

# SESSION 6: TAKING ACTION

Age range: 11–14 years

<b>Outline</b> Learners will use case studies to explore some ways in which different groups of people are taking action for a fairer and sustainable food system. They will consider and discuss the effectiveness of these actions. Learners will then identify possible actions which they could take individually or as a school and rank these according to their relative ease and impact. Finally, learners will work in a group to plan their action for food justice.		
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>To recognise some of the challenges faced by small-scale farmers in the UK and elsewhere in the world.</li> <li>To identify a range of possible actions that could be taken to make the global food system fairer.</li> <li>To understand that different actions will vary according to both the ease with which they can be carried out and the impact they will have.</li> <li>To actively participate in collaborative conversations about taking action on an issue.</li> </ul>	<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>Learners will use a film clip and their existing knowledge to identify some of the challenges faced by small-scale farmers.</li> <li>Learners will explore examples of the action taken by different groups of people to make the global food system fairer.</li> <li>Learners will assess different types of action according to their relative ease and impact.</li> <li>Learners will consider possible actions that they could take themselves before working collaboratively to rank their ideas.</li> </ul>	
<b>Key questions</b> <ul style="list-style-type: none"> <li>What challenges do small-scale farmers face?</li> <li>Who can influence the global food system?</li> <li>What actions can be taken to make the global food system fairer?</li> <li>What action could we take?</li> <li>How easy will this action be?</li> <li>What impact will this action have?</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Slideshow B (Sessions 3–6): Slides 29–35</li> <li><i>Taking action</i> case studies 1–10</li> <li>Resource sheets: <ol style="list-style-type: none"> <li>Glossary</li> <li>Who can take action?</li> </ol> </li> <li>Activity sheets: <ol style="list-style-type: none"> <li>Impact line</li> <li>Ideas for action</li> </ol> </li> </ul>	
<b>Curriculum links</b>		
<b>England</b> Pupils should be taught to: <b>KS3 English</b> <b>Spoken English</b> <ul style="list-style-type: none"> <li>Speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</li> </ul>	<b>Wales</b> <b>KS3 English</b> Pupils should be given opportunities to: <b>Oracy</b> <ul style="list-style-type: none"> <li>Speak and listen individually, in pairs, in groups and as members of a class.</li> <li>Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate.</li> </ul>	<b>Scotland</b> <b>Literacy</b> <b>Listening and talking</b> <ul style="list-style-type: none"> <li>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</li> <li>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</li> </ul> <b>LIT 3-06a/LIT 4-06a</b>



<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understand increasingly challenging texts through making inferences and referring to evidence in the text.</li> </ul> <p><b>KS3 Geography</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>Present, talk and perform in formal and informal contexts and for a variety of audiences, including teachers, peers, younger/older learners and familiar and unfamiliar adults.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read for different purposes, e.g. to retrieve, summarise and synthesise key information; to interpret and integrate information.</li> </ul> <p><b>KS3 Geography</b></p> <p><b>Range</b></p> <ul style="list-style-type: none"> <li>Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world.</li> <li>Pupils should be given opportunities to study: <ul style="list-style-type: none"> <li>People as consumers: the impacts on and changes in economic activity.</li> <li>The rich and poor world: economic development in different locations/countries.</li> <li>Tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen.</li> </ul> </li> </ul> <p><b>Investigating</b></p> <ul style="list-style-type: none"> <li>Pupils should be given opportunities to analyse and evaluate ideas and evidence, answer questions and justify conclusions.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Pupils should be given opportunities to develop opinions and understand that people have different values, attitudes and points of view on geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</li> </ul> <p><b>LIT 3-15a/LIT 4-15a</b></p> <p><b>Social Studies</b></p> <p><b>People, place and environment</b></p> <ul style="list-style-type: none"> <li>I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.</li> </ul> <p><b>SOC 3-11a/SOC 4-11a</b></p> <p><b>People in society, economy and business</b></p> <ul style="list-style-type: none"> <li>I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives.</li> </ul> <p><b>SOC 3-19a/4-19a</b></p> <p><b>Religious and Moral Education</b></p> <p><b>Christianity - Values and issues</b></p> <ul style="list-style-type: none"> <li>I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.</li> </ul> <p><b>RME 3-02b</b></p> <ul style="list-style-type: none"> <li>I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.</li> </ul> <p><b>RME 4-02b</b></p>
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## Activity 6.1 (40 min)

### *Taking action for a fairer food system<sup>1</sup>*

- The aim of this activity is for learners to identify some ways in which the global food system could be made fairer, to be aware of some of the groups of people who can influence this system, and to consider the effectiveness of different types of action.
  - Show the film clip: *A snapshot of the broken food system in India* (2 min 39 sec).  
[www.youtube.com/watch?v=1\\_8oEWx1qzs](http://www.youtube.com/watch?v=1_8oEWx1qzs)
  - Show slide 30 and ask learners to use their learning from watching this film clip and previous activities to suggest what they think are the challenges facing small-scale farmers around the world. Learners could also draw on any existing knowledge they have of challenges facing farmers in the UK.
  - Invite learners to share their ideas with the rest of the class. Possible challenges include: drought, climate change, land rights, food prices, lack of equipment, unfair supply chains and poor access to markets.
  - Show slide 31 and explain that learners are going to look at some examples of what different groups of people in the supply chain can do to help change the global food system to make it fairer. There are 10 case studies\* to look at. Once learners have looked at the examples, they need to decide which of the actions they think will have the most impact and which will have the least. There are various options for organising this activity. Possible suggestions include:
    1. *Organise learners into larger groups and give each group all 10 Taking action case studies provided to compare and discuss.*
    2. *Organise learners into smaller groups and give each group only one of the Taking action case studies to look at. The different examples should then be compared in a whole-class discussion.*
- \*Note: These case studies were first published in 2012. Some, but not all, of the content has been updated.*
- Give learners time to read their example(s) and decide whether they think the impact of each example has been big or small.
    - *Big: The action makes a big direct impact on making the food system fairer*
    - *Small: The action makes a small direct impact on making the food system fairer*
  - Now give each group an A3 copy of the *Impact line* (Activity sheet 1) also shown on slide 32. Ask learners to mark their example (or examples) on this line to illustrate its impact. Actions with a bigger impact are placed towards one end of the line, and actions with a smaller impact are placed towards the other end of the line.
  - Use slide 33 to prompt learners to consider whether the action:
    - *Is helping/has helped people directly*
    - *Is helping/has helped people indirectly (this is usually people who live further away from the action)*
    - *Is helping/has helped some people*

<sup>1</sup> This content (including the accompanying activity and resource sheets) was first published by Oxfam in 2012.

- *Is helping/has helped many people*
- *Will help people in the future*
- Explain that there are no right or wrong answers; it is up to each group to decide.
- Then, either as a class (if each group was looking at one action) or within their group (if they had all the examples), discuss what learners felt about these different types of action. Use slide 32 to plot where different groups placed their examples on the impact line, with groups feeding back their thoughts.
- If you are doing this as a class, you could make a large imaginary impact line across the classroom and ask each group to stand up and place the actions along this line, justifying their choice to the class.
- Ask the class or groups to decide which they think are the top two actions. Encourage them to give reasons for their decision.
- Support learners to reflect on whether they think government, other people, businesses or charities (NGOs) can have the most impact. It is worth noting that these groups work in different ways depending on the context of their country, wealth, trade and population. Then discuss the following question: *Is it better to have a large impact on a small local scale (such as a community group action), or what seems like a smaller impact on a global scale (such as a government or supermarket changing its rules)?*

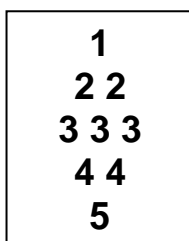
## Differentiation

- *Make it easier: Provide learners with a copy of the Glossary (Resource sheet 1) to help them to understand any unfamiliar vocabulary in the case studies. Alternatively, ask learners to consider one or more of the shorter examples provided in Who can take action? (Resource sheet 2).*

## Activity 6.2 (30 min+)

*Taking action: What can I do?*

- This activity enables learners to think about what sort of action they could take to help make the food system fairer in their local community. This activity could be done in small groups of three or four, or as a whole-class activity.
- Explain to learners that taking action includes a wide range of activities and at times taking action includes finding out more about an issue.
- Show slide 34 and ask learners to think of possible actions they could take. They could record these on sticky notes or pieces of paper. If learners are finding it difficult to think of possible actions, slide 35 has some ideas they could choose from. Alternatively use the *Ideas for action* (Activity sheet 2). Encourage learners to be as creative as possible within the context of the school.
- Once learners have a set of nine ideas to use ask them to rank them according to which action would be most effective or which action they would choose to do, in a diamond nine formation (shown below). Emphasise that there is no right or wrong answer – there will be advantages and disadvantages to each option and learners should rank them as they think best in their group.



For further details of using “diamond ranking” in the classroom, see p. 19 of Oxfam’s *Global Citizenship in the Classroom – A guide for teachers*:

[www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers](http://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers)

- When groups have agreed on their formation ask the class for feedback. Explore the choices they have made and their reasons for them. Include some discussion on the criteria that they used, for example, feasibility, effectiveness, appropriateness or cost.
- Learners could then take the action which they think would be most effective. *Note that it is important for learners to choose for themselves whether they want to join in taking action or not. It is worth being particularly aware of this with younger learners.* If they do take action, you might like to share details using Oxfam’s social media channels (having ensured you have the correct permissions according to your school’s regulations).
  - [www.facebook.com/oxfameducation](https://www.facebook.com/oxfameducation)
  - [www.twitter.com/OxfamEducation](https://www.twitter.com/OxfamEducation)

## Further ideas

### • Behind the Barcodes

This accessible, interactive resource for 11-16 year olds investigates global food supply chains, and highlights the human suffering and low pay experienced by the farmers, fishers and food processors who work to put food on our shelves. It suggests how young people can use their voices to encourage supermarkets to do better, and enables them to develop practical, transferable skills such as persuasive writing, communication and peer leadership.

[www.oxfam.org.uk/BTBschools](http://www.oxfam.org.uk/BTBschools)

### • Oxfam School Groups

Oxfam School Groups provide the opportunity for young people aged 11 to 18 to learn and think about global issues before taking action in their local community and making a difference in the wider world. By being part of an Oxfam School Group, young people can take part in Oxfam’s latest campaigns, develop leadership skills and speak out about global poverty. Find out more:

[www.oxfam.org.uk/education/get-involved/start-an-oxfam-school-group](http://www.oxfam.org.uk/education/get-involved/start-an-oxfam-school-group)

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## Taking action

## Case study 1

### Local businesses

Sri Lanka is a country where more than eight out of 10 people live in rural areas. Many people are small-scale farmers and rely on growing food themselves to eat and sell.

Plenty Foods (PVT) Ltd, a food company selling food to people in Sri Lanka, has been working with local farmers who grow and sell them beans.



Courtesy of the University of Texas Libraries,  
The University of Texas at Austin

Plenty Foods used to rely on many different farmers to grow and sell them *munga* beans, and didn't really help the farmers to do it. This meant that the farmers didn't receive much support, and the bean quality was low.

Plenty Foods now works with the farmers more closely. The farmers have established *committees* so they can help each other. The farmers have received training in new techniques, and Plenty Foods buy beans from the same farmers all year.

This has meant that Plenty Foods has been getting more and better beans, so their *profit* has gone up. The farmers have increased the amount of beans they can grow, so their income has also increased. *Consumers* can buy better beans in the supermarket. Everyone has benefited.



Women agriculture producers celebrating their harvest. ©Gayathri Jayadevan/Oxfam

## Taking action

## Case study 2

### International businesses

Unilever is a very large international company (a *multinational*) which makes lots of things sold in UK supermarkets. A lot of these are food products. They buy the food for these products from lots of different farmers across the world, often through *middlemen* at low prices. This is called their *supply chain*.

Unilever have now changed the supply chain by buying directly from farmers and helping them to improve their farming methods.



Dairy aisle in a supermarket.

Credit: Lewis Clarke / CC BY-SA 2.0.

[commons.wikimedia.org/wiki/File:Tiverton\\_Tesco\\_Dairy\\_Aisle\\_-\\_geograph.org.uk\\_-\\_1262453.jpg](https://commons.wikimedia.org/wiki/File:Tiverton_Tesco_Dairy_Aisle_-_geograph.org.uk_-_1262453.jpg)

For example, Unilever have worked on a project in Azerbaijan, a country where lots of people have little money and rely on growing food for a living. Working with Oxfam and the Swiss government, the onion farmers were trained to improve their crops, and Unilever started buying directly from the farmers rather than middlemen. This means that Unilever get better onions, and the farmers make more money.



Farmers in Azerbaijan weighing sacks of onions ©Kieran Doherty/Oxfam



Courtesy of the University of Texas Libraries, The University of Texas at Austin



## Taking action

## Case study 3

### National governments

Brazil is a very large country where more than 5 million people are *undernourished* and over 3% of the population are living in extreme poverty.<sup>2</sup>

However, 20 years ago the situation was much worse. The Brazilian government has tried very hard to improve things, and a lot of progress has been made.

In 2000, over 21 million people were undernourished. The number of people living in extreme poverty has also been reduced significantly.

In 2003, the Brazilian government launched a project called *Fome Zero* (Zero Hunger).

This did three things:

- Provided poor families with cash to buy food and helped them to access healthcare and school.
- Made school meals free for pupils.
- Gave farmers small *loans* and training to grow more and better crops.

Although there is still more to do, this programme has been very successful at helping both small farmers and people living in towns with little money to buy food.



Courtesy of the University of Texas Libraries,  
The University of Texas at Austin

President of  
Brazil Lula  
Da Silva  
talking about  
Fome Zero  
(in 2010)



<sup>2</sup> [data.worldbank.org/](http://data.worldbank.org/)



## Taking action

## Case study 4

### People taking action

In central India, it is very dry, and many communities struggle to grow enough food.

Many people there use ponds to grow fish which they then sell for income. However, over the years many of these ponds became controlled by large *landlords* rather than local people, who had to work on the ponds for very little money.

People in some of these villages, many of them women, were upset by this. With help from local charities they set up a *co-operative* to take control of their ponds. They also organised a *campaign* for other villagers to join, to help them claim back their ponds.



Courtesy of the University of Texas Libraries,  
The University of Texas at Austin

This was successful, with many ponds now controlled by local co-operatives, which means that the villagers earn more money. They have also campaigned to the state government. A new law has now been passed which will make sure that the rights of local villages are recognised in the future.



A rally at a fishing village in India.

**Photo credit:** Rajendra Shaw/Oxfam

## Taking action

## Case study 5

### People taking action

In the UK, groups of people are seeing that the food system we have is unfair, and that it is affecting people in both poorer and richer countries. Some of them are taking action to raise awareness of this problem.

A group of young people (aged 16–18) decided that they wanted to *campaign* with Oxfam about the unfair food system.

They organised an event on World Food Day (16<sup>th</sup> October) to try and make more members of the public aware of global food issues.

The young people went to an Oxfam shop in Camden and spent the afternoon talking to people about the issues, both in the shop and outside. They had some displays about food prices and the problems that small-scale farmers face, and encouraged people to join the Grow campaign.

They also made a video of the event to send to their local Member of Parliament.



Courtesy of the University of Texas Libraries, The University of Texas at Austin



The Oxfam London and SE Youth Board in Camden ©Oxfam

## Taking action

## Case study 6

### Non-governmental organisations (NGOs)

Many *non-governmental organisations* (NGOs) work with small-scale farmers and people with low incomes to help stop poverty and inequality.

These organisations recognise that the food system is unfair and is affecting these people the most. Some NGOs organise *campaigns* to help change this.

Oxfam is a large NGO working in many countries around the world.



In 2018, Oxfam launched a new campaign, Behind the Barcodes, to stop poverty and unfair working conditions for the poorest farmers and workers who produce the food for supermarkets. Supermarkets play an important role in the *supply chains* of many of the food items that we eat. Actions by supermarkets could, therefore, have a positive impact on the lives of millions of small-scale farmers and workers at the other end of the supply chain.

Oxfam investigated some of the biggest supermarkets in the UK to look for any measures that the supermarkets had in place to ensure workers and farmers in their food supply chains were treated fairly. The supermarkets were then given a score according to how well they were doing in different areas such as workers' rights, how they work with small-scale farmers and how women are treated. Some supermarkets scored better than others, but none of them had good enough policies to ensure that everyone in the supply chain is treated fairly.

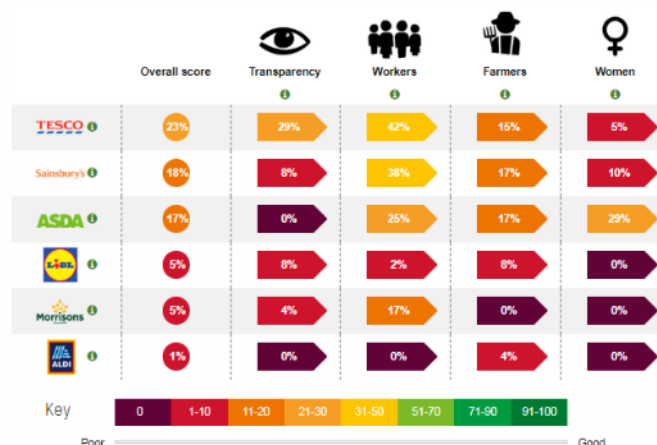
Together with members of the public, Oxfam is asking the supermarkets to improve their policies and help end the human suffering behind the food they sell.

Find out more about the Behind the Barcodes campaign:

[oxfamapps.org/behindthebarcodes/?intcmp=HPWWLWP\\_grid\\_BehindBC](https://oxfamapps.org/behindthebarcodes/?intcmp=HPWWLWP_grid_BehindBC)

#### The supermarket scorecard

Oxfam has analysed the human rights policies of these leading UK supermarkets and scored them on four carefully selected categories. How does your supermarket score? For our full report please click [here](#).



## Taking action

## Case study 7

### Community groups

Honduras is a country where 16% of the population live in extreme poverty.<sup>3</sup> A little under half of the population live in rural areas and depend on farming, but the government has not spent a lot of money on small farmers over the years. They have spent more helping large, richer farms.

In Honduras, women have also often been ignored in the past too, not owning land and having few rights. In 1998, a group of women decided to form an organisation to help themselves and other women called COMUCAP.

They trained women to improve how they grow food and help them get a better income. Some of these women then became trainers of other women, improving their confidence. They have also worked with organisations such as Oxfam, using loans to set up food businesses selling coffee and Aloe vera.

Many community groups like COMUCAP joined together and campaigned to the government, asking for more money to be spent on development in western Honduras. As a result, a lot more has been spent supporting small-scale farmers to grow food and create businesses, helping thousands of people.



Courtesy of the University of Texas Libraries, The University of Texas at Austin



Dulce Marlen Conteras, one of the founders of COMUCAP.  
**Photo credit:** Annie Bungeroth/Oxfam



An Aloe factory set up by COMUCAP  
**Photo credit:** Gilvan Barreto/Oxfam

<sup>3</sup> [data.worldbank.org/](http://data.worldbank.org/)



## Taking action

## Case study 8

### National governments

The UK is a wealthy country which benefits from the global food system. Many businesses are involved in the buying and selling of food, as well as in making products such as seeds and fertilisers which are used by farmers in both the UK and elsewhere.

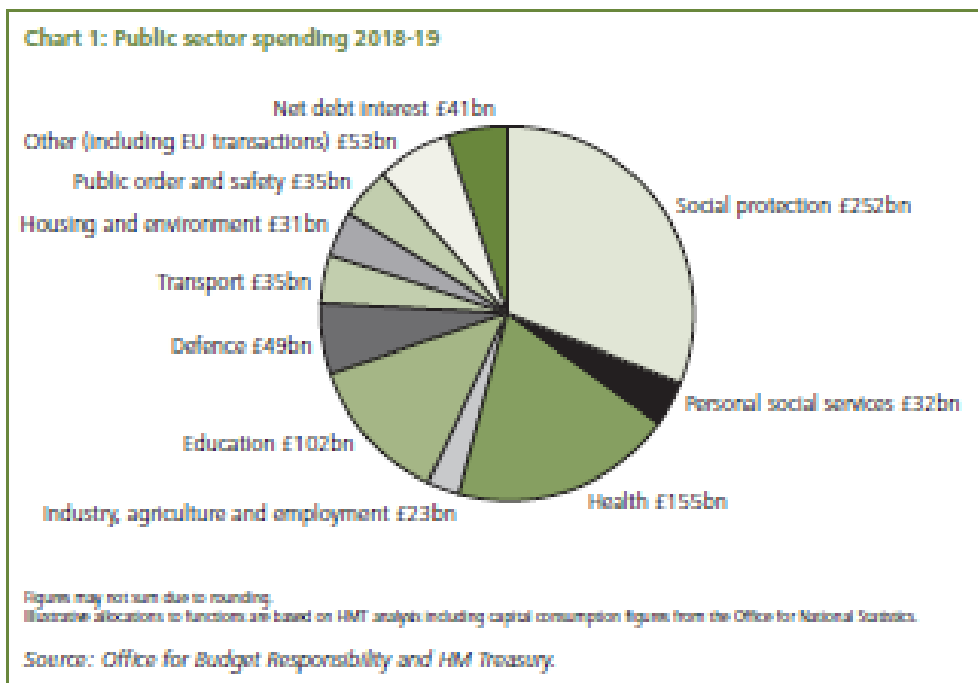
Many food items grown in other countries, very often by small-scale farmers, will be bought by people in UK supermarkets.

As a wealthy country, the UK government can afford to support other countries that have less money. This “aid” money can be very important to help these countries find solutions to develop and grow successfully themselves.



Courtesy of the University of Texas Libraries, The University of Texas at Austin

In 1997, less than 0.3% of the money the UK government spent was on aid to other countries. However, in 2017 this increased to 0.7%. This means that in 2017, roughly £14 billion was used to support other countries. Some of this money is used to support small-scale farmers and community groups.



This pie chart shows how the UK budget will be spent in 2018/19. The aid budget comes under the £53 billion spent on “Other”.

**Source:** HM Treasury (2017). Autumn budget 2017.

[www.gov.uk/government/publications/autumn-budget-2017-documents](http://www.gov.uk/government/publications/autumn-budget-2017-documents) Licensed under the Open Government Licence for public sector information:

[www.nationalarchives.gov.uk/doc/open-government-licence/version/3/](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/)

## Taking action

## Case study 9

### Banks

Large companies and banks with a lot of money *invest* this to make more money. Many of them look at countries that are less economically developed as places where they can do this. These countries are called “emerging markets”. Billions of pounds are invested each year in these countries.

Many organisations which work in these countries are worried about whether these investments are done in an *ethical* way. For example, there is evidence that the way some big companies invest in buying land can be unfair on local people.<sup>4</sup>

However, because of pressure from these organisations and the public, some banks and companies are looking more carefully at what they do.

Many investment organisations agreed to new United Nations principles for responsible investment, saying that they would not do things that were harmful to people or the environment. Some banks use ethical principles to decide how to invest their money. There is also a *Good Money Week* in the UK every year, promoting sustainable and ethical investment options.

When it is done ethically, investment can help people in these countries.



Source: [goodmoneyweek.com/](http://goodmoneyweek.com/)

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<sup>4</sup> B. Zagema (2011). *Land and Power: The growing scandal surrounding the new wave of investments in land*. Oxfam International. [policy-practice.oxfam.org.uk/publications/land-and-power-the-growing-scandal-surrounding-the-new-wave-of-investments-in-l-142858](http://policy-practice.oxfam.org.uk/publications/land-and-power-the-growing-scandal-surrounding-the-new-wave-of-investments-in-l-142858)



## Taking action

## Case study 10

### International organisations

There are many international organisations, such as the United Nations, which help to control what businesses and governments do. Countries agree to let them make rules, so these organisations have a lot of power to change the way the food system works. Changing what these large organisations do can be hard, but campaigning for change sometimes works.

One very important organisation is the *World Bank*. Country governments pay the World Bank money which is then lent to countries that need it for development. Some of this money is used to support farming.

For example, the World Bank uses some of this money to support *palm oil* production and has invested a lot of money in this industry in Indonesia. However, many local communities here complained that they were having their land taken away unfairly for palm oil production. The World Bank looked into the issue and decided to change its rules about palm oil investment. These rules now support small-scale farmers better.



Pure palm oil production from rural Jukwa village, Ghana.

**Photo credit:** oneVillage Initiative / CC BY-SA 2.0.

[commons.wikimedia.org/wiki/File:Palm\\_oil\\_production\\_in\\_Jukwa\\_Village,\\_Ghana-02.jpg](https://commons.wikimedia.org/wiki/File:Palm_oil_production_in_Jukwa_Village,_Ghana-02.jpg)

## Glossary

## Resource sheet 1

*For use with the Taking action case studies*

Business	An organisation which does things to get profit
Committee	A group of people who meet to discuss things
Co-operative	A farm or business which is owned and run jointly by a group of people, with any profits or benefits shared among them
Consumer	Somebody who buys something
Campaigning	Working in an organised and active way towards a specific goal. This is often a political or social objective.
Non-governmental organisation	An organisation which works to help people in society but is not part of the government and doesn't make a profit
Ethical	When something is done fairly, or in a morally right way
Government	The people in a country who organise what happens – for example, by making laws
Invest	Lending money to someone (or putting it into property, shares or some sort of commercial venture) with the expectation of making a profit
Landlord	Someone who owns land
Loan	Lending someone money which they will pay back
Middlemen	People who buy something from producers such as farmers (often at a very low price) and sell the product to a much larger company. The larger company (often international) will process and turn the product into something more expensive to sell – for example, turn strawberries into jam to be sold in a supermarket.
Multinational company	A very large company with offices and outlets in lots of countries which buys/sells/makes things
Profit	The money left over if you sell something, once you have taken off what it cost you to buy or make it
Palm oil	A plant with nuts containing oil. The oil can be used as an ingredient for packaged foods and also burnt as a biofuel. It has become very popular, and many forests have been destroyed for its use.
Supply chain	The chain of stages a product goes through from a crop (or raw material) being grown (such as a strawberry) to a finished product in a shop (such as a jar of strawberry jam)



## Who can take action?

## Resource sheet 2

### UK supermarkets

Supermarkets buy the food which they then sell from lots of different farmers across the world. Often, they buy food from import companies at low prices, which means that the small-scale farmers who grow the crops are paid an unfair wage.

Some supermarkets now work with co-operatives to make sure that the farmers receive a fair price for their food and that workers on the farms are treated more fairly.

This means that the supermarkets (and consumers) get better-quality food, and farmers receive more money.

### National governments

Governments can help small-scale farmers by providing loans and training to grow more and better crops.

Governments can also help poorer families to be able to afford to buy enough food by giving them money.

They can also make school meals free for pupils.

This means that more food is produced for the country and more people can afford to buy food, so fewer people are hungry.

### Community groups

In some places, small-scale farmers have little control over the land which they farm or they farm an area that is small so the amount of food they can produce is limited.

People can group together in to a co-operative to gain more control over their land. They can also campaign for local change so that their right to farm the land is more secure.

### People taking action

All over the world, groups of people are seeing that the global food system we have is unfair and that it is affecting people in both poorer and richer countries. People can take action to raise awareness of the problem where they live.

Some people campaign with organisations like Oxfam to raise awareness of the unfair system to consumers and to put pressure on governments to change the system. There are many ways to do this such as writing to the government, organising a protest or an online petition or campaign.

### Non-governmental organisations (NGOs)

Organisations like Oxfam believe that the global food system is unfair and they are working to change this system and make things fairer.

They work with local partners to support small-scale farmers by providing training and money to help improve farming methods.

They work with companies at each stage of the supply chain to raise awareness and provide opportunities to make the system fairer.

Oxfam also campaigns, working with governments, supermarkets and consumers to try and improve the system.

## Impact line

## Activity sheet 1



## Ideas for action

## Activity sheet 2

These are ideas for taking action. Can you think of your own ideas too? Write these in the empty boxes below.

Design a poster to inform people about the challenges faced by small-scale farmers around the world.	In your classroom, display a paper chain to show how a supply chain works.	In the supermarket can you spot at least one product from each continent?  Can you find any Fairtrade produce?
Find out about food in your school.  Where does it come from? Is it Fairtrade-certified?	Deliver a presentation in assembly to share what you have learned about global food issues.	Set up a community garden in your school. Can you reduce your food miles?  Can you produce food locally?
Encourage less waste and packaging from food at your school. This will help to reduce your carbon footprint.	Write to your local supermarket to share your concerns about the challenges faced by small-scale farmers and workers at the start of global supply chains.	Find out more about farming in the UK.  Which crops are produced? What are the challenges for farmers?  Can you find a local farmer to speak to your class?
In your classroom, create a display about a food issue of your choice.		