

SESSION 6: TAKING ACTION

Age range: 7-11 years

<p>Outline Learners will explore and discuss different actions which could be taken for a fairer and sustainable food system. Learners will then identify possible actions which they could take 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.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To identify a range of possible actions that could be taken to make the global food system fairer. 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. To actively participate in collaborative conversations about taking action on an issue. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will list some possible actions that could be taken against an unfair global food system. Learners will consider and rank different actions according to their relative ease and impact. Learners will discuss the range of actions that they could take themselves. 	
<p>Key questions</p> <ul style="list-style-type: none"> What actions can be taken against an unfair global food system? What action could we take? How easy will this action be to do? What impact will this action have? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow B (Sessions 4–6): Slides 9–15 Activity sheets: <ol style="list-style-type: none"> Taking action Impact line Ideas for action 	
<p>Curriculum links</p>		
<p>England Pupils should be taught to: KS2 English Spoken language</p> <ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<p>Wales Learners should be given opportunities to: KS2 English Oracy</p> <ul style="list-style-type: none"> Respond orally to continuous and non-continuous texts and a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images. Speak and listen individually, in pairs, in groups and as members of a class. Contribute to group discussion showing agreement and disagreement giving reasons. Express opinions clearly with supporting reasons. 	<p>Scotland Literacy</p> <ul style="list-style-type: none"> When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> Share information, experiences and opinions. Explain processes and ideas. Identify issues raised and summarise main points or findings. Clarify points by asking questions or by asking others to say more. <p style="text-align: right;">LIT 2-09a/LIT 1-09a</p>

	<p>PSE Framework</p> <p>Active citizenship</p> <ul style="list-style-type: none"> • To develop respect for themselves and others; value and celebrate diversity and equality of opportunity locally, nationally and globally; be moved by injustice, exploitation and denial of human rights; participate in school and the wider community and to understand their responsibilities as young citizens in Wales and how young people can have their views listened to and influence decision-making. <p>KS2 Geography</p> <ul style="list-style-type: none"> • 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>Health and wellbeing</p> <ul style="list-style-type: none"> • While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. <p style="text-align: right;">HWB 2-23a</p> <p>Social studies</p> <ul style="list-style-type: none"> • I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. <p style="text-align: right;">SOC 2-08a</p>
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Activity 6.1 (40 min)

Taking action for a fairer food system

Note that this activity is challenging and more suitable for 9-11 year olds.

- 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
- Show slide 10 and ask learners to use their learning from previous activities to suggest what they think are the challenges facing 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 11 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 five examples 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 of the five action examples provided in Taking action (Activity sheet 1) to compare and discuss.*
 2. *Organise learners into smaller groups and give each group only one of the examples in Taking action (Activity sheet 1) to look at. The different examples should then be compared in a whole-class discussion.*
- 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 2) also shown on slide 12. 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 13 to prompt learners to consider whether the action:
 - *Will help people directly*
 - *Will help people indirectly (this is usually people who live further away from the action)*
 - *Will help people now*
 - *Will help people in the future*
 - *Will help some people*
 - *Will help many people*



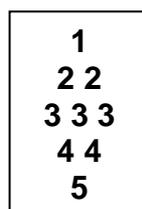
- Explain that there are no right or wrong answers; it is up for each group to decide.
- Then either as a class (if each group was looking at one action) or within their group (if they had all the examples) discuss what learners felt about the examples. Use slide 12 to plot where different groups placed 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 and to say why. *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)?* 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.

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 14 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 15 has some ideas they could choose from. Alternatively use the *Ideas for action* (Activity sheet 3). 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



- 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
 - www.twitter.com/OxfamEducation

Further ideas

- Find out more about Oxfam's Behind the Barcodes Campaign which is calling on supermarkets to take action to improve the working conditions and lives of small-scale farmers and producers: oxfamapps.org/behindthebarcodes/?intcmp=HPWWLWP_grid_BehindBC
- 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

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Taking action

Activity sheet 1

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 cooperatives 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 cooperative 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



Ideas for action

Activity sheet 3

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

<p>Design a poster to inform people about the challenges faced by small-scale farmers around the world.</p>	<p>In your classroom, display a paper chain to show how a supply chain works.</p>	<p>In the supermarket can you spot at least one product from each continent? Can you find any Fairtrade produce?</p>
<p>Find out about food in your school. Where does it come from? Is it Fairtrade-certified?</p>	<p>Deliver a presentation in assembly to share what you have learned about global food issues.</p>	<p>Set up a community garden in your school. Can you reduce your food miles? Can you produce food locally?</p>
<p>Encourage less waste and packaging from food at your school. This will help to reduce your carbon footprint.</p>	<p>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.</p>	<p>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?</p>
<p>In your classroom, create a display about a food issue of your choice.</p>		