

SESSION 3: WHO PRODUCES OUR FOOD?

Age range: 7-11 years

<p>Outline</p> <p>Learners will understand that our food is produced by a variety of farmers across the world. They will use images to develop and challenge their own assumptions about farming. Next, learners will then use a case study from Malawi to consider some of the challenges faced by small-scale farmers and solutions to these, as well as identify potential benefits that small-scale farming can bring to communities. Finally, learners will play a snakes and ladders game to consider how farmers are adapting to some of these challenges.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> • To listen to and respond to the ideas of others. • To know that farming is a broad term encompassing a range of practices. • To understand that small-scale farmers face many challenges to produce food. • To be aware of some potential solutions to these challenges. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will challenge their own assumptions about farmers and farming by examining photographs of different farming practices. • Learners will identify some of the challenges facing small-scale producers. • Learners will explore some ways in which small-scale farmers are adapting to these challenges. • Learners will begin to consider food injustice issues. 	
<p>Key questions</p> <ul style="list-style-type: none"> • Who are the world's farmers? • What is a small-scale farmer or producer? • What challenges do small-scale farmers face? • How might these challenges be overcome? 	<p>Resources</p> <ul style="list-style-type: none"> • Slideshow A (Sessions 1–3): Slides 20-37 • Resource sheet 1: <i>How can tomatoes change lives?</i> • Activity sheets: <ol style="list-style-type: none"> 1. <i>Tomatoes in Malawi - Card sort</i> 2. <i>Snakes and ladders</i> 	
<p>Curriculum links</p>		
<p>England</p> <p>Pupils should be taught to:</p> <p>KS2 English</p> <p>Spoken language</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Participate in discussions, presentations, performances, role play, improvisations and debates. 	<p>Wales</p> <p>KS2 English</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • Respond orally to continuous and non-continuous texts and a variety of stimuli and ideas. • Speak and listen individually, in pairs, in groups and as members of a class. <p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> • Contribute to group discussion showing agreement and disagreement giving reasons. • Express opinions clearly with supporting reasons. 	<p>Scotland</p> <p>Literacy</p> <ul style="list-style-type: none"> • I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a/LIT1-06a • To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a/LIT 1-08a



<p>KS2 Geography Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p>PSE Framework Sustainable development and global citizenship</p> <ul style="list-style-type: none"> Learners should be given opportunities to develop a positive attitude on issues of poverty and fairness and to understand how the environment can be affected by the decisions we make individually and collectively; that local actions have global effects because of connections between places and people and how poverty and inequality can cause problems. <p>KS2 Geography Range</p> <ul style="list-style-type: none"> Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues. Living in my world: caring for places and environments and the importance of being a global citizen. <p>Investigating</p> <ul style="list-style-type: none"> Observe and ask questions about a place, environment or a geographical issue, e.g. Why does it flood? How and why is our village changing? <p>Communicating</p> <ul style="list-style-type: none"> Express their own opinions and be aware that people have different points of view about places, environments and geographical issues, e.g. about wind farms, fair trade. Make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments, e.g. a traffic problem. 	<p>Social studies</p> <ul style="list-style-type: none"> Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. <p style="text-align: right;">SOC 2-20a</p>
--	---	--

Activity 3.1 (30 min)*Farmers around the world*

- This activity aims to enable learners to develop and challenge their own ideas and assumptions about farming. By exploring a selection of images related to farming around the world, learners will understand that food is produced by many different types of farmers in many different places around the world.
- Select an image to use from slides 22 to 31 of *Slideshow A*. Using an interactive whiteboard if possible, display a selected area of the image, such as a lush green paddy field or a field of corn. Alternatively, print off the image and attach a sheet of paper with a frame cut out to ‘hide’ the rest of the image.
- In pairs, ask learners to think about and discuss the following questions (also provided on slide 21): *Where is this place? Who might be the farmer? What is happening in the photograph? Why do you think that? What is happening beyond the frame?* Share learners’ ideas as a whole-class discussion.
- Reveal the complete image and discuss learners’ responses. *Were their original ideas about the image correct? If not, why not? Were they surprised to see the complete image? If so, why?*
- Repeat the activity using other images from the slideshow. Another way of managing this activity is to organise learners into groups and give each group a different “partially hidden” image to discuss. Learners could then share their images and ideas as a whole class.
- In discussion time, draw out that there are many different types of farming and farmers. For example, many small-scale farmers in the global South are women.

Differentiation

- *Make it easier:* Use the complete photographs to stimulate class discussion about farming.
- *Make it harder:* Ask learners to find their own farming images to share with the rest of the class.

Activity 3.2 (30 min)*Tomatoes in Malawi¹*

- The aim of this activity is for learners to start to understand the range of challenges facing small-scale farmers, as well as potential solutions to these. Learners will explore some different ways in which small farmers can be supported to increase food production sustainably, whilst linking together cause, effect and solutions.
- Show learners where Malawi is located on a map. Use slide 32 to introduce Malawi and Leyla Kayere (pronounced Ka-yer-re). Explain that Leyla is a farmer who has benefitted from investments in small-scale agriculture and is now able to grow and sell tomatoes to be canned and sold. Ask learners to think about the challenges that Leyla and her family might face when they are trying to grow tomatoes. For additional information see *How can tomatoes change lives?* (Resource sheet 1).

¹ First published by Oxfam in 2012

- Split the class into small groups of three or four and give each group **one** of the four sets of eight picture cards from *Tomatoes in Malawi - Card sort* (Activity sheet 1). These will need to be cut out and mixed up prior to the activity. Explain that each set of pictures shows a different challenge that small-scale farmers in Malawi might face, as well as a potential solution and the benefits of this. The correct order is that provided in the original activity sheet at the point of download and print. These sequences are also provided in slides 33 to 36.
- Ask learners to discuss what the pictures show and sequence the images to highlight the progression from CHALLENGES, to SOLUTIONS and then BENEFITS for the local community.
- Ask each group to feedback to the rest of the class about their sequencing choices. Draw out the four main challenges provided below but make the point that these are only examples of potential problems which a small-scale farmer in Malawi might face and there may be others.
 - *Lack of fertiliser*
 - *Lack of money to invest*
 - *Lack of sufficient land*
 - *Climate change*
- Refer back to Leyla Kayere and discuss the following questions:
 - *What skills and qualities do small-scale farmers like Leyla have?*
 - *What is the biggest challenge that Leyla faces?*
 - *How have these solutions improved life for Leyla and her family?*
 - *How can tomatoes change lives?*

Differentiation

- *Make it easier: Reduce the number of cards by selecting a challenge, solution and benefit from each set.*
- *Make it harder: Give learners the challenge and solution cards from one of the sets and ask them to think of ways that the solution might bring benefits to the local community as well as individual farmers.*

Activity 3.3 (30 min)

Snakes and ladders

- The aim of this activity is for learners to further understand the range of challenges facing small-scale farmers as well as appreciate different ways in which small-scale farmers can be supported to increase food production sustainably.
- Organise learners into small groups of three or four. Provide each group with a copy of *Snakes and Ladders* (Activity sheet 2 - also provided on slide 37), a pair of dice and some counters.
- Explain that learners need to take turns rolling the dice and moving their counter along the board, following any “ladders” or “snakes” they land on as they go. The idea of the game is for the learners to experience the success of, as well as barriers to, winning so it can be a good idea to let them play the game with little prior discussion and listen to any conversations that arise as they are playing.



- Allow time after the game for learners to reflect on and discuss their experiences. Possible discussion questions include:
 - *What were the snakes/challenges/frustrations?*
 - *What were the ladders/solutions/opportunities?*
 - *What did you learn about the lives of small-scale farmers in Malawi through playing this game?*
 - *How do you think the solutions (ladders) might benefit small-scale farmers and their communities?*

Further ideas

- Ask learners to think about and discuss how one or more of the images might change during the year. Alternatively, learners could draw an image of what they think the home or community of any people connected with the images (such as a farmer or farm worker) are like. Discuss learners' drawings and encourage them to give reasons for their ideas.
- Older or more able learners could read *How can tomatoes change lives?* (Resource sheet 1) to find out more about Leyla Kayere. Support learners to infer the meaning of key vocabulary in the text. Ask learners to think about the challenges that Leyla faces as well as potential solutions and the benefits of these. *What questions would learners like to ask Leyla?*
- Learners could create a tomato soup recipe which includes all the ingredients that are needed for success for a small scale-farmer like Leyla. This is a good opportunity to highlight again the potential of small-scale farmers, if they are supported to overcome the range of challenges that they face.

Terms of use

Copyright © Oxfam GB

You may use photographs and associated information in this resource for educational purposes at your educational institution. With each use, you must credit the photographer named for that image and Oxfam. You may not use images and associated information for commercial purposes or outside your educational institution. All information associated with these images relates to the date and time the project work took place.

How can tomatoes change lives?

Resource sheet 1a

Leyla Kayere lives in Mnembo in southern Malawi, a small country in southern Africa. She makes a living from growing tomatoes.

Leyla says: *“I was born here and I have lived here all of my life. When I was growing up, agriculture was not as advanced as it is now. We didn’t know anything about irrigation. We only used to grow cassava and millet – to eat, not to sell. There were occasionally wild tomatoes but we had no method for growing them. I couldn’t live without tomatoes now. When you cook without them the food tastes awful”.*



Things have changed for the better in Mnembo. New brick houses with iron roofs are springing up everywhere, replacing the old-style, thatched mud houses. Paths are busy with bicycles, often loaded with coils of iron for new roofs or baskets full of vegetables on the way to market. This activity is the result of an Oxfam-funded irrigation scheme. The scheme was set up with ongoing support from Oxfam for two years.

The land is over-farmed and becoming increasingly infertile. Harvests are becoming smaller. And, as a result of changes in the climate, the rainfall in Malawi is increasingly erratic. This leads to more frequent and severe droughts or destruction of crops when the rains are intense and unpredictable. Both result in food shortages. In a country with long dry spells but lots of rivers, irrigation is an obvious solution.



The Mnembo Irrigation scheme has helped to improve the lives of 400 families by transforming their traditional small low-yield crops into year-round, high volume harvests that provide continuous food and a source of income. The community are now totally self-sustainable.

How can tomatoes change lives?

Resource sheet 1b

With initial support from Oxfam, the farming village of Mnembo have managed to come together to harvest and sell their produce in bulk. In addition to bigger and better maize harvests, the newly irrigated land enables the community to diversify and grow cash crops. They now grow wheat, rice and tomatoes.



Tomatoes are the most profitable crop. The community harvest twice a year and sell as a co-operative to the Mulanje Peak Foods Canning Factory (who sell canned tomato juice and tomato puree in supermarkets throughout Malawi). After the project, with no support from Oxfam, the community harvested 53,000 tonnes of tomatoes (twice) and made enough profit to really start changing their lives.

Read Leyla's story to see if you can work out these key terms mean.

Irrigation

Harvest

Infertile

Profitable

Community

Cash crops

Co-operative

Think...

What questions would you like to ask Leyla?

What are the challenges for Leyla?

What are the possible solutions?

What are the benefits of these solutions?

What do you think will happen to Leyla and her community in the future?

Photo credits: Abbie Taylor/Oxfam

Tomatoes in Malawi - Card sort

Activity sheet 1a



Small farmers have little money to buy fertiliser for crops.

Source: <http://commons.wikimedia.org/wiki/>



Little fertiliser and soil erosion results in poor plant growth.

© Jane jane@oxfam.org.uk



With poor plant growth food supply for the community is not enough for everyone.

© Jane jane@oxfam.org.uk



Small farmers are given fertiliser and small loans by local government groups.

© Jane jane@oxfam.org.uk



Fertiliser means more types of crops are grown, e.g. tomatoes, groundnuts, sweet potato and wheat.

Source: <http://commons.wikimedia.org/wiki/>



This means more food and better nutrition for the local community.

© Anne anne@oxfam.org.uk



There is now enough food so extra food can be sold for profit at the market.

© Anne anne@oxfam.org.uk



Families can buy health care for somebody in the family who is sick.

Copyright © Oxfam GB. You may reproduce

Tomatoes in Malawi - Card sort

Activity sheet 1b



Malawi is a small country with little land for farming.

Source: <http://commons.wikimedia.org/wiki/>



Large estates growing tobacco tea, sugar and other crops for export own the best land.

Source: <http://commons.wikimedia.org/wiki/>



So small farmers are left with little space for their farms.

© Annie Bungeo/Oxfam



Small farms don't let you grow a lot of food.

© Debbie Yajek/Oxfam



The farmers put their land together to make a larger piece of land, and farm together

© Debbie Yajek/Oxfam



Working together saves time so they can grow lots of crops like rice, wheat and tomatoes.

Source: <http://commons.wikimedia.org/wiki/>



This means they can sell food in bigger amounts to the local factory and super-market.

© Abbie Traylor-Smith/Oxfam



The community can use the money to make a grocery shop and a tea room.

© Annie Bungeo/Oxfam

Tomatoes in Malawi - Card sort



Farmers have little money to buy seeds, little training and only have seeds that grow slowly.

Source: <http://commons.wikimedia.org/wiki/>



Having few resources means farmers can only plant few seeds every year.

© Jane Beedy/Oxfam



This means there is not enough food grown to feed the community.

© Abbie Traylor-Smith/Oxfam



Farmers are given starter packs of seeds and fertiliser, with training.

© Abbie Traylor-Smith/Oxfam



The community can then harvest tomatoes twice a year as well as diversifying crops.

© Abbie Traylor-Smith/Oxfam



These tomatoes are sold to the local factory.

© Abbie Traylor-Smith/Oxfam



The local factory make canned tomato juice and puree to supermarkets across Malawi.



© Abbie Traylor-Smith/Oxfam
Ketchup source: <http://commons.wikimedia.org/wiki/>



Selling the tomatoes from two harvests per year give extra money to send children to school.

© Abbie Traylor-Smith/Oxfam

Tomatoes in Malawi - Card sort

Activity sheet 1d



Climate change results in unpredictable rain-fall.

Source: <http://commons.wikimedia.org/wiki/>



This causes more and more frequent droughts, causing soil erosion.

Source: <http://commons.wikimedia.org/wiki/>



Drought and soil erosion mean crops are ruined, so there is less food grown.

Source: <http://commons.wikimedia.org/wiki/>



The local community work together to build a channel from the local river to the fields.

Source: <http://commons.wikimedia.org/wiki/>



This means water is available all year round and reduces soil erosion.

Source: <http://commons.wikimedia.org/wiki/>



Better water supply means a larger yield of maize is grown.

Source: <http://commons.wikimedia.org/wiki/>



Maize can be sold to make foods like corn-flakes, pop corn and tor-tilla chips in other countries.

Source: <http://commons.wikimedia.org/wiki/>



The money made from selling maize is used to buy roofing material and build new homes.

© Shige Traylor-Smith/Oxfam

Snakes and ladders

Activity sheet 2

100 YOU WON! YOU MADE ENOUGH FOOD FOR YOUR FAMILY AND FOR MARKET!	99	98 	97	96	95	94 <i>It is too warm and the soil is dry.</i>	93	92 	91
81	82 <i>Oh no! Your village suffers from droughts.</i>	83 	84	85	86	87	88	89 <i>Big companies take the best land so you are left with poor soil and small land.</i>	90
80	79	78 <i>You get trained in new farming techniques so you can plant year round.</i>	77 	76 	75	74 	73 <i>You use seeds which give better crop yields.</i>	72	71
61 	62 <i>Your local government provides funds for good seeds.</i>	63	64 	65 <i>You use poor seeds so not many crops grow.</i>	66	67 	68 	69 	70
60	59	58	57	56 	55	54 <i>You are given a seed starter kit with a variety of good seeds.</i>	53	52 	51 <i>Your crops are eaten by pests in the warm conditions.</i>
41	42 <i>Your fields are too small.</i>	43	44 <i>You are given fertilisers to make your soil more fertile.</i>	45 	46	47 	48	49 <i>You share land with other farmers in your community to farm a bigger piece of land.</i>	50
40 <i>Strong winds ruin your crops.</i>	39	38 	37	36	35 	34 	33 <i>You are using traditional farming methods so you only grow once a year.</i>	32	31 
21	22	23 <i>You have no money to buy more seeds.</i>	24	25 <i>You build a new water channel from the river to your farm.</i>	26 	27 	28	29	30
20 	19 	18	17	16 	15	14 <i>You can not get hold of water all year around so your crops are spilled.</i>	13	12	11
1	2	3	4 <i>You community builds a new irrigation system so you have access to water.</i>	5 	6	7	8 	9	10