional to the development of your business idea in agro-tourism as highlights values, characteristics, peculiarities of your sustainable products and services. At the same time, edutainment goes beyond. By providing a learning for the learner-visitors, your action goes beyond as that learning may be used by the consumer again or constitute a new way of thinking and approaching sustainable tourism and food products.

Learning Outcomes

This module is designed to support VET trainers and agritourism workers to integrate comedy-style techniques within the communication with customers and improve their experience through positive emotions and reflections concerning the environmental sustainability of agritourism products. At the end of the module, the participants will be able to

- restructure the communication style in agritourism by adopting comedy-style techniques
- Increase their capacity to catch and direct the attention of visitors towards environmental goals

Target groups

The target groups are VET trainers and agritourism workers.

Requirements

All exercises can be implemented without technical requirements as predominantly based on the creation of comedy-style techniques, which are essentially spoken. Therefore, there are no specific requirements for the implementation of the exercises.

Anyhow, depending on the specific target group, you may suggest to the participants to bring product and service related materials for improving the promotional strategies of the specific services. Otherwise, if we are talking to a specific local audience of participants who are not owner of an agritourism, you can provide a list of examples of local products, in order to simulate exercises where the participants' goals is hypothetical: the promotion of that specific local product/service/territory. Considering that the module aims to introduce comedy-style techniques in speeches, promotional materials, social media, etc. it's helpful to have means to take notes or preparing a speech.

Step-by-step instructions

This module is implemented in classroom settings. I suggest you to alternate frontal speeches with dedicated exercises for learning how to adopt every comedy style techniques. Depending on the situations, and the number of learners you have in the classroom, you may focus on the following principles:

1. Select a sequence of exercises you want to implement among the 20 VET exercises presented

2. Select a number of moments were to test the learning of participants through simulations of comedy-related exercises, mostly based on reading/interpreting comedy style techniques, structuring comedy-related sentences. The number of exercises and testing moments can be different according to the balance theory-practice available

Evaluation principles

The evaluation process of comedy-related techniques has elements of subjectivity, considering that humor sensitivity and preferences are individual. For this reason, the trainer should be able to set some clear indications for the evaluation of comedy-style related speeches and techniques and provide them to the audience.

Agritainment integrates comedy-related techniques with educational and environmental goals. Therefore, several criteria should be adopted for the evaluation

According to the specific modality of delivery of your training you can define a rule for the evaluation principles including among the evaluators: trainers, learners, both, general audience.

Trainers: they should ensure the compliance of the execution of the exercises through the indication given. Including only trainers among the evaluators of the exercises can probably distort the evaluation considering the comedy-style preferences and subjectivity. This may centralize the exercise executions on the personal taste of the trainer.

Learners: they represent a wider audience and more richness of the feedbacks provided. Learners are presumed to be expert in the sector as already owning an agritourism or being VET learners in the field.

General audience: more difficult to be arranged, involving a general audience can represent an on-the-job evaluation of the comedy-style techniques and represent a consumer testing.

In order to make the process of evaluation clear and transparent, we suggest the use of a simple checklist for the effectiveness of the exercises:

- Positive emotions: the performance is effective in stimulating positive emotions in the audience
- Educational part: the performance is able to stimulate the transfer of knowledge concerning the products and services offered
- Environmental sustainability: the performance is providing effective content motivating customers to environmental sustainability
- Valorization: the performance is valorizing services or products, customers may be motivated by the explanation to the selection of the targeted service or product.

An educational session without positive emotions is not entertainment, a session with only comedy but not providing education is stand-up comedy. If the education provided is not motivating to environmental behavior, is a classroom lecture or a session of selling. The peculiar aspect of Agritainment is to integrate all these elements which will be reflected in the evaluation of the exercises.

Exercise 1 - Map the communication style of your agritourism workers

Learning outcome: to support the capacity to map the communication style adopted by agritourism workers in the promotion of their services

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirement.

Step	Instructions	Duration	Materials
1	Introduce the topic: "Why humor?" Emotions can stimulate much better our learning. Our memory works better when exposed to emotions. Normally we remind very clearly all events that are associated with an emotion both positive or negative. Traumatic events for example can be reminded for a lifetime, as well as we remind also very well all remote events connected to positive emotions. Emotions has a fundamental role in our lives and in regulating our behaviors. Humor can be used to stimulate positive emotions, which does not only promote that the learnings are more effectively processed in our brains, but also stimulates the production of endorphins and positive feelings. Anyhow, we will see that humor is not always and only related to happiness and there is a specific set of techniques you can adopt to stimulate humor in the audience and connecting it with learning. In order to connect humor and education, you should start first from the communication process you adopt to promote your services and products and how to integrate comedy-based language strategies.	5 min.	-
2	Invite the participants to determine the promotional tools to be adopted by learners. All learners will explain what they do for communicating their services and products, what format they are using for the promotion.	30 min.	-
3	Each learner will self-evaluate their current strategy on the basis of the 4 key variables of Agritainment: positive emotions, environmental sustainability, education and valorization.	30 min.	-
4	The trainer stimulate a critical discussion about how to improve the communication styles of every participants in a tailor-way based. The trainer will support the learners in understanding the possible gaps in their communication for adopting the agritainment principles.	30 min.	-

Materials: There are no required materials. We suggest the use of this table to be filled by attendants.

Goals	Describe what you do and how you communicate for achieving the goals	What you may improve in the reach of the goals
Positive emotions		
Environmental sustainability		
Education		
Valorization of the territory		

Evaluation methodology: each participant is able to state how he achieve positive emotions, environmental sustainability, education and valorization. Each participant states a clear action plan for achieving this goal or improve his communication in order to reach the four described outcomes.

Exercise 2 - Define your edutainment goals

Learning outcome: to support the capacity to define the educational goals within edutainment activities in agritourism.

Target audience: Agritourism workers. Suggested max 15 participants.

Requirements: no requirement.

Step	Instructions	Duration	Materials
1	Introduce the exercise called “Define your edutainment goals”. This exercise has the function to define goals behind the edutainment activities. Rather than focusing the attention of agritourism workers on “how to be entertaining”, move it towards “what edutainment can achieve as a goal”	5 min.	-
2	In order to facilitate the task, provide four examples of educational goals of an agritourism, within educational activities. Here 4 examples: • Pesticides can cause severe diseases. • There are clear reasons that may inflate the costs of sustainable food • Tomatoes has protective factors for cardiovascular diseases • Sustainable food can prevent [...]	5 min.	-
3	Invite your participants to set an educational goal within the interaction with their customers. The learners should define what they want to transfer to customer-learners during their interaction. The trainer will support participants in the definition of the educational goals. Ensure that the learners are adopting the following guidelines: - the educational goals should be challenging and provide unique indications reflecting the unique services and competences offered - The educational goals should embed environmental goals - The educational goals should include elements motivating the customers to the value of the services and products offered	30 min.	-
4	Every participant present its educational goals. The trainer evaluate and eventually suggest improvement strategies if the educational goals are not reflecting the guidelines suggested.	30 min.	-

Materials: There are no required materials.

Evaluation methodology: the trainer evaluate if the edutainment goals follow the guidelines indicated.

Exercise 3 - Map the emotions of your travel-learner experience.

Learning outcomes: to increase the agritourism awareness concerning the emotions experienced by travel-learners during edutainment activities

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements

Step	Instructions	Duration	Materials
2	Provide an A4 paper sheet and invite the learners to segment one or more experiences offered within the agritourism by the travelers. Provide the template and the example adopted in the materials section in order to support the descriptions.	10 min.	-
3	Invite your participants to fill the table given by segmenting the number of sub-activities, describe the target mental state to generate and describe how they would reach the mental state.	30 min.	-
4	The participants present their table in front of an audience. The trainer evaluate the compatibility of the results with the agritainment principles.	5 min. per person	-

Materials:

The materials to be adopted by participants are two tables. The first table should be filled by every participants describing the guests experiences, the target mental states and how to reach it. The second table instead is one example that you can provide to the attendants of your training to facilitate how to fill the table.

Table 1.

Activity	Target mental state	How to reach it

Table 2.

Activity	Target mental state	How to reach it
Welcome	Happiness, relief from tiredness	Provide instructions and expectations about the visit, provide a comfortable environment for the possible waiting time
Visit in the agritourism	Curiosity	Throughout the visit, anticipate key points where some activities will be performed later in order to create a “curiosity gap”
Food tasting	Happiness / surprise	Use unexpected ingredients, explain typical products or unique features of your ingredients, adopt surprises or additions gifts preparation

Activity	Target mental state	How to reach it
Educational session	Confidence	Explain the reasons behind the unique elements of your food tasting, provide new tips for skills that the consumer didn't had before (for example, how to taste different types of olive oil)
Farewell	Willingness to return	Anticipate features of the next event, create a curiosity gap, provide discounted vouchers for returning, provide a communication system to update customers after the visit.

Evaluation methodology: all participants filled the table in all its part. The plan presented appear to be realistic.

Exercise 4 - Can you learn how to use comedy style communication?

Learning outcomes: increased motivation and inspiration to integrate comedy-style communication within agritourism

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements

Step	Instructions	Duration	Materials
1	Perform this motivational speech, designed to support learners in integrating comedy-style communication: Yes. A common belief is that to implement in an effective way the comedy-style communication you need to be an actor. In reality, the task is here different; easier under some point of view, more complex on others: you should embed comedy style communication within educational activities performed in agrotourism. One gag, one joke, one humorous sentence is enough the generate positive emotions if this is linked to a specific end of the story which brings a lesson for the customer. Everything should be measured. With storytelling is the same. If you use only storytelling, without embedding any educational content, the educational goal will be not reached. If your speech is too similar to stand-up comedy you will maybe stimulate positive emotions in your customers, but you will not transfer any useful information to your guests.	5 min.	-
2	Provide the criteria around the Agritainment model. Here the main points you should consider: 1. Agritainment does not equals to stand-up comedy but the educational activities introducing a certain degree of humor techniques functional for learning. This implies that you don't need necessarily fine actorial competences, but rather integrate comedy-style communication in education. 2. Agritainment requires technical knowledge of the services offered within agritourism activity. This knowledge is specific for the services you implement at a routine level in your agritourism and may vary from agronomy, gastronomy, food production and processing but also tourism related activities, accomodation services, experiential learning. 3. Agritainment relates to communication, education and motivation as it aims to promote pro-environmental attitudes and behaviors.	10 min.	-

Step	Instructions	Duration	Materials
3	Agritainment aims to stimulate a synergetic action between entertainment, education and environmental sustainability. In the definition of humor techniques, used with a finality of education, it's very important to brainstorm on the final message of your education. An apparently, counterintuitive technique is to "start from the end". What is the "moral of the story", the "end of the story", then it would be easier to build the rethoric and the comedy-style based techniques to be used.	10 min.	-
4	Each participant define the "moral of the story" behind their services and products.	30 min.	-

Materials: absent

Evaluation methodology: every participants is able to define the moral of the story behind the edutainment activities offered in the agritourism where the attendant works.

Exercise 5 - Segment your edutainment goals

Learning outcomes: support agritourism workers to set specific edutainment goals

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements

Step	Instructions	Duration	Materials
1	Provide the introduction to this exercise. This exercise aims to define the educational goals to be achieved within your interaction with customers. As trainer, invite to create very specific and distinctive educational goals.	2 min.	-
2	Help your learners to define at least 3 more specific goals for their interaction with customers. Consider the final edutainment goal defined in the exercise 2 and support learners in define more specific goals	30 min.	-
3	In case of difficulty, provide one example of specific edutainment objectives that shows how the exercise may be completed for a guided tour about olive oil.	5 min.	-
4	The trainer reviews the specific objective and the compliance of the specific goals set.	10 min.	-

Materials:

This table is an example of list of specific edutainment goals.

	Edutainment specific goals
1	Olive oil with a spicy and bitter notes indicates the presence of polyphenols which are beneficial for our health
2	Olive oils with low acidity has the highest quality. Extra-virgin olive oils has lower acidity than 0.8%. How to determine olive oil acidity and what is the impact on health
3	The best way to taste olive oil is with bread

Evaluation methodology: all participants are able to define at least 3 edutainment specific goals.

Exercise 6 - Focus on the audience

Learning outcomes: increased capacity to describe the target customer within edutainment activities performed in agritourism

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements

Step	Instructions	Duration	Materials
1	Provide to your attendants this input: the first rule of effective communication is to focus on the audience. Speakers, educators are often too focused on their feelings and perspectives. Education is instead a service offered to a specific audience. Your capacity to be an effective educator is linearly related to the capacity to observe and understand your audience.	5 min.	-
2	Provide the following guidelines of observation for the target customers. The first suggestion is to focus on the audience. Rather than focusing on your feelings before implementing a speech, focus on the exact peculiarities of your audience. Why they are in that educational event? What they want to learn? What are the true motivation for their participation at your educational event?	5 min.	-
3	Represent visually the possible status of the audience before the speech and the reasonable outcome you would like to produce. Describe your audience before and after the event, here an example of the exercise to be produced, describing the status of the audience before and after the educational event. Provide an empty table via powerpoint or papers with the description of the audience before and after the event and ask the participants to fill it according to their previous experience as agritourism workers. Represent visually the possible status of the audience before the speech and the reasonable outcome you would like to produce. Support the agritourism workers do define the impact they want to achieve also on the long term.	30 min.	-
4	Support the agritourism workers do define the impact they want to achieve also on the long term. This exercise supports learners to define the desirable learnings to be achieved by the learner consumers during and after the visit. Provide to learners the following table to be filled according to their products and services. Then show the benefits of sustaining a long-term impact and support them in finding usable ways to give continuity to the relationships between agritourism and customer-learners in specific reference to their products.	20 min.	-
5	Provide the tables annexed in the materials of this exercise and support the learners in their completion.	30 min.	-
6	Verify the compliance of the filled tables to the criteria defined at the step 2.	10 min.	-

Materials:

Example of tables to be filled by participants.

What they want to learn?	
What are the true motivations behind the participation at your edutainment event?	

	Before the event	After the event
Your audience		

	Observable behaviors at the event	Desired observable behaviors on the long term
Your audience		

Examples of filled tables by the trainer.

Why the guests selected that edutainment event?	They are probably consumers of olive oil and they want to improve their capacity to select a quality olive oil.
What they want to learn?	How to distinguish a quality olive oil from a lower quality olive oil. To spend properly their budget on olive oil.
What are the true motivations behind the participation at your edutainment event?	To taste quality olive oil and have a satisfactory tasting experience.

	Before the event	After the event
Your audience	Purchasing olive oil on the basis of main label factors and on the basis of the cost, unable to understand sustainability issues concerning olive oil production	Able to perform olive oil tasting and discriminate the main sensorial elements of olive oil. Able to understand key factors concerning olive oil acidity, origin of the olives, nutritional properties and pairing styles.

	Observable behaviors at the event	Desired observable behaviors on the long term
Your audience	Selecting one or more of the products sold at the olive oil tasting	Increased awareness about sustainability issues around olive oil production. Change of pro-environmental attitudes and behaviors on the long terms, change in dietary habits on the long term, return in the agritourism, promoting the participation of additional learners-customers, making positive word-of-mouth.

Exercise 7 - The customer-learner. Reframe your target persona. The customer is learning in any case.

Learning outcomes: to stimulate the participants capacity to generate learning in the agritourism activities

Target audience: Agritourism workers. Suggested max. 15 participants. Suggested to operate within the same agritourism. Operating in the same agritourism reality will allow you to gather multiple perspectives about the audience from the different workers.

Requirements: no requirements

Step	Instructions	Duration	Materials
1	Introduce the exercise to the participants. Start with this conversational reframing techniques, demonstrating that customers are always in a learning modality. A shift of approach is needed from the customer to the customer-learner. An approach seeing people as customers essentially may lead workers to focus only on the monetary value related to the purchase of agritourism services. This can clearly limit to mindset of agritourism workers on thinking in a binary way: more customer, more money, less costs. Clearly, economic sustainability is a key factor to be considered but not the only one. In this project we propose a shift to the customer-learner. The focus is on what the customer will learn after your visit. Embrace this concept: your visitors will learn something in any case. Even if you don't apply any educational activity. Your place, your words, your products communicate something in any case. An excellent menu tasting communicates, educates to the value of that specific ingredients, sequence and so on.	10 min.	-
2	Encourage your learners to adopt a "learning-based approach". If you offer a good service, your customers will understand the value behind your offer, your food, your place. The customers anyhow always learns. If there are limits, the guest will learn them and will be dissatisfied.	5 min.	-
3	Provide an example of learning based service. The masterpiece cuisine of Massimo Bottura from Osteria Francescana - 3 Michelin Star inspired our concept behind the learning experience in the area of food. One of his most famous dishes is called "The five seasoning of the Parmigiano Reggiano in different textures and temperature" is composed by a unique preparation mostly including parmesan in different textures and temperatures. Besides the introductions of the waiters explaining the logic behind the preparation of the dish, the customers, by eating that dish will learn something: parmesan is a versatile ingredient, parmesan seasonings impacts on the sensory experience, the same can be told about textures and temperature. Preparations are extremely complex and includes demi-soufflè, sauce, foam, cracker, air. The only way to learn exactly how to use parmesan in a versatile way and its potential is by experiencing the dish.	10 min.	-
4	Return to reality. What are the most common learning that visitors currently bring after their experience at the agritourism. List at least 5 learnings positive and negative. Adopting the Agritainment models means to shift from customers to customers-learners and question yourself to what essentially you want that the customers will learn after your visit.	30 min.	-
5	The trainer reviews the learnings defined by the attendants and provide a feedback on the improvements that could be applied	30 min.	-

Materials:



Le cinque stagionature del Parmigiano Reggiano in diverse consistenze e temperature di Massimo Bottura at the Museum of Parmigiano Reggiano.

Evaluation strategy: the participants are able to list both negative and positive learnings of the customers after their experience at the agritourism.

Exercise 8 - Attract customers you want through effective titles of edutainment activities

Learning outcomes: to increase capacity to integrate humour in providing titles to services and edutainment activities.

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements

Step	Instructions	Duration	Materials
1	Introduce the participants on the importance to define the target customers of the agritourism. At the same time, your services will attract “customers you want”. Effective titles are a way to attract specific segmented audiences through the technique of audience referencing. Audience referencing means to include the name of the targeted audience within the title of your edutainment activity.	10 min.	-
2	Provide an example of how titles may attract different audiences. The description of the target persona is a fundamental process when you aim to create and edutainment activity. In this exercise, you will learn how to teach the identification of the target persona in the area of agritourism through essential questions. Consider that your audience may constituted by workers already having a specific set of customers, or those desiring to open an activity, or even those wanting to attract a specific type of customers. The edutainment service you create will <i>de facto</i> attract a specific types of customer. “Little pony game” probably will attract families with children, “History of wild herbs in the XIX Century” will probably attract adults with that specific interest towards history.	10 min.	-

Step	Instructions	Duration	Materials
3	Invite participants to define the title and a description of an edutainment event adopting the technique of the audience referencing. Invite participants to create fun titles of their tours and events concerning agricultural activities. Invite participants to find word games that stimulate the curiosity, the attention and positive emotions of your audience. Inform the participants on the strategy of audience referencing, which means, to address the audience within the titles (“olive oil tasting for experts” qualifies the audience; “sustainable food for people with diabete” indicates the characteristics of the target group and attract them through tailoring”).	30 min.	-
4	In case of difficulty, provide additional examples of effective titles. Tract-tour is a word of game mixing the words Tractor and Tour. It is an existing tour in which a tractor is gathering visitors across numerous vineyards of one territory. Unusual elements of using the tractor as a mean of transportation made that tour unique and easy to be memorized.	30 min.	-
5	The trainers and participants review titles proposed by all the attendants.	30 min.	-

Materials: absent

Evaluation strategy: The participants will evaluate the title in terms of the presence of elements concerning sustainability, education and entertainment.

Exercise 9 - Customers you have and customers you want

Learning outcomes: to increase capacities to align the agritourism offer with the targeted customers audience

Target audience: Agritourism workers. Suggested max. 15 participants. Being a sensitive topic, when you operate with different agritourism, the participants may fill the table without necessarily sharing all the details that can be marketing-sensitive. It is suggested to operated within the same agritourism.

Requirements: no requirements

Step	Instructions	Duration	Materials
1	Introduce the topic of customers you want and the general obstacles in the relationships with customers. Hospitality and catering are sectors in which the workload is quite significant and customer-care relationships. For this reason, when you work in the VET training systems for the HoReCa sector in general is not rare to meet workers having had conflicts, stress or frustration in recalling experience for customers. This is due to many reasons: customers individual differences, the position of workers which is essentially always to say yes, to satisfy various requests which sometimes may be overwhelming. This leads to frictions with customers that may also lead to reduce the agritourism reputation. For this reason is For this reason, when you deal with the task of “defining customers”, you don’t receive always positive descriptions of the customer coming. Your task as a VET trainer of the Agritainment model, is to see things realistically, considering that it’s true, sometimes customers can be “overwhelming” or “difficult”, but your goal is to redirect them, educate them to have a positive experience within your agritourism.	10 min.	-

Step	Instructions	Duration	Materials
2	Introduce the topic of individual differences of customers and the importance to satisfy the customers despite its variability. Hospitality and catering are sectors in which the workload is quite significant and customer-care relationships. For this reason, when you work in the VET training systems for the HoReCa sector in general is not rare to meet workers having had conflicts, stress or frustration in recalling experience for customers. This is due to many reasons: customers individual differences, the position of workers which is essentially always to say yes, to satisfy various requests which sometimes may be overwhelming. This leads to frictions with customers that may also lead to reduce the agritourism reputation. For this reason, when you deal with the task of “defining customers”, you don’t receive always positive descriptions of the customer coming. Your task as a VET trainer of the Agritainment model, is to see things realistically, considering that it’s true, sometimes customers can be “overwhelming” or “difficult”, but your goal is to redirect them, educate them to have a positive experience within your agritourism.	10 min.	-
3	The exercise “Customers you have” aims to support VET learners and agritourism workers to define the customers they normally have through an agritainment approach. Also, it provides observational skills to define the customers, understand them better and provide to them a better experience. Here an example of descriptive factors you may consider for the representation of customers you have and their full understanding. You can apply this exercise for single target audiences, or if your customers are truly heterogeneous, you can replicate the exercise in clusters. If you operate with workers of the same company is to allocate the task individually to the same group. This will allow you to understand if the workers have homogeneous or heterogeneous views of the customers in the same agritourism. In that case, open a group discussion on perceptions about customers and how they can influence the workers’ behaviors. Move the attention then from the “customers you have” to the desired goal of “customers you want”. You can apply this exercise in two different modalities: a) you are teaching to agritourism workers with a clear description of their customers and support them in forming a more clear idea of the target persona to be reached b) You are supporting new businesses in forming the target customer persona to target. In any case, defining the target persona is helpful for both new or structured agritourism.	30 min.	-
4	Use the table annexed in the materials as guideline for the attendants to define customers they have and customers you want.	90 min.	-
5	Review the produced table by learners, identify focus and insights about customers definition.	30 min.	-

Materials

Age	Define the most common age ranges

Gender	Describe if you have gender misbalance in your average audience
Co-travellers	Solo/family/couple/Friends/colleagues
Most appreciated services	Define if there is specific most appreciated service
Motivations leading to the travel/experience	Define if you are able to understand the motivation(s) leading customers to select your service
Most common positive comments	Define the customers spontaneous positive comments given in verbal or written form.
Most common negative comments	Define the customers spontaneous negative comments given in verbal or written form.
Knowledge of the technicalities behind your key products	Define per each of your main product/service what they actually technically know and what's missing.
Environmental awareness and knowledge concerning your key products	Define per each of your main product/service what the customers knows about the environmental preservation
What learning they usually “bring at home”	Define per each of the main product/service what the customer learn that was not known before
Is it common they return for a new experience	Define if they commonly return or not to the agritourism and the motivation for the return or not return.
What them make have positive emotions?	Identify factors that creates positive emotions and what positive emotions in your customers.

Evaluation principles:

All participants identified at least some improvements in from the “customers they have” and “customers they want”. The participants identified with critical thinking how to modify their behaviors to support the reach of customers they want.

Exercise 10 - Facilitate a group discussion on specific motivations leading to your agritourism

Learning outcomes: to increase capacities to align the agritourism offer with the targeted customers audience

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements. It is suggested to apply the exercise 9 before this.

Step	Instructions	Duration	Materials
1	The table proposed in the exercise 9 can support you in generating a group discussion supporting the group in defining a goal for promoting positive emotions in customers. The initial scheme proposed can support the agritourism workers in identify possible weaknesses in the system.	10 min.	-

Step	Instructions	Duration	Materials
2	Review the most appreciated services with your attendants. If the group or the single service is proposing that there is one key most appreciated service, support the workers in: - including comedian style techniques in the existing provision of the service - Inclusion of educational aspects within the provision of the service product - Create a set of connected services as “extensions” of the key appreciated service - Include elements of environmental sustainability within interactions with customers	30 min.	-
3	Review the motivations leading to the travel experiences. If the group is not able to determine the motivations much probably leading to the travel experience, you should be able to support them and explore what are the possible motivations behind. If the group provides a general motivation “relaxation”, “fun”, “wellbeing”, support them in finding the more specific motivations behind their decision. Example of questions you may make to the audience or the single trained person are: a) what leads customers to your service than others leading to the same [motivation] b) What are the specific differences that lead customers to your business and not another similar? c) How can you enhance the salience of the [motivations] behind the selection of your businesses d) How can you embed the motivations behind their selection in your storytelling?	30 min.	-
4	Review the question “What they make experiment positive emotions”. This is a secondary question that may lead you to understand the motivation of your customer-learner. Positive emotions can be elicited by several factors: relaxation, wellbeing, mental states, even increased knowledge. In this context, it’s helpful to understand also the humor style preferences. Not all people laugh on the same style of comedy or are entertained by the same things. Understanding individual differences in comedy-style can support you in the creation of an edutainment activity.	30 min.	-

Step	Instructions	Duration	Materials
5	Review the most common positive and negative comments with the following guidelines. Most common positive comments If the group is not able to determine the most common positive feedbacks given to the activity, there is probably a major problem within the effectiveness of the agritourism. Support the group in identifying possible strengths and uniqueness elements. Most common negative comments In case the group is not able to determine negative comments usually there may be one or more of the following reason: a) the group has limited diagnostic capacity or observational skills; b) the group may fear to represent negative situations with customers in order to not have consequences from the leadership; c) the group denies the presence of possible limits even if aware. The group discussion in this case should be oriented to supporting the group in finding area of improvements. Try the following strategies: a) use anonymous group discussions, with the provision of possible area of improvements without mentioning who highlight the area of improvement; b) determine positive statements which are the reflex of a possible negative area of improvement, in order to focus the attention of the participants on positive goals to be achieved.	30 min.	-

Materials: absent

Evaluation methodology: the participants are able to improve the initial strategy performed in the exercise 9 with corrective measures.

Exercise 11 - Knowledge of the technicalities behind your key product; Environmental awareness and knowledge concerning your key products

Learning outcomes: to increase travelers engagement in edutainment through the effective selection of technicalities

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements. It is suggested to apply the exercise 9 before this.

Step	Instructions	Duration	Materials
2	Provide the table used in the annexed materials of the exercises to make the attendants brainstorm about the strategy of edutainment. Use the following criteria: Select then the domain of intervention and the goal of your educational activity in the agricultural site and define the key concepts within the matrix. Teach the agricultural workers to focus especially on unknown and relevant content. Focus on this element and embed content that the participant can “bring at home” as learning.	50 min.	-
3	Review and correct the table provided by participants.	30 min.	-

Materials

Dispose your key concepts in the following matrix

	Non relevant for the goal for the goal of the activity	Relevant for the goal of the educational activity
Unknown		
Known		

Evaluation strategy: the participants are following the criteria defined at the step 2.

Exercise 12 - Comedy-based speech. Techniques of personifications

Learning outcomes: to increase agritourism workers capacity to use metaphors and techniques of personification and comedy-based language

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
2	Provide examples of ethopoeia and metaphors through personification. Personification of products is an effective marketing strategies as tends to activate behavioral schemes. If I think that “tomatoes are <i>friends</i> of the heart” I am giving life to that concept, I am starting to build a story. If I say that “lycopene is carotenoid with a protective factor against cardiovascular diseases” I am probably more accurate but I am not using personification, I am not building a story in the mind the audience, I am stating a fact, whose understandability may vary, that may not create a clear image in the mind of the consumer. The use of “personification” support visualization, imagination and the use of metaphor that animates your speech and engage your audience more than a technical speech. Your goal here is not to give a University lecture, but transmitting key concepts in understandable chunks of information and possibly with fun. Words trigger a serie of associations in the mind of the learner you may use for educational or humor purposes. What evoke the specific word “friend”? What if I use the word “ally”: the tomatoes are <i>allies</i> of the heart. This evoke a more military based language. So if we have allies, we may have enemies, we may have weapons, etc. What if I say that the white carrot is the <i>mother</i> of all carrots. You can build a speech around persona-based metaphors and the spontaneous association coming from the personal attributions you give to your products. Words, metaphors can open up stories and generate mental associations in the customers, much more than any technical wording, that may be unknown to the general customers. Metaphors can also produce more easily hooks, connections, word games, pseudo-logic associations, comedy-based stories and surprise; all wording that may provoke a humor effect. We aim to this as story-telling, more than technical wording as stories are more easily understood than technicalities.	10 min.	-
3	Each participant will find 5 metaphors through personification of 5 different food products. The text of the instructions Define 5 key food products and define 5 metaphors through personification that may represent effectively them .	30 min.	-

Materials: absent. Optionally you may bring 5 food samples and apply the exercise in a structured way, by adopting only metaphors on 5 typical ingredients of the territory.

Evaluation principles: the participants complete the exercise and find 5 effective metaphors through personification metaphors.

Exercise 13 - Comedy-bridges and metaphor-based effective sentences

Learning outcomes: to learn how to use comedy-bridges metaphors in edutainment activities for agritourism

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements. It is suggested to apply the exercise 12 before this.

Step	Instructions	Duration	Materials
2	Provide an example of comedy-bridge by using tomatoes. The use of personification can support the speaker to have some comedy-based bridge sentences which means that the personification, the metaphor use used to represent the ingredient, the product or its functions within human biology can be used to create comedy-based bridge sentences. For example, starting the metaphor “tomatoes are friend of the heart” you may continue: “Tomatoes are friends of the heart, and like all best friends...” as they have high quantity of protective substances against cardiovascular diseases. The use of metaphors and personification allows you to create more easily word games with a humor based finalities. Here an example: “Tomatoes are friends of the heart, now is the time to know if you want to be friend with tomatoes as to truly know them... You should know at least 1000 varieties. There is a great biodiversity in tomatoes production, and know their differences, use in cuisine and properties is a real challenge. In this lecture you will learn how to...”	10 min.	-
3	Explain the mechanism around the functioning of comedy-bridges. This comedy-based wording is based a serie of techniques. For example, it uses the surprise approach: • tomatoes are friends of the heart create the expectation we may “reciprocate” this feeling. • The fact that tomatoes biodiversity is an unexpectedly complex topic may question us about if we really want to study them and know them till the end as this may be complex. • The complexity is solved by the speaker through the introduction of the topic that may be for example: “here we will limit our efforts to study one specific tomato, the <i>prunille</i>, a red tomato from the province of Foggia, known for its properties of [describe your product]”	10 min.	-
4	Explain a second example of use of “comedy-bridges” through carrots. Through the metaphor used of before “the white carrot is the <i>mother</i> of all carrots” may continue with a comedy-based bridge sentence. For example, in ethnobotany is described a process of combining and selecting carrots on the basis of our tastes. This can surprise some learners as we all know mostly the orange carrots, which are the most commonly used. We may say that by combining carrots, initially white, we had after many combinations we had the yellow, than the orange and then <i>we made them become black</i>” (ndr, in <i>italian</i>, to make somebody “<i>become black</i>” means “<i>make someone angry</i>”, the comedy hook is here that this process of selecting “must have been <i>exhausted</i>”. Of course, this is a figurative language, but it gives the idea of how long is the process of selecting, crossing vegetable species in order to have the final products we like. This comedy-based bridge may be used for introducing for example a specific carrot, with specific properties, result of a vegetable selection under a controlled environment	10 min.	-
5	After having applied the exercise 12, where participants created 5 personification-based metaphors, in this exercise you will ask them to create bridge-sentences and describe the potential use in comedy-based speech through the use of the annexed table in the materials section	30 min.	

Materials

Empty table to be used by learners

Service/product	Metaphors	Sentence	Finality

Table showing a developed example.

Service/product	Metaphors	Sentence	Finality
Tomatoes	Friends of the heart	They are friends for the heart but I don't know if you truly want to know them as they are 1000 to be known. In this sessions we will focus on one, the prunille from the province of Foggia.	Show the complexity and biodiversity behind tomatoes. Show the positive peculiarities of one specific type of tomatoes.

Optionally you may bring 5 food samples and apply the exercise in a structured way, by adopting only metaphors on 5 typical ingredients of the territory.

Evaluation principles: the participants complete the exercise and find 5 effective metaphors through personification metaphors.

Exercise 14 - Build the persona of your product based on sensory based approach

Learning outcomes: to enhance capacity to use sensory-based approach in edutainment activities.

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
1	Introduce the sensory based approach. How to build the <i>persona</i> of your product? A strategy may be to start from a sensory based approach Let's start with your product and its sensory based elements: - what is the color, how to color varies across maturation stage, why that color - What is the flavor, how the flavor can vary across maturation stages, why that color in that specific maturation stage, or specific food labels - What is the smell and the touch, how this gives indications to be genuine.	5 min.	-
2	Provide an example. Sensorial elements can give you hints on how to define the <i>persona</i> of your product by using words that may makes reference to personality traits. This is the <i>sweetest</i> tomatoes you will ever try (exaggeration, taste expectation). "Sweet" is a word we may use for the persona of the product. We may use bitter as well. What positive assumptions we can use for bitter? Serious, mature, for experts, exclusive, not for all palates. We may use the axis "easy taste", "difficult taste". You may use elements concerning to trust, which is something we adopt for people. You can trust this tomato, this tomato has zero pesticide, zero additives. You may say that the flavor is more seductive (taste expectation, game of word). A flavor may be acid, but also people may be acid. <i>Miele di Castagno</i>. This has both a sweet and bitter tone, as all of us, also products has their personality. Try the complexity of this flavor.	10 min.	-
3	Provide the table annexed in the materials and ask the participants to fill it for at least 1 key product.	10 min.	-
4	Each participant explain his idea.	10 min.	-
5	The trainer review and correct the inputs provided by the learners	10 min.	

Materials

	Description	Personality metaphor attribution
Colour		
Flavour		
Smell		

Evaluation principles: the table is filled in all its parts correctly by all learners.

Exercise 15 - Use exaggeration and taste expectations as comes-based mechanism

Learning outcomes: to learn the exaggeration techniques to stimulate positive reactions in the audience

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
1	Explain the importance of adopting techniques when stimulating a positive reaction in the audience. Two mechanism you can adopt to stimulate humor reactions are exaggeration and taste expectation. Specifically taste expectation can stimulate surprise as the taste is not exactly known by the learner visitors.	5 min.	-
2	Provide 4 food products which will be used to be the object of the comedy-based language. Provide these indications to the attendants. 1. Consider the 4 food products and allocate to each of them a “personality trait” 2. Then exaggerate 3. Create a taste expectation 4. Create a story around the personification of the products, combine it with other humour techniques Tomato: _____ Fennel: _____ Pepper: _____ Grape: _____	30 min.	-
3	In case of difficulty, provide examples of comedy-based sentences. Example of comedy style techniques 1. Use of hypothetical language: Dionisos was the God of Grapes, but what Dionisos didn’t knew is that grapes are... 2. Use personification-based technique: “this fennel made a little journey to be here with us” (to make reference to km zero, the term <i>with us</i> use personification) 3. Use of the re-labelling technique. For example, <i>borragine</i> herb is also called mountain oyster. Do you know why? Then you can make taste one. This herb has unexpectedly a “sea flavor” and a shape that may vaguely remind oysters. This wording also can produce a comedy-based approach as there is a strong contrast in the use of the word oysters. Oysters can be extremely expensive, borragine is a wild herb and it’s very cheap.	10 min.	-
4	Provide keywords related to taste expectation such as sweet, bitter, sour, spicy, bittersweet, etc. And ask to create games of words and comedy-based sentences by using the same explained principles	30 min.	-
5	The trainer review and correct the inputs provided by the learners	10 min.	

Materials: absent. Optionally you may use 4 samples of the food targeted.

Evaluation principles: the participants adopt both taste expectations and exaggeration in alignment with the descriptions provided.

Exercise 16 - Build your persona. Build your character.

Learning outcomes: support the personal branding of the agritourism worker

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
1	Introduce the exercise. Stimulate your audience about the importance of showing the personality of the educators in order to create a personal connection with your audience instead of looking “anonymous” or “grey”. The personality of the product is very important as it conveys indirect association with the brand in general, to the target persona of the audience and then the customer. But there are other players in the internal discussion that customers does when selecting your service. Who are you? When presenting your company/product, you can play with your personality, impersonate roles if they are functional to: - transmit key information concerning sustainable food - Convey sustainable attitudes and behaviors concerning food	10 min.	-
2	Provide these two techniques concerning “how to build your persona”. 1. Use a personal story. This create engagement and familiarity with the customers. The reason why is called self-disclosure. We tend to disclose personal elements for those who release information first 2. Use a key personality trait. A classical comedian-style technique is to use exaggeration while describing ourselves in a playful way. Exaggeration also support the memorization of the stories and may be functional to education.	10 min.	-
3	Introduce the technique of tragedy-comedy. What is your relation to food or tourism. Maybe you changed your food habits, maybe you changed tourism habits or lifestyle. Embed these elements in your story. Tragedy-comedy is always a good combination in creating effective comedy-based storytelling. For example, you may have had a past of unhealthy behavior leading to obesity, then you changed approach. Or you may have quite alcohol and substituted with another product, or moved to organic food consumptions. You may have lost 20 kg. You may have been bullied in the past for being too fat, then approaching rural lifestyle changed you for some reasons. Everything can be used as a comedy/tragedy-based hook. Another tragedy/comedy element may be to urban/rural area. Maybe you were a workaholic, you were in an urban and polluted center and decided to move into a rural area to live a calmer life.	10 min.	-

Step	Instructions	Duration	Materials
4	Introduce the technique of personality trait, exaggeration techniques and surprise effects in storytelling. Here some examples of sentences that may trigger humor. 1. After that, I become so [personality trait] that I cannot _____ 2. After that, I become so [personality trait] if I eat once something fat then I have to _____ An exercise, is to support your learners in creating their persona and their story in relation to agrotourism. Examples of characters you may create around your persona and use it in your humor-related speech 1. The Defender of the Territory 2. The Mythbuster of Greenwashing 3. The Intransigent Salutist 4. The Machine of Tasting 5. The True Friend of Animals The literal application of metaphors, the use of exaggeration, can support the creation of a memory of the learners-visitor. Edutainment activities can also host other experts in the educational activities, being nutritionists, medical doctors, agronomists. Help them in building a character.	10 min.	-
5	Invite the participants to adopt coherence in storytelling, even when adopting clear comedy-based schemes. Creating characters means creating narratives. If you're doing comedy, there is a portion of narrative, there is some story-telling. Anyhow, always make reference to true basis as differently you may appear non-authentic. Example: The explanation of ancient Chinese tradition with a strong abruzzese accent may create a discrepancy in the communication. Potentially comic, the combination looks non-authentic.	10 min.	-
6	The participants will create 1 example of use of the techniques described and perform a speech. The trainer and the other attendants provide a feedback of alignment of the speech with the techniques adopted.	60 min.	-

Materials: absent

Evaluation principles: adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants.

Exercise 17 - The technique of quotation

Learning outcomes: learn how to use the technique of quotation in comedy based speech

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
1	Introduce the technique. The technique of quotation allows you to state something without being the author of the sentence. This can be used with a comedian style effect. A quotation is normally used during speeches to give authority to a fact. In order to obtain a comedy-style speech, use quotations combined with unexpected endings, which may produce a surprise effect in the audience.	10 min.	-

Step	Instructions	Duration	Materials
2	Introduce a variant of the technique. Quotations leading to obvious conclusions “The University of X demonstrated that fried food can bring this [negative effect]. Mmh, ok, maybe we didn’t needed the University of X to draw this conclusion”	10 min.	-
3	Introduce another variant. Quotations using percentages and numbers “The [authority] calculated that [percentage] of [illness] is caused by pesticides. Now, considering that [country] statistics shows that pesticides are used by [percentage] of companies, you can truly understand that...”	10 min.	-
4	Each participant find 3 actual quotations concerning food and services offered in agritourism and create a sequence of comedy-based sentence based on the explained techniques.	30 min.	-
5	All participants read the sentences. Trainer and attendants evaluate if Agritainment principles are embedded and the technique is performed properly.	10 min.	-

Materials: absent

Evaluation principles: adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants.

Exercise 17 - Aprosdoketon and other surprise techniques

Learning outcomes: learn the use of surprise in a comedy-based speech in agritourism

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
1	Introduce the function of surprise in comedy. Surprise can be also used as a learning mechanism, as per definition it moves the attention of the learner immediately.	10 min.	-
2	Explain the technique: the rule of three. The rule of three is a classical comedy-speech related techniques which is based on using sequences of three sentences: two presuppositions and one unexpected ending, which is the one that should create the humorous effect. In our project, we aim to use environmental issues at the core of entertainment activities. The rule of three is used in comedy by creating tension with the first two items and release with the third one.	10 min.	-
3	Explain the technique aprosdoketon. In Italian, the word entertain is “divertire” from the <i>latin</i> word “divertere” which means deviate, divert. For this reason, many entertainment techniques are based on moving unexpectedly the attention of the audience in a humoristic way. For example, this is commonly used in many comedian based techniques such as the rule of three, which introduce an unexpected element as a third element of a serie of sentences. The aprosdoketon is instead briefer as it takes one unique sentence or only 2 elements, where the second is unexpected. Examples of Aprosdoketon is “he had a heart of gold, but unfortunately also a liver of iron.” In our project we aim to move the attention to environmental issues, therefore it’s important that the unexpected elements makes reference to environmental elements.	10 min.	-

Step	Instructions	Duration	Materials
4	Each participant write the demonstration of the technique twice, both for the rule of three and aprosdoketon based on one food product used in their agritourism company.	60 min.	-
5	All participants read the sentences. Trainer and attendants evaluate if Agritainment principles are embedded and the technique is performed properly.	30 min.	-

Materials: absent

Evaluation principles: adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants. The techniques reflects both content related to the environment and education.

Exercise 18 - Comedy and pain

Learning outcomes: learn how to use “pain” for edutainment

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
1	Introduce the function of pain in comedy. Comedy, pain and reality are often used together. There is a German term to refer to all this called schadenfreude and means (enjoyment of other people's misfortune). Pain in all its forms is also used under the forms of irony or even self-irony. A definition of irony is: saying or doing something that departs from what they or we expect them to say or do”, or again “the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.”. There are two criticalities in the use of pain in the speech. The use of pain can offend somebody's sensitivity, or can target one's thinking, or contradict one's beliefs. Anyhow, if we try to answer to the question if “pain” can be educational, the answer is yes. Our brain is particularly sensitive to pain and try to anticipate much more potentially painful reactions. Think to smoke or alcohol disclaimers used to discourage these kinds of behaviors. They aim to “educate” through pain. In this exercise, I will show you how to use “pain” in a wise way during your comedy related speeches in reference to environment.	10 min.	-
2	Comedy related techniques are fundamentally based on contrasts, unexpected sentences, games of words, surprises. Using entertaining techniques on environmental issues can be done by focusing on elements whose majority of the population are unaware. In this exercise, the participants will list 10 elements of their food products / touristic activities which most of the population doesn't know. Adopt these questions to simulate attendants' curiosity about the use of this technique. What are the possible “pain-related” topics you can introduce when you talk about the ecosystems of food and tourism? What are the types of contrasts you may talk on and educating people in references to the environmental sustainability?	10 min.	-
3	Each participant list at least 10 “pain-related” topics related to the alternatives to consumption of healthy and sustainable products adopted in your agritourism.	10 min.	-

Step	Instructions	Duration	Materials
4	One of the key elements to stimulate cognitive dissonance, pain, or discrepancy is to identify an “enemy”. Of course, not a physical one. The enemy can be conceptual and should be the same enemy of your customers. What are the aims that customers wants from rural tourism and agrotourism? For food related elements: costs-effectiveness, taste, geographical origin, food safety, environmental values, ethics behind food. For tourism: environmental factors, wellbeing, relax, cost-effectiveness, experience etc. These factors can be all used in creating cognitive dissonance that leads to educating customers to sustainable experiences.	10 min.	-
5	Each participant creates a comedy-based speech based on the technique comedy and pain. The trainer invites to the adoption of the previously explained techniques: comedy-bridges, aprosdoketon, surprise, pain.	60 min.	
6	All participants read the sentences. Trainer and attendants evaluate if Agritainment principles are embedded and the technique is performed properly.	30 min.	-

Materials: absent

Evaluation principles: adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants. The techniques reflects both content related to the environment and education.

Exercise 19 - Comedy and cognitive dissonance

Learning outcomes: learn how to use “cognitive dissonance” for edutainment

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
1	Introduce the concept of cognitive dissonance. As mentioned before, one of the strategies to generate humor is creating unexpected elements in your speech. These unexpected elements can be used in an educative way. The process is called cognitive dissonance. The cognitive dissonance is the presence in our mind of two conflicting elements. Considering that we need to have an internal mental coherence, we try to solve the conflict by giving an explanation to our reality, by solving the dissonance. This process of orienting our perceptions and solving “cognitive dissonance” can be used for learning. This exercise is composed by a set of techniques usable in edutainment in order to produce positive emotions through comedy-based techniques.	10 min.	-

Step	Instructions	Duration	Materials
2	Find contrasts in the history. One area for the use of irony is based on the contrast old/new. Historical/modern. Effective agro-tourism are the synthesis of traditional and innovative techniques. We rely on traditions but we apply, luckily, modern techniques for preserving food, using technology and so on. You may use historical curiosity about food production, the territory, the technology. Provide examples. Example: burned grain pasta was used by very poor farmers as discarded elements as not included in the commercial products of pasta. Today, burned grain pasta is sold as a delicacy thanks to it's smoked flavor. Moral of the story: you can truly use everything in cuisine sustainably and the frame makes the impact Contrast past/present: technology and knowledge are the basis for sustainability. Food was "categorizing" people sometimes for their poverty, today is instead considered a delicacy. Another contrast past/present is the following: the old traditions are often considered very wise in terms of production, in reality, food technology and progress made food more safe. The past generations for example didn't knew that using the 100% of burned grain was surely unsafe. Today the process is controlled and safe. Example: pizza is considered one of the main symbols of italian cuisine. Anyhow it evolved on the history and the first version of the pizza was full of defect (very little, difficult to digest, sometimes sold even one week after the preparation, without the use of yeast, and using toppings not considered traditional such as little fishes, lard, only olive oil, only salt). The history of pizza is the history of a dish that travelled and was made famous first by italian living in the US. Only after it became quite famous in all italian regions. Moral of the story: sometimes tradition is not necessarily wise or respecting our current tastes. Food changes on time and following the technological advancements. Traditional preparation may evolve and sometimes it's desirable to have a change. Cuisine heritage is local but it migrates as people migrated in the past. Example of contrasts in history: pineapple pizza is technically a traditional plate being created on the 1960. Moral of the story: tradition is not always right	20 min.	-

Step	Instructions	Duration	Materials
3	Find commonalities when you expect differences. Provide an example of the use of the technique. We locate cuisine at a very specific level as we consider food a part of our identity. Pizza or pasta will be felt as Italian, anyhow, in our traditions we didn't have means to standardize very well the preparations and also we lived in conditions of much higher difficulties. Seasonality was not a decision but a forced choice. Haute cuisine was not existing, nobody was criticizing if on those days we didn't use <i>pecorino romano</i> for the carbonara or another type of cheese but essentially we were grateful for whatever cheese as the other option was nothing. Moral of the story: poverty can teach you something, how to save food, how to adapt your diet and preparation saving costs and increasing the healthiness/sustainability. Anyhow, besides traditions, the history of food shows that commonalities across different cultures came also with common technological advancements. Food also migrated as people moved across countries, this explains why we can find very similar food preparations in very different countries. For example, the use of sheep intestine rolls is common in the province of Foggia and in Turkey: the only difference in the preparation is the name, <i>torcinelli</i> in the province of Foggia and <i>kokorec</i> in Turkey. Another example of misleading perceptions and food evolving over time is related to the first version of pasta. Cypriot <i>pastitsio</i> has Venetian origins and still includes cinnamon, which was included also in its original cuisine. <i>Pasticcio veneto</i> is still cooked today but Italians lost the habit to use cinnamon in pasta. Today in Veneto you will most probably not find cinnamon in the <i>pasticcio veneto</i> but you will find it at more than 2000 km distance. If you try to put cinnamon on Italian pasta you may find lots of resistance, anyhow, the true tradition is more respected in a distant country. Moral of the story: tradition is a perception. Hobsbawm created the concept of "invention of the tradition". Moral of the story: food is evolving and changing, we can innovate traditions, we can find commonalities across different food cultures.	20 min.	-
4	Find contrast in the identification of greenwashing and distinguishing it from true environmentally-sustainable actions. One area for the use of contrast is the difference between policies and practices. Laws can regulate minimum requirements for the environmental sustainability. Unmasking the truth can be revealing, educational and also generate a "bitter smile". For example, a recent action for contrasting plastics, forbidden the use of straws in the touristic activities. Anyhow, this accounts for a minimum fragment of the overall sustainability of touristic activities, which makes the action non-effective.	20 min.	-
5	Find and use contrasts in the motivation of the costs. Cost is one of the key factors affecting customers' decisions in any economic activity. This is true also for decisions concerning agriculture and tourism. What's behind the cost of a product is not always known to customers. Educational activities can support customers in understanding what's "behind the scenes" and understanding the costs. Educational activities concerning the costs also allow to enter into contrasts concerning cost-effectiveness of consumption decision making.	20 min.	

Step	Instructions	Duration	Materials
6	Find and use contrasts between thinking and behaviors. We all know that we should eat healthy and sustainable. We all know that we should avoid to drink alcohol, to smoke or to live in polluted areas. None of us wants to eat food with pesticides or other similar experiences. How many people follow the rules, even if cost-effective? A contrast between thoughts and behaviors can give a comedian hook.	20 min.	-
7	Find and use contrasts between expensive options and cheap but sustainable. A little electric red minibus could be introduced through the following joke: it's red like a Ferrari but at least it consume no fuel.	20 min.	-
8	Word games with labels. This grape is called <i>baboso negro</i> (in Spanish it means ...) we called it like that because it's always so difficult to understand his preferences and to grow. That's why. This may have a comedy effect in a little winery, where every single plant is important and on their production depends the performance of the company. Also in this case we used a <i>personification</i> approach: plants has no human characteristics and they are not reacting on the basis of our behaviors, or behave for personality reasons, but we are using the name of the plant for explaining a concept, and also to pass the effort behind the production of that specific wine.	20 min.	-
9	Each participant creates a comedy-based speech based on the technique cognitive dissonance.	60 min	-

Materials: absent

Evaluation principles: adherence of the speeches to the descriptions of the techniques, operated by the trainer and the other attendants. The techniques reflects both content related to the environment and education.

Exercise 20 - The Final Speech

Learning outcomes: refine public speaking capacity in agritourism for the promotion of environmental friendly products and services

Target audience: Agritourism workers. Suggested max. 15 participants.

Requirements: no requirements.

Step	Instructions	Duration	Materials
1	The participants are invited to perform a final speech adopting all the techniques mentioned in the 20 exercises. Each participant review the entire materials produced and write a 1 page speech to perform.	60 min.	-
2	Every participant perform the speech by adopting all the techniques described in the 20 exercises.	60 min.	-

Step	Instructions	Duration	Materials
3	The participants provide a feedback on a scale from 1 to 10 on the criteria of Agritainment annexed in the materials. - Positive emotions: the performance is effective in stimulating positive emotions in the audience - Educational part: the performance is able to stimulate the transfer of knowledge concerning the products and services offered - Environmental sustainability: the performance is providing effective content motivating customers to environmental sustainability - Valorization: the performance is valorizing services or products, customers may be motivated by the explanation to the selection of the targeted service or product.	10 min.	-
4	The trainer encourage the participants to embed comedy-based principles in the routine activities in the agritourism.	10 min.	-

Materials:

Evaluation matrix

Evaluation matrix	Rate on a scale from 1 to 10
Positive emotions	
Educational component	
Environmental sustainability	
Valorization of the territory	

Evaluation principles: use of the evaluation matrix. The attendant with the highest score is symbolically awarded.