

Welcome to this *Teacher's resource pack* which has been produced by the European Commission, Directorate-General for Agriculture and Rural Development, in close collaboration with teachers and educational experts.

The pack is a collection of ready-to-use teaching and learning resources which aim to raise awareness among young Europeans aged 11-15 of the importance of food and farming for Europe. It also highlights how the European Union (EU), thanks to its common agricultural policy (CAP), enables farmers to ensure a stable, safe and affordable food supply for more than 500 million Europeans, and to earn a decent living while doing so.

Recent studies have shown that the EU's urban populations, and in particular young people, feel disconnected from agriculture as the source of their food. They are also unaware of the wider role played by farmers — in our society and economy — not just in providing food, but also in protecting the environment and natural resources and in safeguarding the vitality of Europe's countryside and rural areas. This resource pack has been created as a response to this missing connection. Through a selection of diverse and complementary tools and activities, teachers can help students explore three relevant and topical themes: food, the environment and the countryside. As such, it is not intended to provide tools for teaching EU policy per se to students but to show how agriculture benefits all citizens.

STRUCTURE AND CONTENT OF THE PACK

The *Teacher's resource pack* opens with an exemplar lesson featuring an animated clip which introduces the topic of European agriculture in an entertaining way. Alternatively, teachers may prefer to launch the topic with a slideshow presentation or use the slideshow as a supplementary lesson.

There is a module for each of the three themes:



FOOD



ENVIRONMENT



COUNTRYSIDE



Each module containsA brief **INTRODUCTION**

for teachers outlining its learning objectives and including links to resources

WORKSHEETS

with learning activities for students

A **PROJECT** outline

for students proposing a cross-curricular project

*Additional resources are also provided for teachers, including a **CAP FACTSHEET** and a **GLOSSARY** of commonly used terms*

The lesson plan: animated clip/slideshow

Each module can be launched with a 45-minute exemplar lesson plan built around the animated clip or the slideshow presentation, as teachers prefer. **The objective of the opening lesson is to involve and engage the students in the topic and set the context for further activities** (i.e. worksheet activities or project). The animated clip depicts how agriculture is at the heart of our life and the work of farmers in the EU, supported by the CAP. The slideshow presentation enables teachers to go into some points in more detail.

The activity worksheets

After the opening lesson, the teacher is free to select from learning activities in each module. **The objective of the worksheets is to allow students to explore different issues linked to food, the environment and the countryside.** These build on many of the topics highlighted in the animated clip and slideshow presentation. Each learning activity worksheet may be used as a stand-alone lesson and all worksheets are photocopy-ready. A worksheet can be used for a single class period, or as a link to the teacher's subject discipline and syllabus over a number of classes.

The project

A photocopy-ready project suggestion is included in each module. **The objective of the project is to engage the students over the longer term, outside the classroom environment, and help to make agriculture come to life.** Each project draws upon the issues raised in the pack's animated clip, slideshow presentation and the module activities, and includes the possibility of visiting a farm/farmers' market. There are hundreds of farms across the EU that open their doors each year to school visits, allowing children and young people to gain first-hand experience of a working farm and its activities. Teachers are encouraged to research the open farms that exist in their local area to identify a farm that the class could visit.

A project could be launched in class and then researched and developed by students over a number of weeks or a term, as best suits the class and the subject curriculum. Each project could be used either by an individual teacher or as a cross-curricular project involving a range of possible subjects.




Additional resources

- EU agriculture map
- CAP factsheet
- Glossary

HOW TO USE THE PACK

The pack is designed to be flexible to use; a teacher can choose which tools or activities he/she wishes to use. The lesson plan, animated clip, slideshow presentation, classroom activities and project can be mixed and matched, depending on the teacher's wishes and the teaching topic at hand. A teacher might choose to make use of some of the tools from all three modules or put together a selection of elements to suit his/her students' age and capabilities and the specific curriculum.

The pack offers opportunities for young people to take part in practical activities that can complement a wide range of teaching disciplines, e.g. **geography, science, citizenship, economics, European studies, home economics, agricultural science, information and communications technology and social science** (this list is not exhaustive). It aims to enable the teacher to guide students in seeing the connections between his/her teaching discipline and each of the three key themes: food, the environment and the countryside.



We hope that using the pack will be both interesting and enjoyable for you and your students.

The common agricultural policy (CAP) supports farmers, helping them to provide safe, high-quality, traceable and sustainably produced food for more than 500 million citizens in the EU. In the 1960s, EU consumers experienced food shortages following the Second World War. EU leaders realised that for consumers to be able to get hold of food and for farmers and the countryside to be prosperous it was necessary to develop a common policy at EU level. The CAP stabilises agricultural prices and encourages technical progress in farming. This helps prevent the recurrence of past problems of food scarcity and poverty in the countryside. Today farmers also have a crucial role to play in creating jobs and boosting growth and investment, in protecting the environment and in making sure that rural communities thrive.

What is the CAP?

- ▶ The CAP is a set of legislation adopted by the EU to provide a common, unified policy on agriculture. It was created in 1962 to ensure food security after a period of food shortage.
- ▶ Its aim is to support farmers in investing, creating jobs, generating growth and ensuring a stable, plentiful supply of high-quality food at affordable prices, as well as protecting the environment and preserving the diverse natural heritage of the EU.
- ▶ In 2013, the European Parliament and the Council (of agricultural ministers) agreed on a reformed 'greener' and fairer CAP.

How does the CAP benefit farmers and other actors in rural areas?

- ▶ **Income support** (direct payments)
Farmers receive annual payments to help stabilise farm revenues in the face of volatile market prices, unpredictable weather conditions and variable input costs. To benefit from these payments, farmers must respect rules and practices that promote environmental standards, food safety, animal welfare and traceability concerns, and which are stricter than those that apply to our global competitors. This is also what EU consumers and taxpayers expect from the CAP.
- ▶ **Market-support measures**
These are measures linked to specific market situations and also include support for the promotion of agricultural products, school milk and fruit schemes and for producer organisations, which enable farmers to get a better deal when negotiating prices and conditions with processing companies and supermarkets.
- ▶ **Rural development measures**
These consist of co-funding for projects with economic, environmental or social objectives that primarily target farms and small and medium-sized enterprises in rural areas to help farmers to modernise and become more competitive. These measures also help farmers to diversify their activities — for example, through agri-tourism or direct sales — which can bring new jobs and opportunities to rural communities. And they support other stakeholders or actors in rural areas who take steps to stimulate growth, create jobs and bring investment to their communities. The measures are part-financed by EU Member States, and the budget is allocated via tailor-made plans designed nationally or regionally in order to take into account local challenges and opportunities.

How does the CAP benefit consumers and help to ensure high-quality, nutritious food?

- ▶ The CAP helps farmers work within strict EU laws to ensure the quality and safety of all the food they produce.
- ▶ The EU has a number of quality schemes such as the PDO (protected designation of origin) and PGI (protected geographical indication) labels, which promote and protect the origin of quality agricultural products.
- ▶ The EU promotes the organic production of food.
- ▶ Thanks to EU rules on food traceability and labelling, it's possible to identify where food — for example eggs or meat — comes from by reading this information on the actual product or its packaging.
- ▶ The CAP also helps fund school fruit and milk schemes, which provide school children with fruit, vegetables and milk with the aim of encouraging good eating habits.

What is the CAP budget and how is it spent?

- ▶ The CAP budget is decided every year by the European Parliament and the Council (ministers of agriculture) and today accounts for around 40 % of the EU's annual budget.
- ▶ Agriculture is the only policy funded almost entirely from the EU budget as all EU Member States share the aims of ensuring food security, the wise use of natural resources, the economic development of rural areas and a fair standard of living for farmers. It costs each EU citizen less than 30 cents a day.

Thanks to the CAP, agriculture has played a major role in European integration and the building of the single market, as it is the only major economic sector governed by a truly common EU policy.

Why is the 2013 reformed CAP 'fairer and greener'?

Funding under the 'basic payment scheme' is limited to active farmers and funds are now distributed more equitably among farmers, regions and Member States. Some 30 % of payments to farmers under the CAP are to reward them for farming in an environmentally friendly way and for fighting climate change; these are the so-called greening payments.



Find out more:

http://ec.europa.eu/agriculture/index_en.htm

The CAP in your country:

<http://ec.europa.eu/agriculture/statistics/factsheets/>

ANIMATED CLIP

Part 1

Students watch the animated clip and then in small groups explore and discuss the issues highlighted. In a whole class plenary, each group's note taker reports back on their discussion. The groups then discuss the links between the clip and the subject discipline of the class. They will share their main learning points with the class via www.padlet.com or on large paper Post-it notes to enable a subject-related discussion.

METHODOLOGY		TIME
a)	Introduce the animated clip and the topic. Explain that students will review and then discuss the clip in small groups.	1 minute
b)	The whole class watches the 4-minute clip.	4 minutes
c)	Divide the class into small groups of five, with one student in each group to act as the note taker. Each group discusses what they already knew, what they learned from the clip, what surprised them and what was of interest to them.	8 minutes
d)	As each note taker reports to the whole class the teacher or a student notes common themes and responses on the whiteboard. Issues, themes and responses are discussed, as well as the differences and similarities between each group's responses.	10 minutes
e)	Once again in their small groups students discuss how the issues raised in the animated clip relate to the subject of the class. The teacher creates a padlet page if digital devices are available for use, then shares the padlet link with the students and asks each group to post two messages to the padlet page (or write responses on large Post-it notes to place on the whiteboard) in answer to the following questions: <ol style="list-style-type: none"> 1. What did we learn today about our subject? 2. What would we like to learn more about? 	10 minutes
f)	The whole class helps the teacher decide how to organise the groups' posts on the padlet page or classroom whiteboard, under the headings 'Learnt today' and 'Learn more', and then to prioritise the post which captured the key links between the subject they are studying and the issues raised in the clip.	8 minutes
g)	Conclusion: ask each student to write down one item of new learning as a result of participating in this lesson.	4 minutes
		= 45 minutes

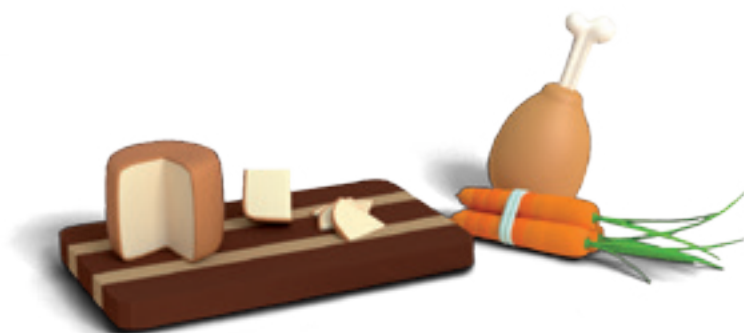
Part 2 (DURING THE SAME CLASS IF TIME ALLOWS, OR IN FUTURE CLASSES)

The teacher can use the **Learn more** posts to guide his/her selection of activities or worksheets for future classes. All activities/worksheets can be adapted to suit the learning needs of the students and to be relevant to the subject discipline.

Or, if the teacher prefers, as an extended learning activity students could take one aspect of the new information they have learned, research it further and then write a short article or blog post on the topic.

Alternatively, students could interview a farmer and then write an article for the school newspaper.

Or students could imagine being a farmer and write a narrative piece such as 'A day in the life' or a diary entry based on information gleaned from the animated clip.



These questions may help the groups as they explore and discuss the animated clip.

1. List three key points of information that you drew from the clip. Why have you selected these items as key pieces of information?
2. What is the overall message or story?
3. Does any information surprise you? Why?
4. What are the three 'roles' that farmers play?
5. Why does the EU provide support to farmers?



SLIDESHOW

Part 1

Students look at the slideshow (either displayed on a PC or as a printout) and working individually try to answer the questions found at the end of it. The answers are then discussed by the whole class.

Then in small groups students discuss the links between the slideshow and the subject discipline of the class. They will share their main learning points with the class via www.padlet.com or large paper Post-it notes to enable a subject-related discussion.

METHODOLOGY	TIME
a) Introduce the slideshow and the topic.	2 minutes
b) The whole class reads through the slideshow.	8 minutes
c) Each student looks at the questions found on slides 29-30 and notes down the answers.	8 minutes
d) The teacher goes through the answers with the students.	5 minutes
e) Working in small groups the students discuss how the issues raised in the slideshow relate to the subject of the class. The teacher creates a padlet page if digital devices are available for use, then shares the padlet link with the students and asks each group to post two messages to the padlet page (or write responses on large Post-it notes to place on the whiteboard) in answer to the following questions: <ol style="list-style-type: none"> 1. What did we learn today about our subject? 2. What would we like to learn more about? 	10 minutes
f) The whole class helps the teacher decide how to organise the groups' posts on the padlet page or classroom whiteboard, under the headings 'Learnt today' and 'Learn more', and then to prioritise the post which captured the key links between the subject they are studying and issues raised in the slideshow.	8 minutes
g) Conclusion: ask each student to write down one item of new learning as a result of participating in this lesson.	4 minutes
	= 45 minutes

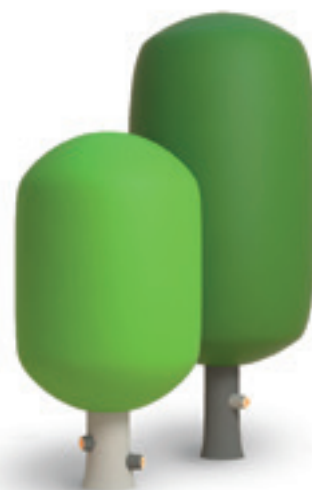
Part 2 (DURING THE SAME CLASS IF TIME ALLOWS, OR IN FUTURE CLASSES)

The teacher can use the **Learn more** posts to guide his/her selection of activities or worksheets for future classes. All activities/worksheets can be adapted to suit the learning needs of the students and to be relevant to the subject discipline.

Or, if the teacher prefers, as an extended learning activity students could take one aspect of the new information they have learned, research it further and then write a short article or blog post on the topic.

Alternatively, students could interview a farmer and then write an article for the school newspaper.

Or students could imagine being a farmer and write a narrative piece such as 'A day in the life' or a diary entry based on information gleaned from the slideshow.



A	
Agriculture greenhouse gases	The three main greenhouse gases (GHGs) from agriculture are methane, nitrous oxide and carbon dioxide. All Member States are committed to reducing their GHG emissions by 2020. The CAP supports farmers in reducing their carbon footprints by encouraging them to adopt a number of practices and technologies to improve efficiency and profitability, while lowering GHG emissions.
Agri-food business	The agri-food business, or agri-food industry, refers to the different sectors involved in farming and food production such as seed and feed supply, animal and plant breeding, crop production, farm machinery, food processing and marketing and retail sales.
Agri-tourism	Agri-tourism is when tourists take part in any activity that brings them to a farm.
Animal welfare	EU rules specify that animals should enjoy the following freedoms: freedom from hunger and thirst, freedom from discomfort, freedom from pain, injury and disease, freedom to express normal behaviour and freedom from fear and distress.
B	
Basic payment scheme	Under the 2007-2013 rules of the CAP, farmers received direct payments under either the single payment scheme or the single area payment scheme. The reform of the CAP for the period after 2013 replaces the single payment scheme with the basic payment scheme as from 2015. The basic payment scheme is operated on the basis of payment entitlements allocated to farmers in the first year of application of the scheme and activated each year by farmers.
Biodiversity	A short form of the phrase 'biological diversity', which means the variety of life on this planet and how it interacts within habitats and ecosystems. Biodiversity covers all plants, animals and microorganisms on land and in water.
D	
Direct payments	Established by the 1992 reform of the CAP. Prior to this reform, the CAP supported prices: i.e. the prices at which farmers sold their products in the market (such support is therefore not paid directly to farmers). Nowadays, direct payments are not linked to production and are granted to farmers in order to support their incomes and to remunerate them for their production of public goods.
Direct selling	Direct selling in regards to agriculture is when a farmer sells their goods directly to consumers, in their homes or in any other location.

E	
Ecological focus area	Introduced by the 2013 CAP reform, every farmer in the EU who claims direct payments and has more than 15 hectares of arable land is obliged to have 5% of his/her arable land covered by ecological focus areas as from 2015. These are areas which bring benefits for the environment, improve biodiversity and maintain attractive landscapes (such as landscape features, buffer strips, afforested areas, fallow land, areas with nitrogen-fixing crops, etc.). This obligation is one of three 'greening' measures of the 2014-2020 CAP — the others being the maintenance of permanent grassland and crop diversification. Some exceptions to this general rule apply, for example to farmers who have more than 75% of their area as grassland.
Ecosystem	A community of organisms that depend on each other and the environment they inhabit.
F	
Food safety	This term refers to the extent to which food is safe to eat. The term is sometimes confused with food security which refers to the extent to which food is available — i.e. whether it is physically available and can be bought at a price that people can afford.
Food security	Situation in which people or populations at all times have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for a healthy life. The issue has moved into the centre of the agricultural negotiations within the Doha development agenda in recent years and was one of the strategic aims of the 2013 reform of the CAP.
G	
Genetically modified organism	The term genetically modified organism is any organism, with the exception of the human being, in which the genetic material has been altered in a way that does not occur naturally by mating and/or by natural recombination.
Greening	Following the 2013 CAP reform, 30% of the basic payment, the so-called greening payment, corresponds to the obligation for farmers to maintain permanent grassland areas (grass is good at absorbing carbon dioxide, which in this way contributes to the fight against climate change); they must grow a minimal number of crops and must farm 5% of their arable area in a manner that promotes biodiversity (known as an ecological focus area). Farmers may also receive additional support if they adopt more strict agri-environmental farming practices. Protecting biodiversity and wildlife habitats, managing water resources and dealing with climate change are other priorities that farmers are required to respect.
Green manure	A growing crop, such as clover or grass, that is ploughed into the soil to improve fertility. Straw is a green manure, as it is a by-product of crop production.

H	
Habitat	The area occupied by a community or species (group of animals or plants), such as a forest floor, desert or sea shore.
Herd identification	Animal identification and tracing system to guarantee the safety of animal food products. The system has four elements: tagging, animal passport, on-farm herd registers and a computerised database.
I	
Intensive farming	Intensive farming or intensive agriculture, also known as industrial agriculture, is a particular type of farming involving either a large amount of financial or labour investment, or a high application of inputs on a comparatively small area. Intensive farming practices include growing high-yield crops, using fertilisers and pesticides and keeping animals indoors. Food production is increased but there are unwelcome side effects.
L	
Land abandonment	In the context of farming, land abandonment is when all agricultural activities stop on a given surface of land. This leads to undesirable changes in biodiversity and ecosystems as well as the desertification of rural areas.
M	
Misshapen/wonky fruit and vegetables	Produce that is irregular or an unusual shape and doesn't look like the produce we're used to seeing in our shops. Misshapen produce is often thrown away before it reaches our supermarket shelves.
Mixed farming	Mixed farming is an agricultural system in which a farmer conducts different agricultural practices together, such as crops and livestock. When some other agriculture-based practice like poultry, dairy farming or bee keeping, etc. is adopted on a farm along with crop production, then the system of farming is known as mixed farming. It is the dominant system in Europe.
O	
Organic farming	Organic farming is an agricultural production method which offers the consumer quality food that tastes good, while respecting the natural life cycles of plants and animals. It is based on a number of principles and practices designed to work the land naturally and thereby minimise humans' impact on the environment.
Organism	Any living thing, from bacteria and fungi through to insects, plants, animals and humans.

P	
Pollination	Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma. Insects play an important role in this process with bees having a particular significance in pollinating many of the fruits and vegetables we eat.
Protected designation of origin (PDO logo)	Logo or label to identify agricultural products and foodstuffs which are produced, processed and prepared in a given geographical area using recognised know-how.
Protected geographical indication (PGI logo)	Logo or label to identify agricultural products and foodstuffs linked by their quality, reputation or other characteristic to a region in which at least one stage of production, processing or preparation took place.
S	
Sustainable development	In the context of farming and agriculture this is the wise and prudent use of land and resources such as land, water or phosphorus. It's the development of the farm using land or energy sources in a way that meets the needs of people today without reducing the ability of future generations to meet their own needs.
Sustainable farming	Sustainable farming uses techniques that ensure food security while increasing productivity without damaging the environment or jeopardising natural resources.
T	
Traceability	Traceability in the food industry aims to create a link between the various steps in the entire food chain. In 2000 EU legislation established, for example, a system for the identification and registration of bovine animals on the farm and the compulsory labelling of beef and beef products by food producers and retailers.
Y	
Young farmer	The reform of the CAP for the period after 2013 foresees that young farmers (farmers starting up their farming activity and not older than 40 in the year of application) eligible for the basic payment may receive a payment under the young farmers scheme for a maximum period of 5 years.