



DVV International

Education for Everyone. Worldwide.
Lifelong.



Think globally, eat locally?

Global learning in the ELT Classroom

Dear colleagues,

why introduce Global Education to ELT?

English as a global language is closely intertwined with globalisation – in fact, many VHS learners need English because their lives and work are growing more and more global. Globalisation and climate change are not new to the ELT classroom, but Global Education takes these topics a step further. The approach "opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and human rights for all" (Maastricht Global Education Declaration of 2002).

Far from constituting a fixed curriculum, the GE approach is an open concept of education, making us as educators aware that many topics we discuss in educational contexts have far-reaching implications concerning human rights, global (in)justice and matters of sustainability. Global Education thus is nothing less than the educational answer to the challenges of globalisation.

Food – a topic in ELT, an issue in Global Education

Global trade in food and land as well as industrial agricultural practices have an impact on our climate and on the lives of people in developing countries. Learners will easily relate to an everyday topic like food, making global issues accessible and concrete. That is why the topic lends itself to showing how our day-to-day activities are intertwined with global systems.

This brochure is the first in a series of modules for ELT at various levels. It is organised into

- an introductory chapter giving you the background of the topic,
- a detailed teaching guide including methodological tips, information on language points plus content details,
- student pages and
- material for group and pair activities.

The material covers a minimum of 4x90 minutes. The focus is on the subject matter, but you may wish to include more language work. It is suitable for basic conversation classes or for supplementing refresher or standard courses at A2+ / B1 level. The material can be photocopied in b/w as well as colour printed.

We hope that these materials will inspire you and your learners and look forward to your feedback!

Sincerely

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1. Think globally, eat locally?

Overview and background



Introducing global perspectives to the English language classroom at VHS

Global Education

In ELT, global perspectives always play a significant role because English is a global language, spoken by more non-native speakers than native speakers around the world. Mostly, what is referred to as global perspectives in the ELT classroom is varieties of English and the use of English in global (business) relations.

In Global Education, the focus is a slightly different one, namely the global interdependencies that manifest themselves in food choices, environmental issues, unfair trade relations, matters of human rights etc. – interdependencies often at the cost of the global south (developing countries). More information on the issue of Global Education can be found on various websites such as: <http://www.globaleslernen.de/de>
<http://www.bne-portal.de/>

For level A2+, we have chosen the topic of food: How is our food produced? What sort of food do we like eating and why? And how do our food choices affect us, people around us – and even people far away?

ELT curriculum

At the end of level A2 or beginning/middle of level B1, you will probably have touched most of the vocabulary areas and language points mentioned below. Texts have been shortened and simplified but are not completely controlled as far as vocabulary and structures go – please check them against the level of your group! The focus of the material is on the topic rather than on the language.

Language points

Please note that these are touched upon and reviewed but not introduced and explained in detail. To teach (rather than review) these language points, you'll need to support these materials with extra explanation and language practice!

- **Functions:** Giving opinions, talking about likes and dislikes, discussing preferences and (eating and shopping) habits, discussing pros and cons, giving short presentations.
- **Vocabulary:** Food, environment, agriculture, health, shopping and investing (very basic), sustainable lifestyle. A lot of the words students will have come across. Students will be confronted with quite a few technical terms, many of which they will be able to understand based on internationalisms.
- **Grammar:** Present tenses: habits, daily routines, likes and dislikes. Present perfect and simple past. Zero and first conditional, relative clauses for definitions. Passive constructions (in reading texts).

Time frame and course format

The material and activities require a minimum of four 90-minute sessions and are suitable for a compact seminar of up to 12 45-minute lessons. They are meant to be used in the order suggested. The focus is on thematic work and conversation / speaking activities. Some work on language structures is included, and the teaching guide includes more tips and information what language points to focus on and what language to provide e.g. by giving examples.

In a nutshell

Although it produces large quantities of food, the global food system, largely dominated by agribusiness industries and large supermarkets, contributes to the global hunger problem and threatens the environment, water and soil quality and workers' and consumers' health through use of chemicals and industrial agricultural methods. This module focuses on the differences between organic and industrial agriculture and the concept of agroecology (favoured by some environmentalists, human rights activists as well as the UN's Food and Agriculture Organisation as an important contribution to fighting hunger). It also looks at consumers' possibilities to opt out of the system (fair trade, local food movements, growing your own) and the human rights aspect.

The time frame can easily be expanded (or may have to) by taking more time discussing the issues (for stronger students) and/or incorporating more language work (for weaker students).

In a seminar setting, you may wish to have a cooking session if there are facilities available. E.g. when you discuss regional/seasonal food. A lot of suggestions are available on the internet (search "seasonal recipe" or "seasonal food").

The industrial revolution in agriculture

Historically, the application of the rationale of large-scale economies and rationalisation through increasing mechanisation, i.e. making agriculture less labour-intensive and thus cheaper, and increasing yields by breeding varieties producing higher yields and cultivating vast fields, seemed to be a road towards providing an ever-increasing (urban) population with affordable staple foods and reducing poverty especially of industrial workers in the ever-growing cities in the industrialised countries.

Especially when after World War II chemical industries which had been providing combatant chemicals were looking for a new market for their chemicals, agriculture became increasingly dominated by the chemical industry, with fertilizers and pesticides promising simple solutions to the complex issues of pest control and fertility of the soil.

However, as industrialisation at large, the application of the principles of industrialisation to agriculture has had and is still having unforeseen by-effects.

Large-scale monocultures have adverse effects on the environment such as sinking groundwater levels, pollution through agrochemicals (pesticides, herbicides, fertilizers), depletion of the soil which in turn leads to intensified use of agrochemicals, loss of topsoil and subsequent droughts (e.g. The American Dust Bowl) etc., thus endangering the very basis of agriculture – fertile soil and water. What is more, the system makes farmers around the world dependent on the agribusiness industries for seeds and inputs.

Furthermore, industrialised agriculture depends on and perpetuates a global food system that intensifies the dependence of the global south on industrialised countries. A system where arable land feeds the industrialised countries' hunger not only for fruit, vegetables and cereals, coffee, cocoa and bananas, but also and increasingly for meat, for agrofuels and biodegradable plastics. The income generated locally is minimal, and as agricultural production leaves the countries of the global south, they need to import more food. Paradoxically, those involved most closely in food production, namely peasants and farm workers, are often most affected by hunger.

Agroecology

An approach that frees farmers from having to buy expensive inputs is agroecology. As the term suggests, agroecological principles encourage ecological practices – which are arguably better for farmworkers' and consumers' health. The adoption of agroecological practices entails a combination of crops, including fruit and flowers, thus contributing to a more varied diet - and to farmers' self-sufficiency. To better understand these practices, we will look at the cyclical nature of organic farming, where fertiliser comes largely from within the farming system (manure, leaves and dead plants etc.), seeds are harvested and kept for the next season, and pest control is largely done by combining plants in a certain way.

Agroecology encourages farmers to tap traditional local knowledge to adopt farming practices apt to their environment and communities. Agroecology also strengthens local food systems, thus giving farmers sovereignty over their farming, marketing their food, and preventing hunger.

Local food movements

Reestablishing and strengthening local food systems is becoming an issue in industrialised countries as well. The local food movement is on the rise in North America and Europe. One aspect is that consumers would like fresh and healthy food, another, that people would like to strengthen their local economy and farmers wish to free themselves from depending on large companies. Environmental issues also play a role – people have many different reasons for buying locally sourced foods. In this material, we present and discuss different motives and options, e.g. the idea of a “100 mile diet”, shopping at farmers' markets, or joining a Community Supported Agriculture. If students wish, they can thus take the lesson a step further and act.

Fair trade

Buying fair products is a way of sidestepping agribusiness. There are a number of certifying organisations (search for “fair trade”), on whose websites you'll find information on the certification procedure, the products, workers' rights etc. As fair products are quite common, students will probably introduce the topic to the discussion. You could also have a follow-up session on the issue. See suggestions on pages 11 and 19.

A complex issue at level A2+

This module expands the topics of food and health and takes them a step beyond likes and dislikes, much and many, and ordering at a restaurant. At A2+-level, however, the possibilities of actually discussing the complex issues are obviously limited. If you would like to discuss the issue with higher-level classes, the original texts and videos given as sources will be useful as input, and the formats suggested in the teacher notes may prove useful.

Further reading

There are a number of NGOs who work on the issues discussed here and provide information on their websites. A lot of the materials used here are taken from FIAN sources (a human rights organisation working on the human right to food). Fact sheets are available on various issues, e.g. agroecology or agribusiness. (www.fian.org in English and www.fian.de in German). Oxfam, Amnesty International, Friends of the Earth and other NGOs also provide related information (www.amnesty.org, www.oxfam.org, www.bread.org, www.foeeurope.org).

Useful sites for facts & figures and for information on policies, international agreements and regulations are UN Food and Agricultural Organization (www.fao.org), the International Labour Organization (www.ilo.org), other UN sites and www.oecd.org. The German Federal Ministry of Food and Agriculture's website is available in English (www.bmel.de) and gives you information on German policies, including organic agriculture.

Wikipedia is a good starting point for a closer look at Community Supported Agriculture (CSA) or fair trade. An internet search “community supported agriculture” will give you lots of results, including videos. www.solidarische-landwirtschaft.de is the main German website on CSA, where you can find or even initiate a CSA near you.

Most internet searches also come up with YouTube or Vimeo videos – but it is next to impossible to find one at A2+ / B1 level!

2. Think globally, eat locally?

Teaching guide



PART 1: A revolution in agriculture

This module aims to raise students' awareness of differences between industrialised and organic agriculture and the implications for consumers and farmers in industrialised countries and the global south - in terms of the environment, health, working conditions, food security and food sovereignty. In the first chapter, the emergence of industrialised agriculture in the 1940s and the structure of today's global food system will be looked at, asking students to reflect on their own position in the system and preparing the ground for looking at the above-mentioned issues in more detail in the subsequent chapters.

Language points:

- present perfect and simple past; talking about historical events and developments
- zero and first conditional for cause and effect
- vocabulary: food, health, agriculture, environment, basic business terms.
- skills: reading and speaking skills, debate,

This section is about the “Industrial Revolution in agriculture”, which is generally referred to as “Green Revolution”. In the 1940s, the application of industrial methods was seen as the best way to ensure sufficient food production for the growing urban population. Large farms, monocropping, and the increased use of machinery as well as chemical inputs changed the face of agriculture radically. The section looks at the consequences today from the point of view of farmers and consumers and raises environmental questions.



Phase		topic	Additional material
Warm-up: Time Line	10 min	World population, challenge for agriculture	numbers 1750, 1800, 1850, 1900, 1950 on A4
Introduction of topic:	10 min	Inputs in industrial agriculture, the input-output-model activation relevant vocabulary	diagram on OHP or photocopies (p. 32)
Reading individual or PW	20 min	The origin of industrial agriculture, the effects of industrial agriculture Present perfect – simple past	
Debate: Role play and wrap-up presentation	20-30 min	PW/GW, then whole group: Effects on consumers and farmers, farmer dependence	role cards (p.33–34)
Game	5 min	Whole group or groups: supply chain	a banana, 1 € in 5-cent-coins
Guessing game	10 min	Line-up or vote, then discussion Top 10 in agribusiness	
Wrap-up and reflection	5-10 min	Individual notes	

Warm-Up: Time line

Arrange a time line to demonstrate the immense growth of the world's population. Once students have arranged themselves ask them for each year how many of them they think worked in agriculture, and how many lived in cities. Ask the urban and rural population to form separate groups.

Now ask students: What does this mean for agriculture? (You may add: What happens if fewer people need to feed the population?)

METHOD

Time line

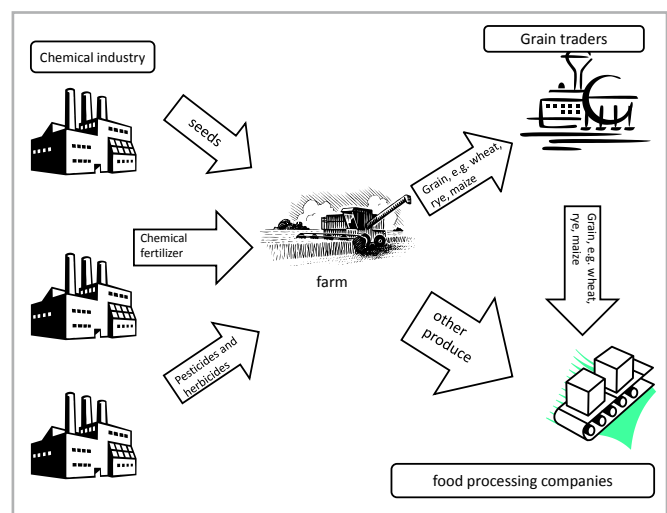
You mark the years by putting the numbers 1750, 1800, 1850, 1900, 1950 on A4 sheets and laying them out in the classroom. Then explain that each student represents 400 million people (this number you need to adapt to the size of your class) and ask them to arrange themselves by the time line according to what they think the world population was in those years. Then arrange them according to the numbers given.

Now hand out the course materials. Refer students to the two diagrams, which show the population growth and the increase of urban population, and elicit ideas about the challenges agriculture faced in the 1940s. The bottom line is “produce more with fewer people”, i.e. intensification.

Text and diagram

Put the diagram on an OHP. Show the diagram to the students and explain that this shows how intensified agriculture works. You can either use the diagram to explain that farmers buy inputs from industry and sell their products to grain traders and food processing companies, or you can elicit ideas – it will probably be a mixture. Label the OHP accordingly – and add whatever comes up in the discussion. The idea is to help students understand the text.

Suggested answers:



This shows the input-output-model of (industrial) agriculture. To complete the picture you should add the cash flow, and the waste farms produce (chemical toxic waste that pollutes the ground water, emissions from machinery). Also, farms take up lots of ground water, lowering the level of ground water.

The role of consumers, producers and the companies controlling the “inputs” and the food industry, as well as the issue of pollution through transport (food miles) will be discussed later in the chapter and may overload the discussion at this stage. The amount of detail you add (if any) will depend on what students know/think about the issue. Invite discussion and keep a record of the result to use at a later stage.

Language note

“Green Revolution”

To fully understand the text, it is important to understand the tenses (present perfect and simple past). On the one hand the “Green Revolution” is a historical event. On the other hand the Green Revolution-practices introduced then characterise industrial agriculture as it is widely practiced today, and the consequences can be felt today. See language box. As you discuss the questions on the text, you can easily include this language point, revising tenses and visualising consequences of the Green Revolution at the same time.

There are lots of passive constructions in the text. These are not focussed on here but can be pointed out because they characterise this text type.



Ask students to identify reasons, aim, methods, effects and consequences. Pool results and clarify any questions. In a small group, you can do this standing in a semi-circle around a board or flip chart, where students write down key words under headings you've prepared. Otherwise, visualise answers on the board or OHP. Point out tenses (see box). Refer back to the diagram for visualising the system, adding the aspect of industrial production and food processing.'

The question about the consumers' and farmers' perspectives use as an introduction to the debate.

Debate

Hand out role cards to pairs or small groups and give students time to think about arguments. Encourage them to bring in their own ideas. Depending on group size, you can group the farmers together or have more than one pair be a farmer. After 5-10 minutes, give them another five minutes to note down things they would actually like to say. Groups then decide on a spokesperson. The spokespeople sit in a semicircle (like in a chat show), the rest of the class are the audience.

Open the debate by asking everybody to state their most important point, and then let people react. After the second round, invite questions/comments from the audience.

As language support, see page 51. Either photocopy on OHP for everyone to see, or hand out copies to groups.

How to keep a record during the debate

Appoint 4 “journalists”, one who looks at consumers, one at farmers, one at the company and one at the environmentalist. They note down max. 3 key words each (on cards). After the debate, they present them to the class while putting them up on the wall or board.

Top 10 in agribusiness

Explain that the numbers given are more than those needed, but the correct ones are included. You can have students guess individually or with a partner, then give the results, and students get a point for each correct answer. You can also have students guess by using the line-up method (see box) – some movement in the classroom and more fun – or by a vote.

Line-up

METHOD

A line-up is a method of “asking” opinions/estimates or information on a given scale by asking students to line up in the room, e.g. on a scale between “agree” and “disagree” or in this case between 100% and 0%. You give the two extremes, and students literally need to find their position. Write the numbers from the exercise on the board so students know what they can choose from. Do this fast, and make sure there is a lot of movement. It's fun, and at the same time very effective for getting a picture of people's ideas. Once everybody has taken a stand for each, give the correct answer and stand there. Write answer on OHP/board.

Key

- The ten largest animal feed manufacturers control **16** percent of the world feed market.
- The top ten fertiliser producers control **55** percent of the world market.
- The top ten seed companies control **75** percent of the world market.
- The top eleven pesticide manufacturers even control **97.8** percent of the market.
- In the food processing industry, the top 10 control more than a quarter of the market.
- In retail this is **10.5** percent.

Source: FIAN factsheet Agroecology, quoting EcoNexus (2013). Agropoly. A handful of corporations control world food production. Zurich: Bern declaration and Econexus. EcoNexus is a not-for-profit public interest research organisation analysing developments in science and technology and their impacts on environment and society. They in turn have taken the information largely from the companies' own websites.

The “top 10” shows how few companies dominate the global food market, and that it might appear as if consumers and producers have little power.

Not just food – but a system

To understand the system, it is important that students see not just farmers and consumers, but get the more complex picture. Read the FAO definition with the class and elicit from the class the various intermediaries (traders of raw materials, food processing, packaging and labelling companies, logistics companies, wholesale and retail). As you do so, draw a diagram on the board or better ask 7 students to represent the consumers and 2 students to represent the producers, standing at opposite corners of the room. Give the students e.g. a banana or a coffee bean and ask them to sell it to the consumers. Neither producers nor consumers are allowed to move.

They will thus need intermediaries.

After the banana has travelled and intermediaries have been identified, give the consumer 1 EURO in 5-Cent-pieces (or something else to represent the money, which they give to the first intermediary = retail). This is handed down the supply chain. How much is left for the producer? Is it a good price for the consumer? Is it a good price for the producer?

Harriet Lamb, CEO of Fairtrade International, in her article “Tackling Obesity in Supply Chains”, suggests that in order to achieve both fair prices for farmers and affordable consumer prices in Europe, a critical look needs to be taken at supply chains and all the intermediaries who make profits along the line.

Note: Make sure students note down what they found surprising, interesting etc – these “note pads” throughout the material will allow students to look back at their own learning process.

PART 2: Agropoly – the global food system

Language practice:

- no specific structures are focused on in this section – students practice present and past tenses, passive voice, conditionals for negotiating
- vocabulary: institutions, rights, rules and laws, employment
- skills: basic negotiating, discussing, complaining

In this chapter, students will explore the global food system and their own role in it. They will learn about the Human Right to Food, as laid down in the Covenant on Economic, Social and Cultural Rights, and they will come to realise that human rights are often violated for the sake of individual or company profit (e.g. land grabbing, unfair trade relations). This complex issue is broken down in order to make it digestible at A2+-level, based on a case study from Uganda showing a case of land grabbing for a coffee plantation.



Phase		topic	Additional material
Warm-up	5 min	(Re)constructing a definition of “food system”	copy gapped definition on OHP (p. 35)
Reading and discussion	20 min	Text local producers, global players, showing some effects of globalisation on the rural poor	
Group work	15 min	Finding out about internationally agreed rules, governments' and companies' responsibilities	prompts for exchanging information (p. 36–37)
Game “Private Property”	10 min	The classroom/seat suddenly becomes private property! Role play or simulation to illustrate land grabbing	Certificate of ownership (p. 37) 1 copy (or make a sign for door “Private Property”)
Optional: Video		FIAN video „Stopp Landgrabbing für Rendite!“	laptop, projector, internet connection
Reading, discussion	15 min	A case of land grabbing	
Group work/role play	15 min	Governments' and companies' responsibilities exemplified	situation prompts (p. 38)
Wrap-up	10 min		

It makes sense to hand out the student material after the warm-up!

Warm-up: Who is part of the food system?

Copy the gapped definition on an OHP in advance and elicit the definition from students (they come across it in Part 1).

Key: The FAO definition reads: „Food systems include all the people, institutions and processes by which agricultural products are produced, processed and brought to consumers.” There are more ways of defining “food system”, but this is the one introduced earlier.

Then put “consumers” and “producers” on the board and ask students what institutions and processes they can think of. Add them and try to create a picture of the people and processes as you go along. Alternatively, put them on cards which you can rearrange to illustrate processes and relationships.

Some ideas (although you may want to use different words for these concepts!): authorities / making and enforcing law / providing infrastructure / companies / transport / packaging / processing / selling / wholesale / retail / trade unions / NGOs / lawyers / international organisations / governments ...

This should not go into too much detail or take too long but beside reactivating or introducing some of the

vocabulary you will need, students should get some idea of the complexity of a food system and of the fact that “the economy” always works in the context of a framework set by institutions / the state.

Reading and discussion

In the text, students are likely to come across words that they haven't heard in English before but that they will be able to understand. It may be an idea to ask students to look at the graphics / statistics and read the text to them. Briefly discuss the questions between paragraphs to clarify meanings. Students can also read the text individually.

There should be few language issues apart from some vocabulary and connectors (thus, so), but the long sentences and possibly unfamiliar, if easy to understand vocabulary may take a little time to digest.

The text illustrates two problems of globalisation in the food industry. Export of food channels food production away from local markets, and introducing imported food requires more infrastructure and targets an urban middle class market rather than the rural poor. Powerful global companies dominate the market to such an extent that producers are too weak to negotiate good prices. A “good price” in this context would be a price that gives people an income at subsistence level.

Group work: A way out?

This activity looks at obligations of governments and companies and international agreements. You find role cards with additional information on pages 36–37. Students may not be aware that a lot of rules are actually in place but are not enforced. Apart from the Bill of Human Rights, the activity introduces the UN Guiding Principles on Business and Human Rights and the OECD Guidelines for Multinational Enterprises. On the basis of these rules, human rights violators can be taken to court.

After the cross-group reporting, pool students' ideas/conclusions. The important message here is that human rights, including working conditions and the right to food, may not be subjected to “the market” and that governments are required by international law to make sure these rights are not violated. (Important for the case study that follows.)

INFO: Fair trade

Buying fair products is a way of contributing to a more sustainable and fair economy. Fair production helps workers and farmers because the ILO standards (which companies guarantee to workers when they enter a fair trade agreement) in many countries are far from a reality. Fair trade agreements immediately alleviate the situation of some workers/farmers, and labels lead to more awareness of the problems and to consumers being more critical.

There are a number of “fair” labels. Labels are of differing quality, and with fair products gaining momentum and entering supermarkets (and the mainstream), criticism arises. Some labels are made available to companies even if only a fraction of a product is produced on fair conditions, or if only one ingredient of a product is produced “fair”. So as with other labels, it is important to check the details.

Other critics argue that voluntary labels are not the right answer to unfair working conditions – not only because of transparency problems but because binding rules and their enforcement are necessary to really make business relationships fairer and more sustainable. That is why fair trade labels are a step in the right direction but advocacy for binding rules at international and national levels is indispensable.

This chapter focuses on legal action against the violation of rights but fair trade is likely to come up in the discussion and should be encouraged – even if some products may not be 100% fair.

Various sources: ILO.org, fairtrade.net, taz.de and others. The wikipedia article on fair trade gives an overview of criticisms and sources.

INFO: Malnutrition vs. hunger

Hunger refers to a situation where a person does not get enough calories, whereas malnutrition refers to a situation where a person does not eat a balanced, diverse diet with enough nutrients. Malnutrition and hunger can (and often do) coincide, but malnutrition can also result in overweight and obesity.

Tackling malnutrition is far from a “luxury”, compared to tackling hunger, because nutrient deficient food can lead to severe illnesses and retarded development. If small children or pregnant women are malnourished, the defects in children are irreversible. A short term of malnutrition in an adult can be made up for more easily. Also, malnutrition has been identified as a major burden to health and social security systems. That is why malnutrition is as much on the international agenda as hunger. The Human Right to Food encompasses not only freedom from hunger, but a healthy, balanced and culturally adequate diet.

All information from fao.org.

Game: Private property

This activity simulates a situation that is far more existential in real life – it is just a short introduction into the topic of land grabbing. Try to set up a real situation which you only explain afterwards.

Simulation of real situation:

Students find the door of the classroom locked and a sign on the door saying “Private Property”. Alternatively, someone comes into the classroom, asking students to leave immediately because the room has been given to someone else for some other use. Students need to deal with the situation. See box on page 12 for details.

Role play:

Instruct a student before class to be the “land grabber”: He/she is given a certificate, entitling him/her to all chairs in the classroom. When asked to, he/she asks the other students to leave because the chairs are now “private property”. This should happen suddenly and come as an unpleasant surprise to the class.

In the simulation, students do not know that it is not a real situation and will thus experience it differently from the role play.

In both versions, the structure of the situation is somewhat parallel to the land grab (although obviously far less existential and easy to resolve). The idea of this method is to put students into a comparable situation and discuss their feelings and reactions, and **only then** to discuss the situation you want to illustrate. The effect is that students become aware of how people feel in the situation and understand it intuitively and holistically.

Reflection

Explain that this was a game, and ask students how they were feeling in the situation, and what strategies they used or thought of to resolve it. Note these down on the board or flip chart for future reference.

Then explain that there are people who in as sudden and inexplicable a manner lose their homestead and living.

METHOD

Simulation

Ideally, this takes place e.g. after lunch break: Students' belongings are in the classroom. When students come back after break, they find the door locked and a sign "No entry – private property" on the door. If you put a sign in German, this is more realistic, maybe you can even use VHS letterhead for this (check with your school). Meet students in front of the door and explain that you are surprised yourself but apparently the room has all of a sudden been reserved for some other use, and that you don't have a key. Take it from there – students will complain to the school, try to find someone who is responsible and ask for their rights (maybe not the right to this particular classroom but to their belongings and a different room). If you arrange this with your school beforehand you may be able to find someone from the "management" who plays along for a few minutes. This should not take too long but long enough for students to get **just a little** irritated. Then explain that this was a game which you'll explain when you are back in the classroom.

Optional: Video "Stopp Landgrabbing..." (German title)

On the website of FIAN Germany you will find a link to the FIAN YouTube channel, where you find the video. It is an animated film without words (except for the final screen) that illustrates land grabbing. It is very short and provides a vivid picture of land grabbing – but no theoretical background. Show this to the class to illustrate the issue.

INFO:

Land grabbing – a violation of human rights

The term land grabbing describes a situation where farmers are evicted from their land because it has been sold or leased to a third party. There are instances of land grabbing where the residents' own land titles are ignored, and there are instances in which communal land customarily used by farming communities is sold by those who are the formal owners, i.e. the government – often to foreign investors. Such evictions can be performed with brute force and result in people being traumatised. People lose their homes and all their belongings, including their means to earn a living and/or feed themselves. Land grabbing therefore often creates trauma, destroys cultures and leads to hunger and poverty.

One might argue that land grabbing constitutes a violation of human rights, most notably the human right to food.

The human right to food is laid down in the International Covenant of Economic, Social and Cultural Rights of 1966, which has been in force for almost 40 years now (1976), was ratified by Germany and is part of international law.

In the UN Convention on the Rights of Indigenous Peoples, their **right to land use** and to compensation if they consent to leave customary land is laid down.

Under the **UN Guiding Principles on Business and Human Rights**, corporations and the governments of corporations' residence also bear the responsibility to ensure that no human rights violations take place (extra-territorial obligations).

Group work: Finding strategies

Put students in groups of three or four and give instructions to each group. In this activity, groups are asked to read the text and to then discuss who the Mubende community should turn to to claim their rights, and on what basis. (Uganda authorities, German authorities, the German mother company and the Ugandan coffee company). They can either perform a role play or report their ideas – decide how you would like to specify the instructions. Role plays will take more time than scheduled here!

Ask students to present their ideas to the class and tell the class how the situation developed.

See below. Check fian.de for the current situation – at the time of writing, a law case in front of an Ugandan court had been won by the Mubende community, but the Ugandan coffee company's appeal was still pending.

At this point, initiate a discussion on what we as consumers can do (buying fair trade is the obvious choice). Read the background information (see box page 11) beforehand.

Discussion and wrap-up

Before you ask students to note down the points they found the most important, draw their attention to the information on the human right to food. Then ask them (individually or, if they wish, with a partner) to reflect on and note down the 5 most important/interesting/surprising points. If time permits, exchange views.

Possible writing task as homework

A letter of complaint.

INFO: **Recent developments**

2002 Mubende community files a court case against the Ugandan authorities and the Ugandan company for compensation, which by 2009 still had not been decided.

2011 With the help of the NGO FIAN, the Mubende community filed a complaint against the German mother company, who initiated the deal, with the German committee supervising the observance of the OECD Guiding Principles on Business (these are another instrument relevant in this context). This was turned down on the basis that the German company was led to believe that no third parties had any rights to the land they had leased.

2013 The High Court of Kampala, Uganda, ruled that the lawyers of the Ugandan company had to pay 11 mio EUR in compensation. It also criticised the German mother company for violation the peasants' human rights. Furthermore, it guaranteed the Mubende peasants the right to have their land titles registered both in the land register and in the contract of lease to the Kawerri coffee company. At the end of 2014, no compensation had been paid yet, and the coffee company's appeal against this decision was still pending.

Note: Make sure students note down what they found surprising, interesting etc – these “note pads” throughout the material will allow students to look back at their own learning process.

PART 3: The politics of agriculture

Language practice:

- no specific grammar points are focussed in this chapter
- reading and discussion skills
- writing and performing an interview
- writing a personal email

In this chapter, students will explore the methods, philosophy and societal implications of organic agriculture, comparing and contrasting it to industrial agriculture. They will be introduced to the idea that organic agriculture contributes not only to health and the environment but to both producers' and consumers' independence and sovereignty. A look at agroecology, based on examples from Brazil and Tanzania, will show students how important the idea of agroecology is for development.



Phase		topic	Additional material
Warm-up: Time Line	5 min	Energiser; optional an extra 10-15 min: domino to introduce vocabulary and the idea of the organic cycle (an extra 10 minutes)	
Reading (Dialogue); Question time speaking and discussion skills	20 min	Principles and methods of organic farming students learn about some possible motives of those in organic farming and share opinions	texts organic agriculture (p. 42–43), flip chart paper, pens, tape to put posters on the wall or pin boards
Wrap-up/discussion	10 min	Implications of farming methods in terms of independence, sovereignty and community	
Line-up	5 min	Opening up the global perspective	
Group work and presentation of interview	30 min	Organic agriculture and its global importance: Agroecology (two examples)	text cards "chat show" (p. 44–45); re-arrange classroom
Optional: Writing task		A personal view on the two case studies	
Reading and Wrap-up	15 min	Reading as a wrap-up and basis for reflection	

Warm-up

Some exercise first! Ask students to get up and stand in the circle, and ask them to imitate your movements. Squat and become really small, saying: "I am a seed." Slowly get up and stretch your body and arms toward the ceiling in a sort of tree shape. As you move upwards say "I am growing ... and growing... into a tree." This is a nice stretching exercise to start a class or wake up students after break, and at the same time you introduce the topic in a very simple manner.

OPTIONAL: Domino (p. 39–41)

Then hand out 1 or 2 domino pieces to pairs of students and ask the class to play, putting together the text. It is not necessary to play this as a competitive game – it may be more interesting to do it collaboratively, because students then discuss what goes where. If necessary, explain first how domino works. Students can either put the pieces down on the floor (blow up to larger size) or on the wall/board.

The result will be in a circle – the text has no beginning and no end. The idea here is to demonstrate that agriculture originally is cyclical – which is at the basis of organic agriculture. At the same time this introduces/revises relevant vocabulary.

Putting together the text with the whole class makes sense in a fairly small group (8 students – 4 pairs). If the text is easy for your class in terms of language, it may be more fun to make it a competitive, fast game. Alternatively, form groups of no more than 4 people and give a set of dominos to each groups. The group who finishes first wins the game. Circulate and support as necessary. Restrict yourself to helping with language – students should work out the idea themselves.

Dialogue

Ask students to read the dialogue, then get two students to read it aloud. Ask students to brainstorm questions they would like to ask Petra from the dialogue about organic farming and put these on the board, leaving space for answers. Students may know some of the answers – explain that they will find out lots of things from the texts you will hand out to groups.

Group work: Organic agriculture

Put students in pairs or small groups and hand out one text per group. Ask them to work out answers to the questions on the board based on their text and with reference to the diagram. In addition, you ask them to consider health, buying and selling, and possible political implications (unless these points have already been raised). Ask each group to create a poster with their results and present it to the class, and put the posters on the wall for future reference.

There are four texts for this group or pair activity. For small groups: Pair work is preferable to groups and fewer texts because they cover different aspects.

A nice way of presenting the posters is an "exhibition". All posters are put up on the wall at the same time, you open the "exhibition" and invite the group to assemble around the posters in turns. The "artists" present the poster, giving the group time to look at it. Students can exchange ideas and ask questions.

Wrap-up / discussion: Knowledge-based vs. input-based agriculture

By discussing the difference between industrial and organic agriculture and relating it to these terms, you will sum up what has been discussed so far and take it a step further: Knowledge is one of the few things that you cannot buy, that no-one can take away from you, and that increases by sharing it. This is why organic agriculture is directly linked to independence and community. Teaching, experience and tradition are sources of knowledge which are usually combined.

INFO: **Organic farming**

Organic farming dates back to the 1920s, when Rudolf Steiner developed biodynamic farming, taking a holistic view at nature (Steiner influenced other spheres of life as well, notably education. The holistic approach is one of the fundamental principles).

What Steiner developed – and a lot of traditional ideas of farming – today are corroborated by scientific research (see also below, agroecology). The cyclical, regenerative nature of growth and decay are central to methods of organic farming, implying independence from inputs from the outside and making use of what others would consider waste.

This means that farmers are less dependent on the market economy for their immediate needs, although they still need to generate income for electricity, education, communication, mobility, food they do not grow themselves, health and social security, among other things.

Line-up

Ask students to decide whether they feel organic agriculture is important to them or just a luxury and to find their place on the scale between the two. Then ask them to reconsider the same question with reference to the global situation.

See method box page 8.

Organic farming in Brazil and Tanzania

Read the text (two text beginnings and a question) to the students. Explain that they will find out more from the texts you'll hand out. Hand out paper slips (see p. 44–45) with parts from the texts and ask students to find a question that is answered by their text.

Then ask students to get together in a Brazil and a Tanzania group and give the respective group instructions to the groups. You may need to cut texts into fewer parts or use one text twice to fit your group. Students reconstruct the text and then write an interview with 3 roles: A journalist, Santhinha and Joao for the first text, and a journalist, Habija and a neighbour for the second one.

A chat show

If time permits, ask students to practice the interview as a group and then perform it in front of the class. Circulate and support students as they work in groups.

Instruct the groups that the journalist does not only ask questions but should react to what the interviewees have to say.

When performing the interviews, arrange the room like a chat show, with the audience sitting in a semi-circle around the three protagonists. Ask the audience to note down what they found most interesting, surprising, important and touching. After both interviews, compare notes and discuss.

In both these cases, these are personal stories but at the same time they show the importance of strengthening the local food system. Make sure this point is discussed, and include it in the “Wrap-up”, as this leads on to the next chapter.

Optional (or homework): Writing

The idea here is for students to give their personal reaction to these personal stories.

Article: Organic agriculture can help...

The environmental problems incurred by conventional, large-scale agriculture and the problems arising from them have come to the attention of the FAO, and sustainable or organic agriculture is being promoted. Also, the FAO talks about strengthening local food systems. However, the FAO approach focuses on methods rather than political and economic structures.

Agroecology differs slightly from organic agriculture in that organic agriculture is strictly defined and certified. Agroecology employs similar methods, but regionally and culturally diverse ones, and has a wider scope because the concept includes political, economic and social aspects.

The difference between the two is not the issue here, but you should be aware of it. However, it is not a line that is easy to draw.

The article pretty much summarises what has been discussed. You can read it to the students, or they read it themselves. To wrap up this chapter, ask students what cultural, social and ultimately political aspects of agroecology they see, referring back to the two case studies. Make sure that in the wrap-up, you point out the importance and idea of the local food system.

The final writing task is meant as reflection – this can also be homework. The idea here is for students to give their personal reaction to these personal stories. If you wish to get students to write in the classroom, it is probably a good idea to do so before looking at the text “Organic agriculture can help...”.

Reflection

Give students a minute to think about what was new, interesting, surprising to them. Surprises are probably the most interesting thing to share with the class.

Note: Make sure students to note down what they found surprising, interesting etc – these “note pads” throughout the material will allow students to look back at their own learning process.

PART 4: Global eater or locavore?

Language practice:

- first conditional, comparing, adverbs of frequency
- discussing habits, likes and dislikes, giving reasons, giving opinions
- reading and discussion skills
- writing and answering an enquiry
- vocabulary: shopping, buying and selling, some basic business terminology

In this chapter, students will encounter the local food movement in Europe and North America and consider whether this is an option for them, and they will look at CSAs in some detail in a simulation game. They will discuss reasons why people “go local”, which point towards social, health, environmental and political implications of food choices. Finally, students will reflect whether they are going to change their habits or take action on the basis of this module.

Note:
This chapter is laid out for 90 min but there is material to expand it.

Before class, research whether there is a CSA near you at www.solidarische-landwirtschaft.org. This information will make the discussion more concrete. In an intensive seminar, you could even organise a visit so students can see for themselves.



Phase		topic	Additional material
Warm-up	10 min	Shopping habits, introducing the idea of buying local food	Find someone who... (p. 47)
Reading and pair work	10 min	Students learn about the term „locavore“, the basic idea of a local diet and share opinions	
Group work: text puzzle, creating a website/email, role play	30 min	Community supported agriculture: Farmers' and members' points of view	texts (p. 48–49) and instructions (p. 50); flip chart paper and pens Language for discussions (p. 51)
Optional: Video		Sailing the wheat: CSA and community building	laptop, projector, internet connection, research before class.
Reading (aloud) and line-up	15 min	Understanding people's reasons for eating local food, finding a position	
Discussion: stating preferences and deciding	10 min	Going local: Deciding on a restaurant or drawing up the 100-mile-diet challenge	information on restaurants, research in advance
Reflection (and action)	10 min	A look back at the whole module, reflection whether students are going to change habits/take action	

It makes sense to hand out the student material after the warm-up!

Warm-up: Find someone who...

Students find out about each others' eating and shopping habits in a guided exercise, which includes different aspects. Hand out the „Find someone who“-grid and ask students to find one student for each item, and to then ask a follow-up questions. Students make notes.

The idea is that students warm to the topic and share some ideas between themselves. If you find it important, you can pool results. To close this warm-up, ask students what they think a locavore is. Then hand out the student materials with the text “Word of the Year 2007: Locavore”

IMPORTANT:
Make sure students understand that they should end up with at least five (you can reduce this to three but no less) different names on their sheet, otherwise they'll stick to only one person.

Reading: Word of the Year 2007 – Locavore

This article explains the meaning of the word and at the same time indicates that local eating has been a movement in the US for a while. After students have read the text, elicit (or explain) that “locavore” was coined in analogy to “carnivore”, “herbivore” etc. and clarify meanings as necessary. Get a few spontaneous opinions on the question from the group. Then get students to write a statement using the structures given in the language box. Circulate, support and correct as necessary.

How much attention and time you give to the structures will depend on your group. The language box offers a reminder of the structures, assuming this is revision. If you feel your group needs more revision here, have students explain the structures and have some structured practice.

Pair work: What would “going local” mean for me?

Before you put students in pairs/groups, elicit a few ideas and write them on the board, highlighting the conditional structure as necessary to support students and explain the difference between “if I ate...” and “if I eat...”

It is not necessary that students explore all questions in their discussion. The idea is to explore personal consequences of such a decision. After a while, end the discussion phase by eliciting what they would need to do without, and write these on cards for future reference (see below).

Then ask the class for their ideas where they can buy local food. Introduce the term “CSA” by referring students to the CSA website in the next exercise.

Group work: What's a CSA?

The text puzzle in the group activity explains how a CSA works and what to consider when you choose one. The exercise asks students to look at a CSA from the point of view of a farmer or of community.

You will need the text more than once. Put students in groups, then give instructions: Everyone receives a text which they will explain (not show) to the rest of the group. Hand out text parts to individual students and give them some time to exchange information. Then hand out the group instructions for the “farmers” to one group, and for the “community” to the other. If your group is larger, have more than one farmer/community groups.

Students then discuss the task and create their website/leaflet. If computers are available, they could create the product on the computer and present this to the class – otherwise you can ask them to put it on flip chart paper. Your time frame and resources available will determine how you go about this.

If you notice that students start writing lengthy texts, encourage them to use illustrations and bullet points. They shouldn't forget the logo. This does not only make things more creative and playful but at the same time requires students to speak more freely when they present their product.

Presentation/role play

The “farmers” present their CSA (poster and explanatory short talk), and the “community” explains whether it meets their expectations. If you have more than one “farmer” group, the community can decide which one they'll choose. You can follow this up with a role play where farmers and community work out an agreement.

METHOD

Text puzzle

In the text puzzle on agroecology students literally put the puzzle of a text together and then read it. Here, students read their text and then tell the other students what they have learnt. That way, a different learner type is addressed: the auditive learner. The visual learner will get his share afterwards, when the information is put together in writing (leaflet/website). The kinaesthetic learner enjoys the playful and creative side of things and movement, all of which are present in this activity.

In the other version, the auditive learner was addressed in the “chat show” format.

Optional: Video

A farmer explains what the CSA he runs means for him, and what it means for the community involved. If you search the internet for “deconstructing dinner” and look at the wheat episode, you'll find the main episode as well as a video called “Sailing the wheat”. Language-wise, this is too difficult for A2, but you could show “Sailing the wheat” to your class without sound and then discuss what you've seen. It shows the community-building aspect of CSAs very vividly and is fun to round off this chapter.

For language support of the group session, you can provide students with the “Language for discussions” handout at the very back of this booklet.

A good enough reason?

This activity looks at reasons for going local and at the same time raises points that have been mentioned throughout the module, so it wraps up not only the “local” topic but also the whole module.

Go back to the cards you wrote during the initial pair work session (products not available locally) and put them on the board, reminding students what these are. Ask “so why do some people decide to do without these?”, then ask students to read the statements. For each statement, get a student to read it out aloud. Ask students to really express the feeling behind the statement (intonation practice).

Then give students a minute to think about the number of points they'd give each of the statements.

Get students to “take a stand” by indicating the scale in the classroom and asking students to take their position for each statement as you read them out. For each of these,

once students have found their position, elicit reasons from one or two students – and make sure you don't always ask the same ones. Often it is interesting to ask those who take extreme positions first but don't do so as a rule (method 'line-up', page 8). After the first statement, students will probably ask each other.

As you go through the statements, students will notice that there are a number of reasons to buy locally, most of which in some way have to do with caring about the planet and about people, be it the local community or those working in the global south. So most of these have a global perspective. You could pursue any of these further from here (environment and climate change, ecological footprint, community building...). In the discussion, students will bring in their own backgrounds. Also see box for suggestions you can put to students – either to follow them up individually or to take them up as a topic for future sessions.

Suggestions for further research or discussion

Fair trade: Obviously, many farmers in the global south live on export, and there are a number of goods which have entered our daily lives to an extent that would make it difficult to do without them (coffee, bananas, oranges...). Students will have come across fair trade products – this is a topic you could follow up. On www.fairtrade.net you'll find a lot of information. The brochure on workers' rights makes great classroom material and shows how basic the improved, fair working conditions are. The stories about producers are great but the texts are too difficult and long at A2+ level.

Ecological footprint: The ecological footprint consists of four footprints: land, carbon, water and material. It encompasses more factors than the individual ones. On some websites you'll find footprint calculators that work like questionnaires – if computers are available you can ask students to calculate their footprint in class and compare, or as homework, and reflect how they can reduce theirs (e.g. <http://ecologicalfootprint.com/>).

Going local

- A:** Are you planning to go out for a meal at the end of the course? If so, have a vote whether you'll go to a restaurant serving locally sourced food (provided there is one near you). You'll need to research the information about possible restaurants in advance.
- B:** (part of a semester course): Invite students to enter a "100-mile-diet challenge": Draw up the conditions with the class, and those students who take up the challenge report their experiences to class every week till the end of the semester.

Reflection (and action?)

Ask students to look back at the notes they made on the points they found most interesting during the module. What were the most important points? Do they wish to take some sort of action? At this point, do give students time to reflect for themselves. Ask them to note down five ideas, plans or changes of attitude.

Invite them to exchange ideas if they wish. It is important to find a balance between prompting students to think about the issues raised and possible consequences, and of not pressurising them (also consider group pressure!).

Collect ideas (check facts, get more detailed information, sign a petition, buy fair or local food, review ecological footprint, join a NGO...). Could any of these be a "class project"?

Note: Make sure students note down what they found surprising, interesting etc – these "note pads" throughout the material will allow students to look back at their own learning process.

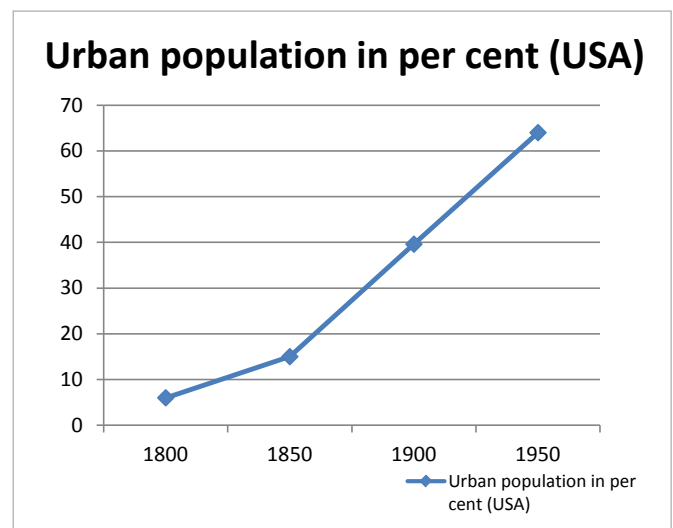
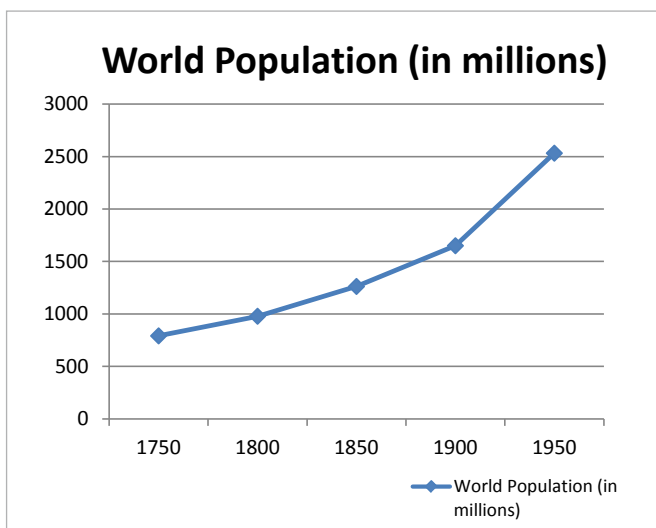
3. Think globally, eat locally?

Student pages



A revolution in agriculture

Look at the diagrams. In 1950, what was the situation?
Can you imagine what challenges people saw for agriculture and food production?



Source urban population: graph based on figures from the US census, http://www.allcountries.org/uscensus/37_urban_and_rural_population_and_by.html
Source world population: graph is based on figures from <https://de.m.wikipedia.org/wiki/Bev%C3%B6lkerungsentwicklung>



The “Green Revolution”

In order to increase food production, from the 1940s a lot of research was done and technology introduced to agriculture. The logic of large-scale industrial production was used: Large farms only produced one crop (mono cropping and specialisation). Chemical fertilisers, improved seeds and agro-toxins (herbicides and pesticides) were introduced.

Although more output was produced, the negative „side-effects“ were dramatic. Green Revolution-practices practices have led to soils losing their fertility, to increasing erosion and to pollution.


Farmers have grown increasingly dependent on the agricultural industry – with 'Green Revolution' practices, they need to buy expensive seeds and pesticides („inputs“). Also, over the past 100 years, 7 percent of plant genetic resources have been lost. This system threatens the natural resource base for agriculture and thus the livelihoods of farmers.



Find out from the text:

- What was the aim of the Green Revolution?
- What new methods were introduced?
- What were the effects? What are the consequences today?

Stop and Think:
 What does this mean for us as consumers? And what does it mean for small farmers?



Language Box

simple past and present perfect

America **started** the Green Revolution...
 Large farms **were introduced**...
simple past: a point of time in the past (e.g. when it started)

Farmers **have grown** dependent ...
 Plant resources **have been lost**...
present perfect: developments over time and up to the present

Did you know...?

About three quarters of the world's hungry people live and work on the land. So many of those who produce food do not have enough to eat! (FAO 2013)

Points of view – a debate



With your partner, look at your role card and prepare arguments. Give reasons for your view.

If pesticides are used, the ground water is polluted.

If farmers use mono-cropping, the soil erodes and is lost.

If a few companies are so powerful, farmers ... and consumers ...

If food becomes more expensive, ...

If prices for fertilisers rise, farmers need to ...

If we go on like this, what will happen to the world?

Not just food – but a system

„Food systems include all the people, institutions and processes by which agricultural products are produced, processed and brought to consumers.“

(FAO definition)

What is the FAO?

FAO stands for Food and Agriculture Organization of the United Nations. The FAO looks at and reports on all aspects of agriculture, trade with agricultural products, food – and hunger. The FAO promotes policies against hunger, including suggestions about agricultural practices.

The top 10 in agribusiness – guess how large their share is!

The ten largest animal feed manufacturers control percent of the world market.

The top ten fertilizer producers control percent of the world market.

The top ten seed companies control percent of the world market.

The top eleven pesticide manufacturers even control almost percent of the market.

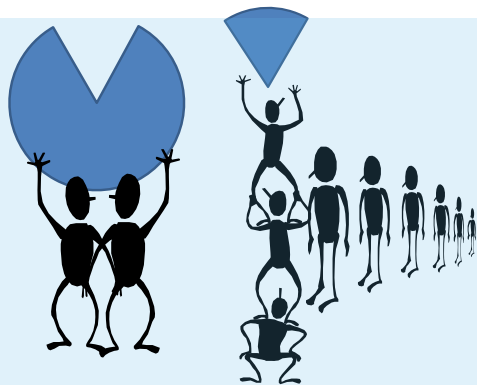
In the food processing industry, the top 10 control more than of the market. In retail this is 10,5 percent.

And who do you think are the top 10 receivers of subsidy of the European Common Agricultural Policy?

7 – 16 – 21 – 25 – 37 – 43 – 55 – 64 – 75 – 83 – 98

Source: FIAN fact sheet Agroecology

Harriet Lamb, CEO of Fairtrade International, suggested in November 2014 to tackle “obesity in supply chains”.



Stop and Think:
1,7 billion producers and 7 billion consumers – who else is part of the picture?

Note down the five ideas from this chapter that are the most important ones for you:

1. _____
2. _____
3. _____
4. _____
5. _____

The following chapters will look at all the players of food systems – and our personal role in them.

Agropoly – the global food system

Producers, consumers – who else is part of the food system?

Do you remember the FAO definition?

Local producers, global “players”

According to the FAO, 2/3 of the people suffering from hunger live and work on the land. Why do people go hungry where food is produced? And who consumes the food they produce?



Look at the picture, then read the text. Isn't there something missing in the picture?

An increasing share of the food produced in developing countries of the global south, where a lot of people suffer from hunger and malnutrition, is exported to the industrialised countries of the global north. This means that many people who work in food production do not produce food for themselves and the local market. Increasing food production thus does not necessarily mean that more food is available to the population. Food becomes more expensive because it now needs to be imported. So the rural poor need to buy food from supermarkets – that is costly, and they may even need to travel to buy food.



For the farmers, the production for export can mean that they have their own land but grow one crop for a large buyer. Many others work on plantations, often under bad working conditions, and get a wage. As a result, farmers and plantation workers have little or no possibility to grow their own food, as their forefathers did. So they depend on food they buy. Often, wages are not high enough to feed a family, and producer prices for smallholders are low. With rising food prices, more and more people are threatened by hunger.

Zambia 2000 – 2012

food exports:

in 2000	USD 68 million
in 2012	USD 486 million

food imports:

in 2000	USD 60 million
in 2012	USD 350 million

people suffering from hunger

in 2000	4.4 million
in 2012	6 million

Look at the figures for Zambia – what developments can you see here? Where are they described in the text? If the farmers don't profit from export, who does?

Why can smallholder farmers not negotiate a good price for their products? Take coffee as an example: "There are about 25 million coffee producers and as many as 500 million consumers of coffee. Worldwide, four roasters and four traders control the global coffee business. Between 1997 and 2002, the coffee price for the farmers fell by 80%, dramatically reducing the producers' income. The price consumers paid only fell by 27%. Such market power structurally causes the producers' poverty – a situation that results in people going hungry." (Olivier de Schutter, the then Special Rapporteur on the Right to Food to the UN, 2010).



The term Agropoly was lent from EcoNexus (www.econexus.info), a non-governmental organisation based in the UK. Much of the above information is based on their report "Agropoly", which draws on FAO figures and a report by the then Special Rapporteur on the Right to Food to the UN, Olivier de Schutter (2010).

Language Box: modals

Rules and obligations

Governments **should** make rules for companies. a strong recommendation
 Governments **are obliged to/must** protect human rights. a rule (international law)

If something is optional (= not a duty), you use "can" or "could":

People **can** buy fair trade products. an option
 You **could** write a letter of complaint. a suggestion



A way out?

A global food industry that produces hunger – isn't that absurd? How could the farmers' situation be improved? Who should protect them from hunger? And how can we in Europe contribute? In your group, exchange the information given on your role cards.



smallholder farmers' income – working conditions on plantations – the consumers' perspective – governments' responsibilities

Did you know...?

All member states of the United Nations in 2000 committed to eight "Millenium Development Goals" to be reached by 2015. One of them was to eradicate poverty and hunger (to be halved by 2015), another to ensure environmental sustainability. The UN is working on a new set of goals from 2016, but both these will remain.

<http://sustainabledevelopment.un.org/sdgsproposal>

Whose land is it?

Look at the picture. What's the situation?

I have a document.
I own this land.



We have lived here for generations!

I inherited my farm from my father, who inherited it from his grandfather!

This land belongs to everybody.

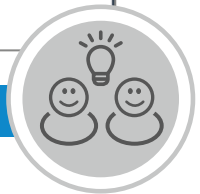
Without my land, I do not have anything to eat.

Uganda: The Coffee Plantation
 In the year 2000, a German coffee company looking for land for a coffee plantation found a piece of land in the Mubende District in Central Uganda. In the negotiations between the company and the Ugandan authorities it was agreed that the land had to be uninhabited, and that those living there at the moment had to be compensated for losing their land.

Eviction
 In August 2001, the government of Uganda evicted approximately 4000 persons from their land and destroyed four villages. The people lost everything: Their houses, their fields, cattle and food stock were destroyed or burned down. The primary school of the area was turned into an administrative building for the plantation. Nobody received the promised compensation.

Violation of human rights
 People lost access to land, food, drinking water, sanitation, housing and education. All of these are internationally agreed human rights, codified in the Covenant on Economic, Social and Cultural Rights. Both the Ugandan and the German governments have ratified this covenant and are bound by it.

► *For detailed documentation and sources turn to www.fian.de*



How could this happen? Aren't there laws against this? What should the people do?

Food – a human right

All human beings have the right “to an adequate standard of living for himself and his family, including adequate food, clothing and housing...”. This is one of the fundamental human rights that the international community has defined in Article 11 of the ICESCR (International Covenant on Economic, Social and Cultural Rights). The states who have ratified this covenant are obliged to protect these rights and to ensure that everybody has physical and economic access to food (Article 11, Covenant of Economic, Social and Cultural Rights).

Source: The UN Office of the High Commissioner of Human Rights, <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>, retrieved Oct. 14, 2014. Text shortened and slightly simplified.

How about you? What surprised you in this chapter, and what did you find the most interesting or important?

1. _____
2. _____
3. _____
4. _____
5. _____

The politics of agriculture

Would you like to be a farmer?

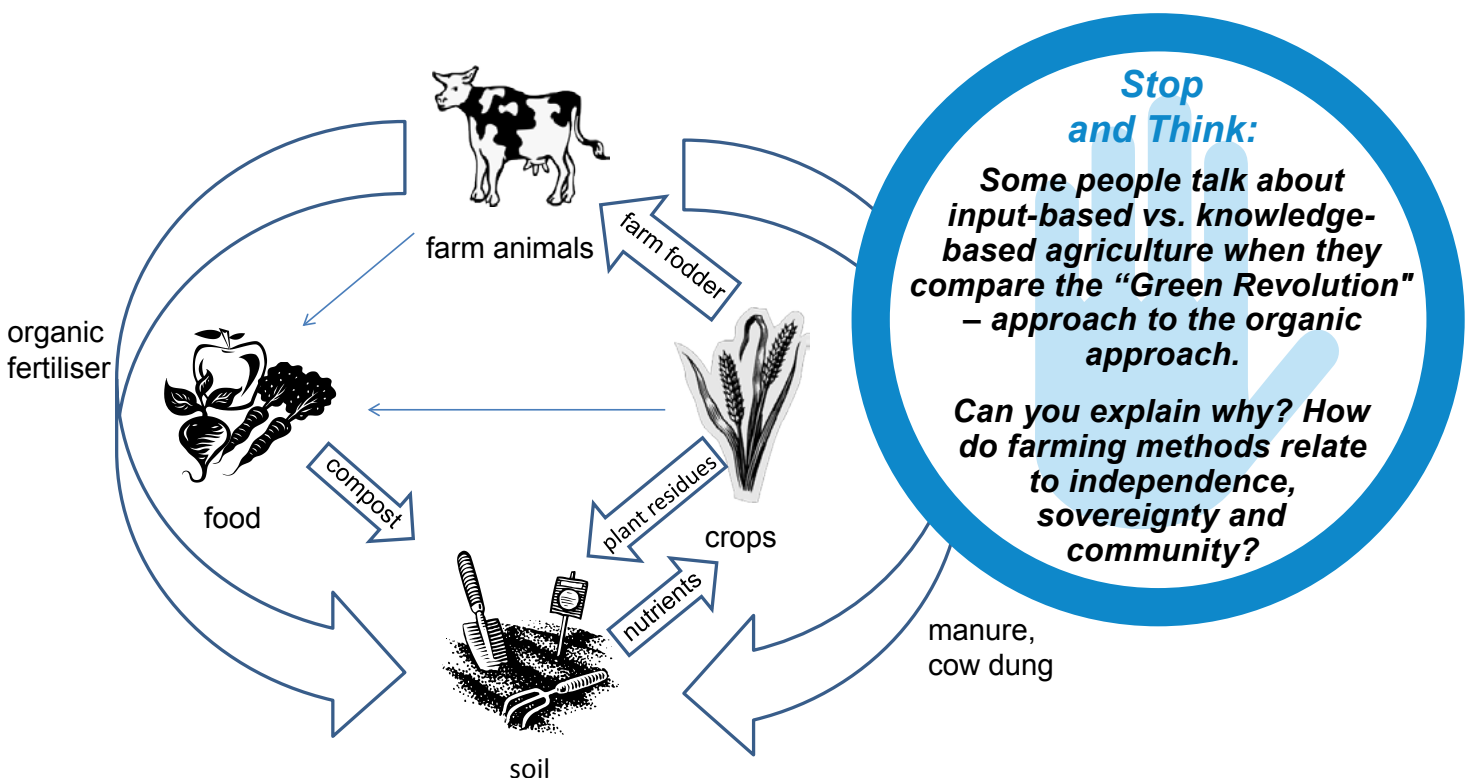
Petra would like a change. She talks to her friend Andrea about places she has looked at.

- P:** ... and guess what I did last weekend! I visited a biodynamic farm.
- A:** Ah ... that sounds interesting. All organic fruit and vegetables?
- P:** That's right. A girl from Brazil, Paula, gave us a little tour and explained things.
- A:** She showed you the fields and stables? What do they mainly grow?
- P:** Well, they don't really have fields. They call them gardens. And that is what it looks like – like a huge garden with many different plants and flowers.
- A:** Isn't that a bit inefficient? If you only have one crop, for example potatoes, you can work the field with machines, can't you?
- P:** Oh, they do use some machines in some places – pony-driven ones so that they can move in the small space. But if you only have one crop, you will have problems.

- A:** Why? A lot of big farms work that way?
- P:** I learnt a lot on Saturday! If you combine different plants that gives you a healthy soil, and it attracts bees and other important insects. You don't need chemical fertilizers and pesticides...
- A:** Whow! You sound like an expert! Are you planning a career in farming?



Let's find some answers. With your group, discuss the text your teacher will give you, and create a poster with the most important points. Refer to the diagram for help.





Organic agriculture and development

Organic farming in Brazil and Tanzania

You will be introduced to two farms on two different continents. For both these farms, organic farming is important for their own health, food supply and lives. To find out more, read the text your teacher will give you, and find your group. In your group, discuss the text and write an interview which you will perform in front of the class.

Santinha and Joao dos Santos are coffee farmers in Araponga, Brazil. On their field, they grow not only coffee plants but many different trees, shrubs and herbs.

Habija Kibwana and her neighbours are farmers in Morogoro, Tanzania. They raise many different crops: fruits and vegetables. They also plant wild sunflowers in their fields.

Stop and Think:
 What is political about agroecology? Why are local food systems so important?

Organic agriculture can help solve the world's hunger problem

March 2014

According to the UN's Food and Agricultural Organisation (FAO), organic agricultural methods can help stabilise food supply and farmer livelihoods. They strengthen food production systems against the many risks of climate change, for example floods, droughts and erosion. In particular, they contribute positively to food stability: they improve the soil and its ability to keep the water, and they protect biodiversity. This means that plants are more healthy, have more nutrients, and water is used efficiently.

Many scientists and development organisations put organic farming methods in the social and political context, linking ecology, culture, economy and society. This approach to farming is called agroecology.

Agroecology, like organic agriculture, makes the best use of nature's goods and services but tries not to damage these resources. Farmers who use agroecological practices win seeds and natural fertiliser (inputs) and food from within the farming system. Instead of using pesticides and herbicides, they combine plants intelligently to control pests and weeds. Many farmers

rediscover traditional knowledge about farming. They experiment with local crops and methods to find out what works best in their region and climate.

Farmers who use agroecological methods are less dependent on the market because they no longer buy their inputs (seeds and fertilisers), and they do not rely on just one crop. The farm is not only ecologically stronger, but economically more stable. Agroecological farmers often produce for the local market, so their personal and their community's food situation is improved.

In this chapter, what did you find the most interesting, important or surprising?

1. _____
2. _____
3. _____
4. _____
5. _____

Imagine you were the journalist who went to Tanzania or Brazil to visit these farmers. Write an email to your best friend about the experience. What impressed you most?

Global eater or locavore?

As we have seen, building local food systems makes farmers in Tanzania and elsewhere more independent from big seed and fertiliser companies. Not only the FAO, but also many NGOs point out that strengthening local food systems in the developing world is important for fighting hunger and realising people's right to adequate food. But why do people in North America and Europe eat locally?

Find someone who is a locavore!

Walk round the class to ask your classmates. Make notes on the questionnaire.

Word of the Year 2007: Locavore

November 2007

We have chosen "locavore" as the word of the year 2007 because using locally grown ingredients has become more and more popular in the past year. People use seasonally available foodstuffs that can be bought and prepared without the need for extra preservatives.

The "locavore" movement encourages consumers to buy from farmers' markets or even to grow or pick their own food, arguing that fresh, local

products are more nutritious and taste better. Locavores do not usually buy at supermarket because the transport of food over long distances often requires more fuel for transportation. "The word 'locavore' shows how food-lovers can enjoy what they eat and at the same time consider the impact they have on the environment. It brings together eating and ecology in a new way", the jury explains their choice of the Word of the Year.

"Locavore" was coined by a group of people from San Francisco who proposed that local residents should try to eat only food grown or produced within a 100-mile radius. If you search the internet for "100-mile diet", "locally sourced food" or "eating locally", you will find a number of initiatives all over North America and the UK, including restaurants, chefs and even "100-mile diet challenges".

Source: based on <http://blog.oup.com/2007/11/locavore/>.



How about you? Do you buy local food at the market, or do you prefer the supermarket? Write a statement and use the language box to help you.

Language Box

Adverbs of frequency: *I usually/often/sometimes/hardly ever/never buy vegetables at the supermarket.*

Comparing: *I think vegetables at the market are **fresher than** vegetables at the supermarket.*

*Markets do **not** use **as much** packaging **as** supermarkets.*

Giving reasons: *I usually buy food at the supermarket **because** it is open late.*



How local is local?

There is no fixed definition of "local" or "regional" food. Many supermarkets offer "regional" food – but you may find that the "region" they define covers the whole of Germany. So – what is your idea of "local"?



Would a local diet be something for you?
Where in your area can you buy local food?

The Homemaker Find out more Contact us

How to make a cosy, healthy and comfortable home affordable.

Jane's comment of the week on our homemakers' blog: **Feed your family fresh, affordable food - join a CSA!**

If you want to provide cheap, fresh, local produce for your family, you only have one option, right? To grow it yourself.

But what if you don't have time? Or energy? Or you have a brown thumb? There are farmer's markets in some areas, but then you're paying as much as at the shop. There must be another option!

Enter the CSA. CSA stands for Community Supported Agriculture. A CSA brings together the producers and the consumers, but in a different way from a market or a shop.

How does it work? What are the benefits? What are possible risks? Work it out with your group! Your teacher will provide materials.

A good enough reason?

"Eating local food means my money supports the local economy."

"Local food is fresher and healthier. Ever tried a tomato that was picked within 24 hours?"

"At the farmers' market, you chat to the farmers, and over time you get to know the other people who shop there. It's my favourite Saturday event!"

"Buying locally means that I don't support big agribusiness."

"If you buy local food you'll live in touch with the seasons. You'll eat foods when they taste the best and are the least expensive!"

"Eating local food reduces my ecological footprint. With every mile the food travels, CO₂-emissions are blown into the air."

"Buying local food usually means less packaging – less plastic that hurts the environment!"

Finding a CSA in Germany

Is there a CSA near you? You'll find out if you search for "Solidarische Landwirtschaft" on the internet. Find out what they offer, and decide whether this would be something for you.

Have a look at people's reasons for eating locally – can you identify with any of them? Take a stand – 10 points if you agree, 0 points if you don't!

Look back at the other chapters and decide which points you would like to follow up.

1. _____
2. _____
3. _____
4. _____
5. _____

Language Box

*I am going to buy less packaged food.
I'll try to do without coffee.*

4. Think globally, eat locally?

Material for activities



How to use these activities



The photocopiables that you will find on the following pages have been created for the numerous group or pair activities described in the teaching guide, which constitute a vital part of the lessons presented. They add detail, ask students to consider different perspectives or give real-life examples to illustrate the ideas and motivate students to form an opinion. The teaching guide includes some background information and the instructions for these activities, and suggests a time frame. Please note that this time frame is the minimum for a controlled setting. Most activities can be expanded, especially with strong students, who can go into more detail. The more independently students work, the more time you should allow.

Addressing different learner types

A multisensoric approach to learning and teaching differentiates between learner types – people differ according to the sensory channel(s) they prefer and

thus the type of learning activity which for them is the most effective one. Generally, the more actively involved students are and the more experience-based a learning scenario is, the more effective will the learning process be. Auditive learners like to listen to and speak about things, whereas reading, writing and creating visuals are activities apt for visual learners. Kinaesthetic learners learn very effectively if fun, movement, haptic or hands-on experiences and games are involved. These types are usually combined in any one person, but individuals have preferred learning channels. It is thus a good idea to include all these types of activity into learning scenarios.

Activities range from a “Find someone who”– format to different kinds of role plays, a simulation, text puzzles, a cross group reporting exercise and a game of domino. Students are asked to present their ideas in different ways, for example by creating a poster or (if facilities are available) a website, by performing an interview, or by giving a presentation, among others, to address different learner types.

Using the activities independently or at a higher level

Learners at B1+ and above levels can deal with more complex texts than the ones used here, but you may consider using these anyway and giving students slightly more complex tasks. You could also use the activity format suggested and find texts on the internet – please see the websites suggested for further reading for ideas. The following overview of the formats can be used as a toolbox for other contexts as well.

Toolbox – introducing activity formats

Debate (pp. 33/34, instructions p. 8):

In the format suggested, groups of students prepare the “roles”, which will make it easier to find ideas. More creative students contribute ideas, more confident students can present them. In the debate, the group can always support the spokesperson, or someone else can take the role of spokesperson. The whole class is involved, especially if the audience are allowed to ask questions, and “reporters” make notes and report at the end.

Cross-group reporting (pp. 36/37) is a great method for sharing information in a large group without everybody having to read a long text. By working out a piece of information in a thematic group and in a second phase sharing one's knowledge with others, all students are actively involved in the process. Students actively acquire knowledge by reading, understanding, presenting and asking questions.

Domino (pp. 39–41, instructions p. 14) is a game students will know, so it does not require a lot of explanation. The domino presented here is a short text where the sentences are cut in the middle. The focus is on vocabulary, but the circular domino chosen demonstrates the cyclical nature of organic agriculture. Domino can be used with questions and answers or vocabulary as well. (You could turn this into a memory game or matching exercise but you would lose the circular idea.) It can be used small-scale in pairs or groups or large-scale in class (on a magnetic or pin board). It works well if blown up really large and placed on the floor, with people walking around and working it out together.

Mini-“Simulation“ (p. 37 and instructions p. 11/12):

Sometimes it is possible to find or create a simple situation, related to the students' everyday context, that essentially has the same structure as the issue you would like to discuss. Putting students into this situation creates an experience that can then be transferred to the larger issue. This is an attempt to put landgrabbing „into a nutshell“ before going into detail.

All group activities involve discussion, so you could support students by handing out the language for discussions on page 51.

Activity materials do not always include student instructions to leave room for different uses. Check instructions in the teaching guide – it may make sense to put instructions on the board and explain them.



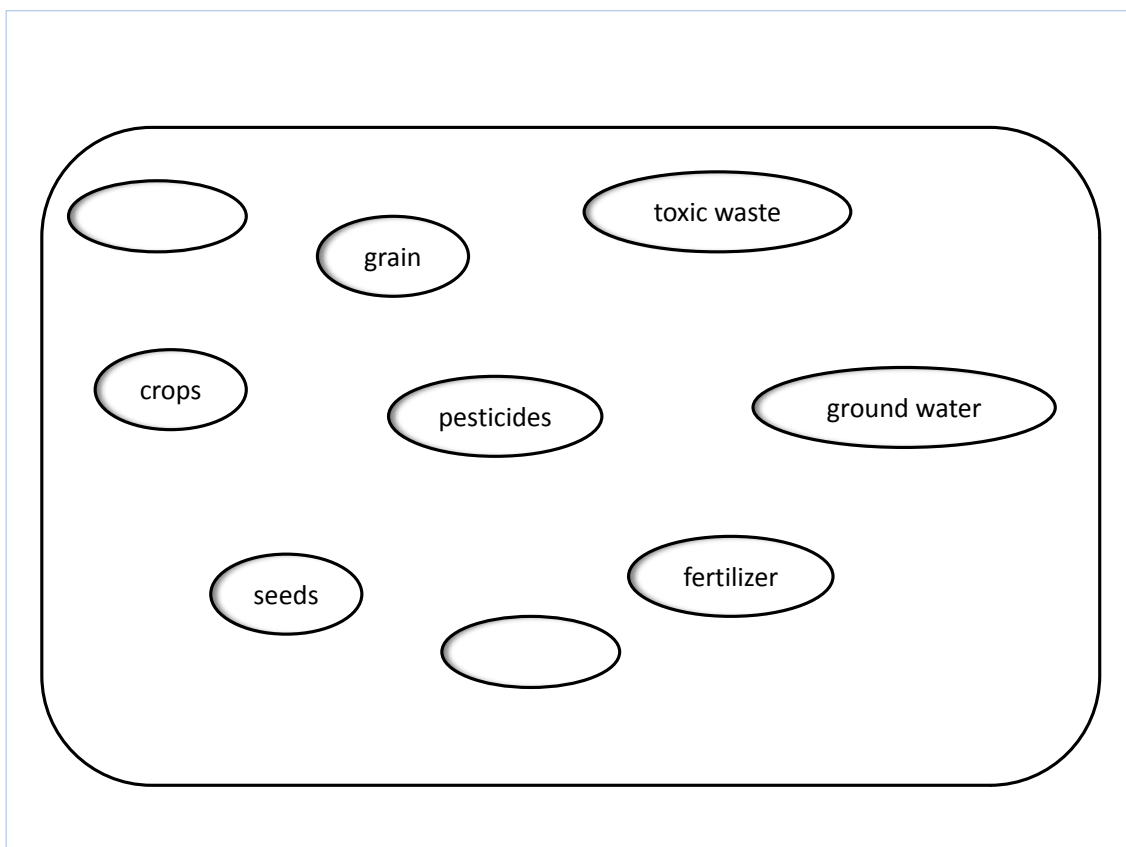
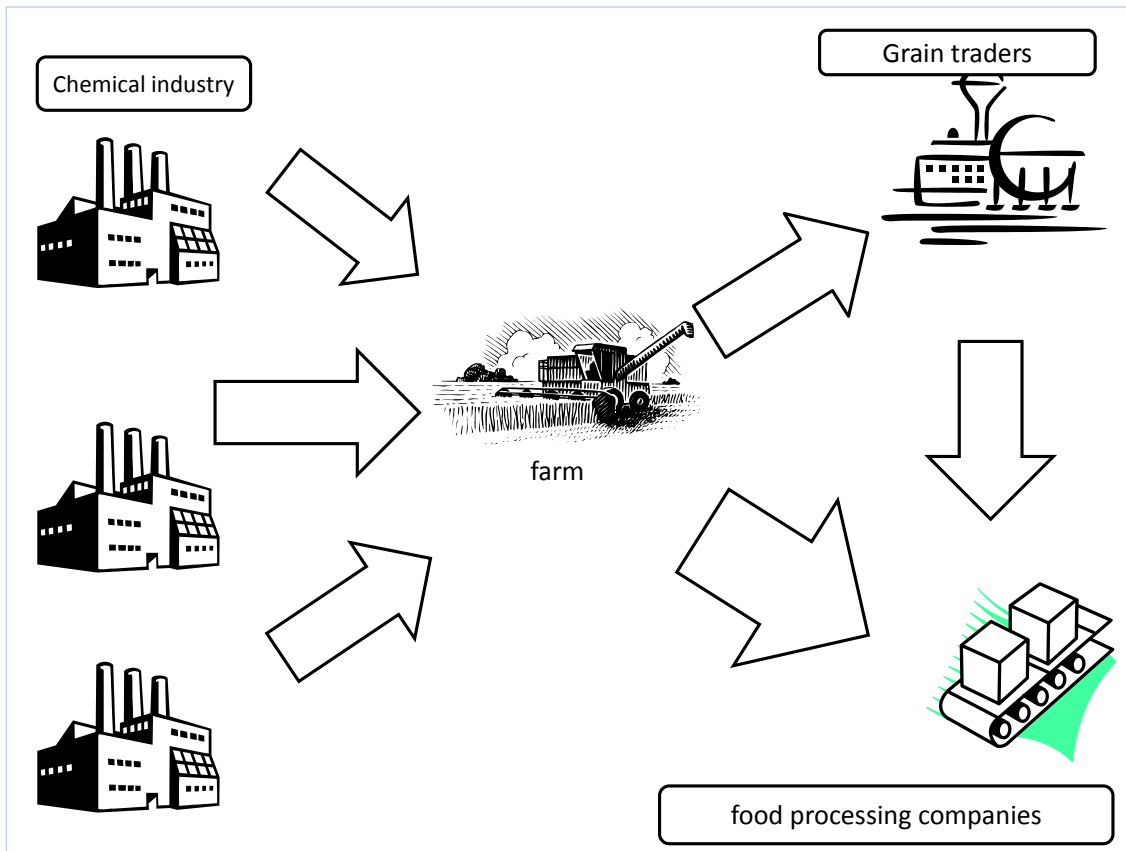
Text puzzle (pp. 44–46 and pp.48/49):

With a text puzzle, students are not confronted with a long text but only with a paragraph, which they look at in detail to work out where it belongs. The method makes long texts more accessible, so you can work on a lot of information even at a fairly low level of proficiency. At the same time, students need to work out how things fit together, which practices their awareness of cohesive elements.

In the agroecology exercise there are two different texts, whereas in the CSA exercise the same text is looked at from different perspectives. The suggested form of presentation is an interview in the one, the presentation of a poster or website in the other, possibly followed by a „negotiation“ between the parties (which at A2+ / B1 level will be at a fairly basic level, stating choices and preferences).

Find someone who... (p. 47) is a fun way of opening a seminar session. It makes people get up and move, people talk to each other, and you can introduce a topic, involving students by having them ask questions about themselves in relation to the topic. You could also include knowledge questions. The format requires students to talk to various different students, which is more dynamic (and interesting) than a partner interview. Interviewing just one person can be more detailed though.

This diagram shows you how agriculture works today. Match the words to the picture, labelling the arrows. You will need to add two more arrows. Can you think of anything that is still missing in the picture?



The environmentalist

role
card

If you only grow one crop in large fields, you may be more efficient. It is also easier to use machines. The problems:

- no natural balance between plants, need of chemical fertilizer and pesticides
- chemical waste, which affects the ground water
- soil exhaustion: loss of nutrients, loss of top soil, loss of ability to keep moisture, erosion



The Green Revolution – role cards with additional information

A note to the teacher: All role cards contain some ideas what people think. If you would like to use these ideas at a higher level, you can do so by supplying role cards and additional background texts (see “sources” for ideas).

role
card

Farmer A

If I only grow one crop in large fields, it is easier to use machines. I have less work because the chemicals make things easy. The problems are:

- I need chemical-resistant seeds, which I must buy every season
- I have direct contact with chemicals when I work in the fields
- I depend on low prices for seeds, fertilizer and pesticides
- I depend on good prices for wheat

role
card

The scientist

The Green Revolution also meant that new varieties were created. They were bred through a selection process. For example wheat:

- each plant carries more seeds than before, so each plant produces more
- new varieties contain less nutrients (as some research results suggest)
- today, new varieties are created by genetic engineering
- for example, to make them resistant against cold weather, a gene from a fish is inserted
- nobody really knows what effects these varieties can have

The seed company

role
card

We produce seeds that bring higher output, and at the same time we make them resistant to cold weather, to dry weather and to chemical pesticides.

This makes things easy:

- if you use these plants, you can easily control pests and have guaranteed high yields
- this system works all over the world and helps poor farmers in Africa and South America as well
- we also sell the pesticides that work well with our seeds

If I only grow one crop and use chemicals, I have less work because the chemicals make things easy. The problems are:

- I need to buy all my food from the supermarket
- I depend on the prices for seeds, fertilizer and pesticides
- I need someone who buys all my produce
- working with chemicals is not healthy
- if my only crop fails I have nothing, but I still need to pay for inputs

Farmer B

role
card

The consumers

role
card

I think it is great that I can buy cheap food. But:

- I am not sure whether the food I buy is healthy
- there are so many food scandals – I cannot be sure I know what I buy
- it is nice to eat strawberries in winter – but they do not really taste well...
- what is important to me is... (think of more ideas!)

At the beginning, the special seeds were really cheap. Now they are expensive, and usually the prices for my inputs rise when I get a better price for my products. So I never really earn enough.

It is good to sell to a big company that guarantees to buy a lot. But they are powerful – they tell you the price, and that is very low! It isn't really fair.

Farmer C



“Food systems include all the

_____ ,

_____ and

_____ by

**which agricultural products are
produced, processed and brought**

to _____ .”

**Definition of the UN Food
and Agricultural Organization
(www.fao.org)**

Group work: A way out?

Note to the teacher: Cross-group reporting

Put students into thematic groups first to look at their information in detail and understand their text. Monitor closely and support. This will take 10-15 minutes.

Each of the students needs to take notes because they will report to the new group!

Then form new groups, bringing together a student from each of the thematic groups. Ask students to exchange information first and to then discuss what this means for people in developing countries.

Ask them to agree on three points that they find important.
Give them 5 minutes but leave a buffer.

Human rights

The UN Bill of Human Rights:

- 1949 Declaration of Human Rights
- 1966 two international covenants:
 - Covenant on Civil and Political Rights
 - Covenant on Economic, Social and Cultural Rights (for example food, housing, education, income)

These covenants are more detailed than the original declaration. They give more specific definitions of the human rights from 1949.

Germany ratified all parts of the Bill of Human Rights. So the government is obliged to protect people from a breach of these rights, for example by making laws that protect people and by hindering people from breaching those rights. This obligation is not limited to the territory of the state. If someone who is subject to the laws of the country violates human rights elsewhere, governments must act ("extra-territorial obligations").

At regular intervals, countries' human rights activities and the situation of human rights developments are reviewed by the UN.

What can people do if a company breaches their rights? Or a government?

UN Guiding Principles for Business and Human Rights

States are obliged by international law to protect people from businesses who violate human rights. To do so, they must make adequate policies and laws, and they must watch over these laws being enforced.

Companies are responsible for observing human rights, and for ensuring that possible negative effects of their business practices on human rights are ended.

Individuals whose rights are endangered must have **access to justice**. That means states must make sure that people can take companies to court so that human rights violations by businesses are investigated, that companies are punished and that people receive compensation.

Your notes:



Your notes:

The OECD Guidelines for Multinational Enterprises

Originally, the OECD was mainly a European organisation, with Canada and the USA as non-European members who were helping Western Europe to strengthen their economies after World War II.

Today, the OECD also includes Latin American and Asian states. Its aim is to promote free trade and to reduce trade barriers. To reduce the negative side-effects of globalisation, the OECD has developed the guidelines for multinational companies. They say:

- Companies are responsible for any negative effects of their business.
- Companies must check in advance whether there will be negative effects, and must avoid them.
- Companies must compensate people for any negative effects of their business activities and/or reduce these effects.

The update of 2011 has added a chapter on **human rights** to the guidelines which is in line with the UN Guiding Principles on Business and Human Rights.

There are **National Contact Points** in all OECD countries where people can complain about companies who do not follow the rules. Each complaint must be looked at in detail, and the NCPs have to look at all the evidence.

Your notes:

Certificate of ownership for role play “Private property” (see page 11)



Certificate of ownership

This is to certify that

*is the proud owner of all chairs in this classroom,
including any items lying on or by the chairs.*

Persons sitting on the chairs must give them up upon request.

The management

Group work: Land grabbing (see page 12)

Delegation 1



Read the text about the Mubende farmers. What happened? Discuss what went wrong, and who the Mubende people should appeal to.

Imagine you as a group were a delegation from Mubende, preparing a visit to the German (mother) company.

What would you like to say? What reaction do you expect? Look back at the information on international law and state obligations to help you. Make some notes.



Delegation 2



Read the text about the Mubende farmers. What happened? Discuss what went wrong, and who the Mubende people should appeal to.

Imagine you as a group were a delegation from Mubende, preparing a visit to a complaint committee in Germany on human rights and business.

What would you like to say? What reaction do you expect? Look back at the information on international law and state obligations to help you. Make some notes.



Delegation 3



Read the text about the Mubende farmers. What happened? Discuss what went wrong, and who the Mubende people should appeal to.

Imagine you as a group were a delegation from Mubende, preparing a visit to the Mubende local government.

What would you like to say? What reaction do you expect? Look back at the information on international law and state obligations to help you. Make some notes.



Delegation 4



Read the text about the Mubende farmers. What happened? Discuss what went wrong, and who the Mubende people should appeal to.

Imagine you as a group were a delegation from Mubende, preparing a visit to the Ugandan (subsidiary) company.

What would you like to say? What reaction do you expect? Look back at the information on international law and state obligations to help you. Make some notes.



<p><i>healthy and fertile soil.</i></p>	<p><i>The farmer puts the seeds</i></p>
---	---



<p><i>The seeds grow</i></p>
<p><i>for the seeds.</i></p>



<p><i>into the soil (=sowing).</i></p>	<p><i>The seeds need water, nutrients</i></p>
--	---



<p><i>In spring, the plants</i></p>
<p><i>and become plants.</i></p>




<p><i>and minerals.</i></p>	<p><i>Nutrients and minerals are like food</i></p>
---------------------------------	--




flower or blossom.

The blossoms produce



Apples

grow into fruits.




pollen.

The pollen is transported




Potatoes and carrots

are fruits.



by pollinators, for example bees.

Pollinated blossoms



<i>are roots.</i>	<i>Asparagus is</i>
-------------------	-------------------------



<i>Plants need</i>
<i>for example broccoli.</i>



<i>a stem.</i>	<i>Maize kernels</i>
----------------	--------------------------



<i>the sun and</i>
<i>water,</i>



<i>are seeds.</i>	<i>We also eat flowers,</i>
-----------------------	-------------------------------------



Text A: Organic food is all muck and magic?

This is what an organic farmer says:

It must be said that there is nothing magical or mysterious about organic farming. It is simply a low input /low output system - one which our ancestors would have understood. It is based on keeping the soil healthy and well-balanced. Put simply, the organic system of farming is the purest, practical way to minimise chemicals in food, and environmental impact, combined with the highest standards of animal welfare. Whereas, over the past 40 years, science and economics have moved conventional farming towards the increased use of chemicals to guarantee good nutrition and health in crops and animals, the organic approach is that these tasks should be carried out naturally, without the use of chemicals.

The farm has been in the same family since the 1940s, and the owner has lived there all of his life. He has been working according to organic principles since 1999.

What do you learn about organic farming methods? What is important beyond the methods (philosophy, values etc.)?

The text was written on the basis of this website: <http://www.graigfarm.co.uk/what-does-organic-mean-i51> retrieved 22.10.14

Text B: What is organic farming?

This is what the British Soil Association says:

Our definition of organic farming recognises the direct connection between our health and how the food we eat is produced. Artificial fertilisers are banned and farmers develop fertile soil by rotating crops and using compost, manure and clover. Strict regulations, known as 'standards', define what organic farmers can and cannot do – and place a strong emphasis on the protection of wildlife and the environment. Taking its name from the organic matter that farmers use as an alternative to synthetic fertilisers, organic farmers take a holistic, principled approach that respects and strengthens the power of natural processes to build positive health across the ecology of the farm. In short, it is based on the principles of health, ecology, fairness and care.

The Soil Association was founded in 1946 by a group of farmers, scientists and nutritionists who saw a negative influence of intensive farming on plant, animal, human and environmental health. Today, they are a widely recognised authority and a certifying institution for organic farms. The text is a shortened and simplified version of their definition.

What do you learn about organic farming methods? What is important beyond the methods (philosophy, values etc.)?

Text C: The philosophy of organic farming

What do you learn about organic farming methods? What is important beyond the methods (philosophy, values etc.)?

Carina works on the farm Petra visited. This is what she says:

Organic farming is really interesting because it is more than just farming, it is a lifestyle and a philosophy. We are a cooperative. The cooperative started out as a shop in the city. Later, some people from the cooperative decided to grow food themselves to sell it in the shop, and bought this old farm. The fruit and vegetables we sell in the city, and we live on our products. Milk, cheese and honey we only produce for ourselves. We deliver to our shop in Berlin once or twice a week, depending on the season.

I did not want to live in the city any longer. And I wanted to know how my food is grown. You really see the life cycle of a plant: You seed, and when the small plants are big enough, you plant them in the field. You care for the plants, you harvest – and of course you harvest seeds and complete the life cycle. No need to buy them!

We have goats and ponies, and we grow lots of vegetables, potatoes, and fruit.

Text D: Why I am an organic farmer

A farmer from Ontario tells us why he has „gone organic“.

I know a lot of people who feel disconnected from their food. Like it comes from some anonymous farm and they have no idea how it was grown and who grew it – and I don't want my customers to feel that way. I want them to know what they are eating and that it's good for them and who grew it, and with organic certification there's traceability right back to the source. You know that the food is grown to the Canadian Organic Standard. You know how it was grown, you now the process is transparent, and you know it's bringing down that wall between you and the producer. And you know the farmer has gone through the steps to grow good, healthy food that supports you as a human being but also the world you live in.

What do you learn about organic farming methods? What is important beyond the methods (philosophy, values etc.)?

The Ontario Organic Council promotes organic farming to strengthen local food systems and to make farming more attractive. In North America (US and Canada) a lot of farmers give up because the agribusiness companies are so powerful.

Based on the video "Why I am an Organic Farmer", Ontario Organic Council



Agroecology Text A

Santinha and Joao dos Santos are coffee farmers in Araponga, Brazil. On their field, a coffee plant cannot be spotted easily because there are many different trees, shrubs and herbs growing there. The chaotic beauty of their field creates a sense of wilderness and an impression of neglect.

Walk around the class and find the students with the rest of the textpuzzle.

Each plant has been carefully chosen. There are crops, for example beans and sugar cane. There are trees, for example banana, mango and avocado trees. Santhinha and Joao could not afford these fruits when they only planted coffee. The trees are important for the coffee plants. Some reach deeper layers of the soil than coffee plants and take up important minerals, for example phosphorus. Others take up nitrogen from the air.

Walk around the class and find the students with the rest of the textpuzzle.

The coffee plants are 'fed' with these minerals once the leaves fall off the fruit trees and decay, so that Santhinha and Joao no longer need chemical fertilisers. Fertilisers are expensive. When Santhinha and Joao were using them, they were trapped in a negative spiral: When the price for fertilisers went up, Joao applied less, leading to reduced yields, and there was even less money to buy food from the supermarket and for seeds and fertilisers for the next season, so that yields went down even further. Joao and Santinha spent a lot of extra time weeding in the hope that yields would go up again.

Walk around the class and find the students with the rest of the textpuzzle.

With agroecology Joao and Santinha managed to break out of this cycle. What is more, they started to use the natural resources that they had and experimented with ecological practices on the basis of their own ingenuity, knowledge and creativity. Underneath the apparent chaos of their field lies a history of struggle for farmers to produce what and how they want.

Walk around the class and find the students with the rest of the textpuzzle.

Group instructions Brazil:

Put the paragraphs in order, then read the text. What changed for Joao and Santinha? What important decision did they take?

Try to put yourselves into Santinha's and Joao's shoes. A journalist visits you to interview you. Write the interview as a group and practice it. You can invent some detail if you wish.

As a journalist, remember: If you ask questions that can be answered with yes or no, the answer is short and not so interesting. Ask "wh"-questions: who – what – where – when – why – how.

This text is based on the FIAN factsheet on agroecology.

Agroecology Text B



Tanzania now has the fourth largest number of certified organic farmers in the world. Part of the credit belongs to a young woman named Janet Maro.

Walk around the class and find the students with the rest of the textpuzzle.

Maro grew up on a farm near Kilimanjaro. In 2009, while still at university, she helped start a nonprofit organisation called Sustainable Agriculture Tanzania (SAT). Since then she and her small staff have been training local farmers in organic practices.

Walk around the class and find the students with the rest of the textpuzzle.

Morogoro lies about a hundred miles west of Dar es Salaam, at the base of the Uluguru Mountains. In this farming community, Kibwana and her neighbors raise a variety of crops: Bananas, avocados, and passion fruit are in season now. Soon they'll plant carrots, spinach, and other leafy vegetables, all for local consumption. The mix provides a backup in case one crop fails; it also helps cut down on pests.

Walk around the class and find the students with the rest of the textpuzzle.

The use of compost instead of synthetic fertilizers has improved the soil so much that one of the farmers, Pius Paulini, has doubled his spinach production. Runoff from his fields no longer contaminates streams that supply Morogoro's water.

Walk around the class and find the students with the rest of the textpuzzle.

Perhaps the most important result of organic farming has been the liberation from debt. It costs 500,000 Tanzanian shillings, more than \$300, to buy enough fertilizer and pesticide to treat a single acre – a crippling expense in a country where many people earn less than \$1,600 per year.

Walk around the class and find the students with the rest of the textpuzzle.

“Before, when we had to buy fertilizer, we had no money left to send our children to school,” says Habija. Her oldest daughter has now finished high school. And the farms are more productive, too. “Most of the food in our markets is from small farmers,” says Janet Maro, who initiated the project. “They feed our nation.”

Walk around the class and find the students with the rest of the textpuzzle.

Group instructions Tanzania:

Put the paragraphs in order, then read the text. What changed for Habija and her neighbours? What important decision did they take? What does Janet Maro do to support them? Try to put yourselves into Kibwana's and Janet's shoes. A journalist visits you to interview you. Write the interview as a group and practice it. You can invent some detail if you wish. As a journalist, remember: If you ask questions that can be answered with yes or no, the answer is short and not so interesting. Ask "wh"-questions: who – what – where – when – why – how.

Find out more at <http://kilimo.org/WordPress/>. This text is based on information from this website.

Language aid:



simple present for things you do every day/month/year...
How often **do** you ...

present perfect for developments that started in the past but go on till today
What **has** changed with the introduction of agro-ecology?

For how long **have** you (used) ...? (= German "seit")
Since when **have** you (used)? (= German "seit")

simple past for things that happened at a precise point in the past
When **did** you (decide)....?

The "wh"-words are a good guide to the questions you can ask:
who – what – where – when – why – how

A note to teachers:

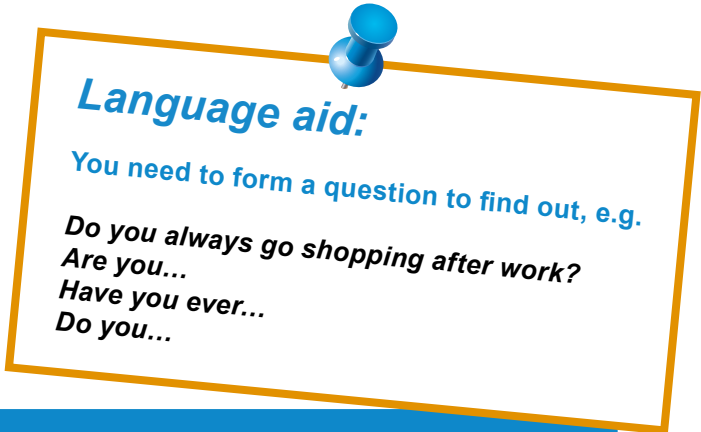
The text puzzle activity allows you to form groups – if language levels vary a lot, this may be useful for you. If it doesn't matter, ask students to assemble and let them "draw lots".

The interview should work at A2+ level. Decide in advance whether you would like students to perform freely or let them read out the interview. You can give them the language box and the language for discussions (page 51).

The idea here is to personalise the abstract theme of agro-ecology, making clear how much this means to people (enough food, no toxic substances in the workplace, education for the children, no or less debt to name a few).

Find someone who...

Go round the class and ask the other students about their eating and shopping habits. Find a person for each statement. You should have at least five different names on your sheet! If you wish, ask more details!



Language aid:
 You need to form a question to find out, e.g.
Do you always go shopping after work?
Are you...
Have you ever...
Do you...

	name
... usually does his/her shopping after work.	
... believes organic food is healthier than other food.	
... usually buys his/her food directly from the producer (market, farm?).	
... has little time for shopping.	
... has never eaten at a fast food restaurant.	
... loves large supermarkets (why?).	
... knows three big brand names (which ones?).	
... has at least two cups of coffee every day.	
... eats a lot of fruit and vegetables (your favourite?).	
... often buys things produced regionally/locally (for example...?).	
... grows his/her own food.	

Understanding Community Supported Agriculture (CSA)

HOW DOES IT WORK?

CSA stands for “Community Supported Agriculture.” It means that a farmer partners with members of the community. People pay the farmer a sum of money at the start of the season and promise to work a certain number of hours on his farm in exchange for produce throughout the season. The farmer decides what possibilities (paying money/working) there are.

It's a great way for someone who does not know a lot about gardening, or someone without the space or time for a garden, to get fresh, local produce for cheaper than one would pay at a farmer's market or grocery store without having to grow it at home. And it gives the farmer a stable income when he needs it most.

Your notes:

WHAT IS THE RISK?

Generally, there is one fixed sum of money everyone pays, and the farmer promises **a certain share** of whatever he produces each week. Note: that is “whatever he produces” not “a certain amount of produce.” If there is a drought or a flood or some other disaster that prevents a crop from growing, then the farmer doesn't provide it. A share of zero is zero.

The CSA members share the risk with the farmer. Imagine you join a CSA this year for the first time, and June bugs eat the early crops, so even though most CSAs started in May, yours will not start until mid-June. That's one of the risks of being a CSA member.

Your notes:

HOW MUCH DOES A SHARE COST?

Most CSAs cost between \$400 and \$900 per season. Some farmers offer different types of shares depending on family size or need. For example, a small share might only cost \$400 and be enough to feed one or two people who also eat some meat. A large share might cost up to \$900 and be enough to feed a family of 5 – 6 who are mainly vegetarians.

Sometimes, a farmer might offer a share for a smaller price because the family is also going to spend 30 hours on his farm, helping to plant, weed, harvest, etc. throughout the season.

In some CSAs, every member is expected to put in not only money but also working hours.

Your notes:



BENEFITS

- No need to have the space (and time!) for a garden
- No experience necessary (even if you are helping at the farm)
- Knowing exactly where your food comes from
- Lower prices on fresh, local produce (usually picked the day you get it)
- Can you think of anything else?

Your notes:

DRAWBACKS

- Having to drive out to the farm or farmer's market each week to pick up your share
- Sharing the risk with the farmer (no crop comes in, you don't get any produce)
- Work on the farm (can be benefit AND drawback, depending on your situation)
- Can you think of any others?

Your notes:

Instructions: The farmers



You would like to turn your farm, which you have been running for 15 years, into a CSA.



You have 30 minutes for this task.

- Pool the information on CSAs you have received. Then as a group, plan a CSA (don't worry if you don't know anything about farming/gardening – let's assume you do!).
- Include the points from the text you find important, and consider these:
- Share: sum of money, hours of work, combination?
- Pick-up: pick-up point in town or at your farm?
- Events at the farm?
- How experienced are you?
- Can you think of any other points that will make your CSA attractive to prospective members? What questions are they likely to ask?
- Create a website or leaflet with the information you find important (draw on a poster). Include a logo and illustrations.

It is a good idea to appoint a **time keeper** and a **note taker**. Maybe one of you is an artist?



Instructions: The community



You would like to put up a CSA. You are meeting with your neighbours to discuss what sort of CSA you would like.



You have 30 minutes for this task.

- With your group, put together the text and read it carefully. Then as a group decide what sort of CSA you would like. What criteria should it fulfill?
- Include the points from the text you find important, and consider these:
- Share: sum of money, hours of work, combination? Shares for families/singles?
- Pick-up: pick-up point in town or at the farm?
- Events at the farm, for example for the children?
- How experienced are you as gardeners? How much time and money do you have or would you like to spend?
- You may need more members - can you think of any other points that will make your CSA attractive to prospective members?
- Create a questionnaire to send to farms and an accompanying letter. In the letter, explain who you are, and give your group a logo/letterhead.

It is a good idea to appoint a **time keeper** and a **note taker**. Maybe one of you is an artist?

Language for discussions

Giving opinions

I think it is a good idea to buy fair trade products.
I don't think chemical fertilisers are healthy.
In my opinion, all trade should be fair.
In my view, ...

Agreeing/disagreeing

I agree.
That's right!
I disagree.
I don't think so.

Suggesting a different view

Don't you think that it's a good idea to eat less meat?
What about the price?
Wouldn't you agree...?

Supporting an argument

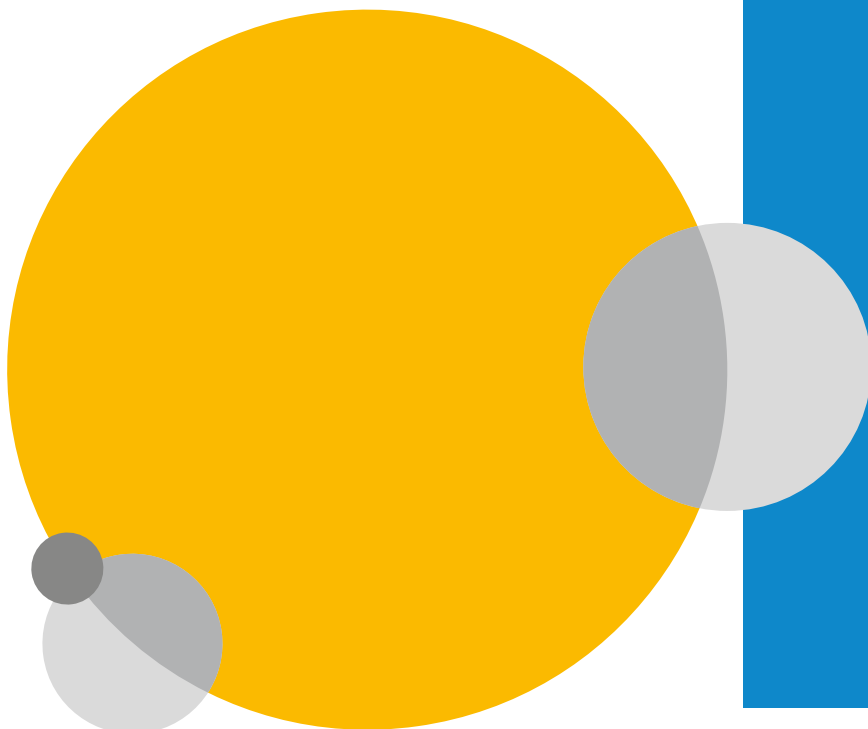
According to the FAO, ...
Research shows that...

Giving reasons

I (don't) buy organic because...
I have very little time. That is why...

Contradicting

I don't agree...
I disagree...
I don't think it is true that...



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im Auftrag des



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DVV International ist das Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes e.V. (DVV). Der DVV vertritt die Interessen der rund 930 Volkshochschulen und ihrer Landesverbände, den größten Weiterbildungsanbietern in Deutschland.

Als führende Fachorganisation im Bereich Erwachsenenbildung und Entwicklungszusammenarbeit setzt sich DVV International seit mehr als 45 Jahren für Lebenslanges Lernen ein. DVV International leistet weltweit Unterstützung beim Auf- und Ausbau von nachhaltigen Strukturen der Jugend- und Erwachsenenbildung.

Wir verstehen uns als Fachpartner im Dialog mit den Menschen vor Ort. Dazu kooperieren wir mit mehr als 200 zivilgesellschaftlichen, staatlichen und wissenschaftlichen Partnern in über 35 Ländern Afrikas, Asiens, Lateinamerikas und Europas. Unsere Länder- und Regionalbüros gestalten die lokale und regionale Zusammenarbeit und sichern

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