

Connecting Classrooms

Project template: Farming, food production and fair trade (11-14)

Summary	The aim is to compare what foods are available in your own and your partner school's country. Students identify which countries are consumers, and which countries are self-sufficient and look at the merits and disadvantages of interdependence.
First activity	Students collect a selection of raw food products, food product labels/packaging and favourite meals. The students discuss local sourcing, traditional foods, 'exotic' foods, national cuisines, international cuisine and so on. They consult websites or textbooks with information about organic food production, climate and watering requirements.
Exchange	While exchanging work, the students further research their partner country's climate, population etc and make predictions. They consider the effect of cash crops on the rural population and local environment.
Share	The students report back on how the responses supported or did not support the predictions they made, giving reasons. They could make presentations, display boards or topic folders.
Extension activities	Considering the 'trade justice' aspect of farming and food production, the options open to farmers and free trade versus fair trade.
Useful resources	<p>These websites offer resources and also a food-miles calculator.</p> <ul style="list-style-type: none"> • www.organiclinker.com/food-miles.cfm • www.fallsbrookcentre.ca/cgi-bin/calculate.pl (more advanced) • The students could devise survey questions for their partner schools. www.worldmapper.org/textindex/text_food.html ranks the countries that export different food products. • www.face-online.org.uk for a great set of 10 factsheets on agriculture, aquaculture (seafood), coffee, rice, cocoa and grain from Thailand, Ghana, the Gambia, Burkina Faso, India. Just click on Resources, Factsheets, Global Issues. • www.globalgateway.org/fairtrade - ideas for your school link. • www.fairtrade.org.uk/schools to become a Fairtrade school. • www.rafi.ki for a facilitated Free vs Fair Trade linking project with lesson plans and resources (charge to UK schools).



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Joint Curriculum Project Notes

Project: Farming, food and fair trade (ages 11-14)

Aims and Outcomes: The aim of this project is to compare what foods are available in the students in different countries and do research on which countries are consumers and which are self-sufficient. They will find out about local-produce, cuisines, climate and the environment as well as, fair trade verses free trade. They will be given the opportunity to present their findings by preparing presentations.

UK Curriculum links:

The 'Farming, food and fair trade' project fits in well with the Key concepts of Personal, social, health and economic wellbeing: Economic wellbeing and financial capability key stage 3

1.4 Economic understanding

Understanding the economic and business environment

The 'Farming, food and fair trade' project also fits in well with the key concepts of Geography at Key Stage 3.

1.2 Space

Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people

1.3 Scale

Appreciating different scales - from personal and local to national, international and global.

Making links between scales to develop understanding of geographical ideas.

1.4 Interdependence

Exploring the social, economic, environmental and political connections between places.

Understanding the significance of interdependence in change, at all scales.

Cross-curriculum dimensions:

The 'Farming, food and fair trade' project engages students in the following cross-curricular dimensions:

Global dimension and sustainable development

Students explore their own place within a changing world

Students communicate with people from a range of countries and cultures and develop self-awareness and a positive attitude to difference

They think imaginatively about what individuals can do to develop a more informed society and sustainable future.

They are also given the opportunity to make links between personal, local, national and global issues and events.



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Technology and the Media

Students use technology confidently and productively to find things out, try things out, develop and present ideas, and communicate with local and global audiences

Personal, Learning and Thinking Skills:

The 'Farming, food and fair trade' project helps learners develop the following PLTS areas:

Independent enquires: students identify questions to answer and problems to resolve plan and carry out research, appreciating the consequences of decisions.

Students explore issues, events or problems from different perspectives.

They analyse and evaluate information, judging its relevance and value.

Key language:

Types of climates (hot, humid, dry)

Geographical features (lakes, mountains, desert)

Types of food

Talking about statistics and numbers (in terms of population, prices, climate)

Vocabulary to talk about economy such as trade, consumerism and sustainability.

The English language used in the 'Farming, food and fair trade' project can be supported and extended through the following links from British Council's Learning English website:

Game to explore the different climates in the world

<http://learnenglishkids.britishcouncil.org/en/practise-listening/whats-the-weather>

Food around the world quiz

<http://learnenglishkids.britishcouncil.org/en/play-with-friends/quiz-food>

Activities and flashcards to talk about the environment

<http://learnenglishkids.britishcouncil.org/en/practise-your-english/match-environment-words>

<http://learnenglishkids.britishcouncil.org/en/practise-your-english/flashcards-the-environment>