



> for teachers

Launched in 1962, the common agricultural policy (CAP) is a partnership between agriculture and society, between Europe and its farmers. As European Union (EU) citizens we are the ultimate beneficiaries of the CAP. There is always plenty of food in our shops and supermarkets at prices that are affordable.

The EU supports its farmers in providing safe, high-quality, traceable and sustainably produced food for over 500 million European consumers. Europe is renowned for its huge range of fine foods, wines and beers, as reflected in our great culinary traditions. An integrated EU approach to food safety aims to assure a high level of food safety, animal health and welfare and plant health within the EU through farm-to-table monitoring at every stage of the food chain.

At global level, food production will have to double in order to feed a population of 9 billion people in 2050. The EU has around 11 million farms. The EU food sector is the largest employment sector in the EU, providing some 44 million jobs (which represents around 7 % of EU gross domestic product). The EU supports its farmers because food production is vulnerable to factors beyond farmers' control such as economic, environment- or weather-related crises. Thanks to its agricultural policy and the resources provided, the EU plays an important role in ensuring food security for us.

In this module, students will discover that much of what they consume and use every day comes from a farm — milk, meat, fruit, vegetables, bread, olive oil, eggs, flowers, clothing, cosmetics and so on.

Specifically, students can explore:

- ▶ food specialties of their region and organic produce, and see how the EU supports farmers in the production and marketing of such products (see **worksheet 'A taste of quality'**);
- ▶ how the EU's high production standards and its labelling and traceability schemes guarantee quality food (see **worksheet 'Can you crack the code?'**);
- ▶ the importance of regional foods produced by farmers in Europe in maintaining our traditions and culture (see **worksheet 'Celebrating European food traditions'**);
- ▶ how farmers need to farm efficiently to feed the world's growing population, the types of crops and produce grown by farmers, production methods and techniques and why we should take steps against food waste (see **worksheet 'Harvest 2050'**);
- ▶ how they can make healthy nutrition choices, plan a balanced diet and make an informed choice when buying food (see **worksheet 'The food in your life'**).

The module closes with a project suggestion of a class visit to a horticulture or market-garden farm.



Additional resources

- EU agriculture map
- CAP factsheet
- Glossary





A TASTE of QUALITY

1. Can you guess what these European foods have in common?



The EU supports its farmers, helping them to work within strict EU standards or rules to ensure the quality, nutritional value and safety of all their agricultural products and foodstuffs before we eat them. In addition, the EU has a number of quality schemes in place to make sure that we are getting to eat and enjoy the best of European products. These schemes also help boost our economies as consumers, both in and outside the EU, increasingly appreciate high-quality European food products.

2. EU schemes, such as **protected designation of origin (PDO)** and **protected geographical indication (PGI)**, promote and protect names of unique high-quality agricultural products and foodstuffs.

a) Take a look at http://ec.europa.eu/agriculture/quality/schemes/index_en.htm

Now complete the definition of each type of label.

PDO



A PDO label marks agricultural products and foodstuffs which

.....
.....

PGI



A PGI label denotes agricultural products and foodstuffs which

.....
.....



- b) Which type of EU label do feta cheese and honey hold, and why? Identify where both products come from on the EU agriculture map.
- c) Look on the EU agriculture map for the agriculture products of your own country. List the types of crops grown and livestock raised by your farmers. Do any of these have a quality label?

Take a look at <http://ec.europa.eu/agriculture/quality/door/list.html?locale=en>

How many of these products have you tasted? How about selecting some foods and making a 'quality sandwich'? You'll find butter and oil, cheese and meats, as well as fruit and vegetables.

- d) The EU has also introduced a label for organic food. It can be found on a range of food and drink including fruit, vegetables, meat, milk, wine, cheese, eggs, grains, coffee, chocolate, fish and seafood which are produced according to strict rules.



This is what the EU organic label looks like — a leaf, shaped out of stars, on a green background. What do you think the design symbolises? What conditions do you think food produced in the EU must meet to carry this label? Discuss with a partner or in small groups.



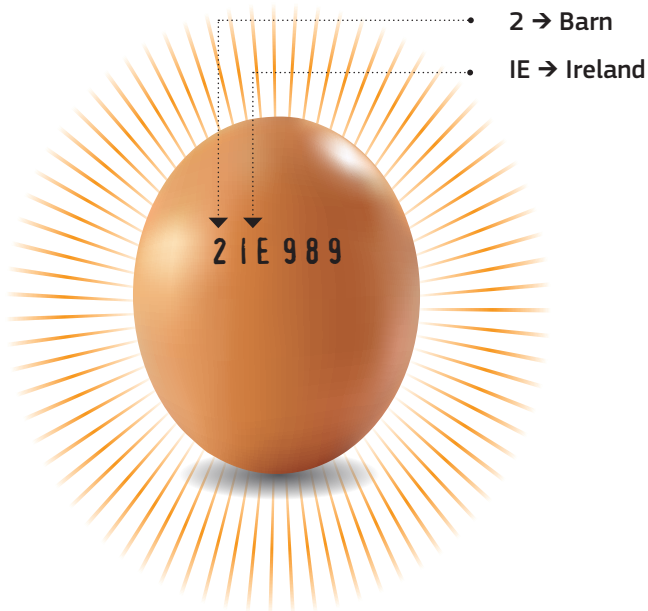
Then compare your ideas with the information found at <http://ec.europa.eu/agriculture/organic/>



CAN YOU CRACK THE CODE?

This is a class A egg, an egg produced on the farm of an EU farmer and sold to you in a shop or market. To ensure that all agricultural products grown and produced in Europe are of high quality and good to eat, the EU has put animal welfare, labelling, traceability and quality schemes in place. Information which identifies an egg size and method of production can be found on the egg itself and on its packaging.

Look at the images below to verify the following aspects.



All Class A eggs in the EU must be marked with:

- ▶ a code to identify the method of production;
- ▶ the country of origin;
- ▶ the farm where they were produced;



That's a lot of information for each egg! Can you help crack the code?

1. The code starts with a number to identify the method of production:

0

Organic eggs

1

Free range eggs

2

Barn eggs

3

Eggs from caged hens

Which method was used to produce the egg in the picture on the previous page?

2. Two letters then follow; they denote the country of origin.

Which countries are used in the examples? What two letters would identify your country?

3. Finally, and most importantly, the number of the registered farmer who produced the egg is stamped on the egg and on its packaging.

What is the registration number of the farmer in the example above? What reassurance does the EU farmer give us by the use of this coding system? Why do you think we have food traceability schemes and food labelling systems throughout the EU? How important is it to you that each stage of the food chain — from farm to fork — is captured by the EU food traceability and labelling systems? Look at an egg or an egg carton at home and see if you can decipher its traceability code.

4. Eggs are very nutritious and one of nature's most versatile foods. Think of as many ways as possible to cook with an egg and if possible give the EU country most associated with a cooking method.

EGG DISH	EU COUNTRY
<i>Omelette</i>	<i>France</i>



5. Can you think of other EU-produced agricultural food products that have traceability and labelling schemes in place?

Look in the fridge tonight and make a list of the fresh farm-produced foodstuffs you find that are quality assured by the EU and its farmers.



CELEBRATING EUROPEAN FOOD TRADITIONS

Who has been to an agricultural fair, food fair or food festival? Why was the fair taking place and at what time of the year? What traditional foods did you see? What local products and dishes did you taste and enjoy there?

1. Can you name some local and traditional foods linked to food events or food festivals?

FOOD	REGION/LOCALITY	FOOD FAIR/FESTIVAL

2. Many food specialities and dishes can be traced back over centuries. Indeed recipes and methods have often been handed down from generation to generation.

Brainstorm with the class and create a list of regional and local traditional foods associated with your culture and its culinary traditions.

3. Where exactly are these foods produced in your country or region?

Are there marginal areas in your country (for example wetlands, mountain land and drought-prone areas) where farming is challenging? Suggest how farming could be supported in such areas.





4. If you know any folklore stories linked to local food specialities, share them with the class. What do our foods and our traditional dishes tell others about our culture? Discuss your thoughts.
5. Look online and research if there are any food fairs in your country. Can you find any gastronomic fairs, festivals and events that will take place in the coming months?
6. Did you know that 9 May is Europe Day?

How about celebrating Europe Day this year with a school food fair? There is no more delicious way to experience Europe's culture, history and traditions than through its food!

- a) In pairs select a European food fair or festival to research so that you can present it at the food fair organised by your school on the occasion of Europe Day. Explore the origins of the festival and select one traditional dish or speciality of the event to cook for the school food fair.
- b) Now research a traditional local dish in a similar fashion and, if possible, cook it as your European dish for your school food fair.
- c) Set up and decorate your food stall to display your dishes and offer your guests some delicious samples.



Find out more about Europe Day at
https://europa.eu/european-union/about-eu/symbols/europe-day_en





HARVEST

2050

What age will you be in 2050?

Today the population of the world is 7 billion, but in 2050 it is expected to reach 9 billion. At global level, food production will have to double in order to feed 9 billion people. As there is little room to expand the world's production area, farmers will have to produce more food with fewer resources.

This means that farmers will need to farm more efficiently. The EU is helping its farmers to do this and to produce more by investing in technology and research. Food waste will also need to be reduced.

Let's take a look at the types of crops that are being grown around the EU.

1. Open the EU agriculture map to see some of the crops grown and harvested in your country or region.
 - a) Consider the type of land, farm and climate of your country or region. Can you suggest why these crops are grown and produced?
 - b) Can you name some well-known foodstuffs and products that are produced from the crops and livestock of your country or region? Think of products that use food production techniques that can be traced back over centuries and where methods have been handed down from generation to generation.





2. The average EU farmer has only 12 hectares of land, which is equivalent to about 20 football pitches. This compares with an average farm size of 64 hectares in Brazil, 180 hectares in the United States and more than 3 000 hectares in Australia. The EU's high percentage of relatively small, family-run farms means that our farmers need to farm efficiently in order to provide consumers with a secure supply of high-quality food. Farmers also often sell directly to consumers at farmers' markets. Why do you think this is so?

- a) Which locally grown crops and products would you expect to see at a farmers' market where you live?
- b) Which fruits and vegetables would you expect to be on sale this season?
- c) How do you think fruit and vegetable prices are determined? Why not take a trip to a local farmers' market to see if the farmers' answers match yours?

3. What do you think happens to crops and products that are not sold at a farmers' market?

It's important that we don't waste the food that has taken farmers so much time and energy to grow. What can you do to reduce food waste (at home or at school)? What about launching a '2050 harvest challenge' to reduce how much food is thrown away?



For more information on this topic, see the **worksheet** **'Take action on food waste!'**



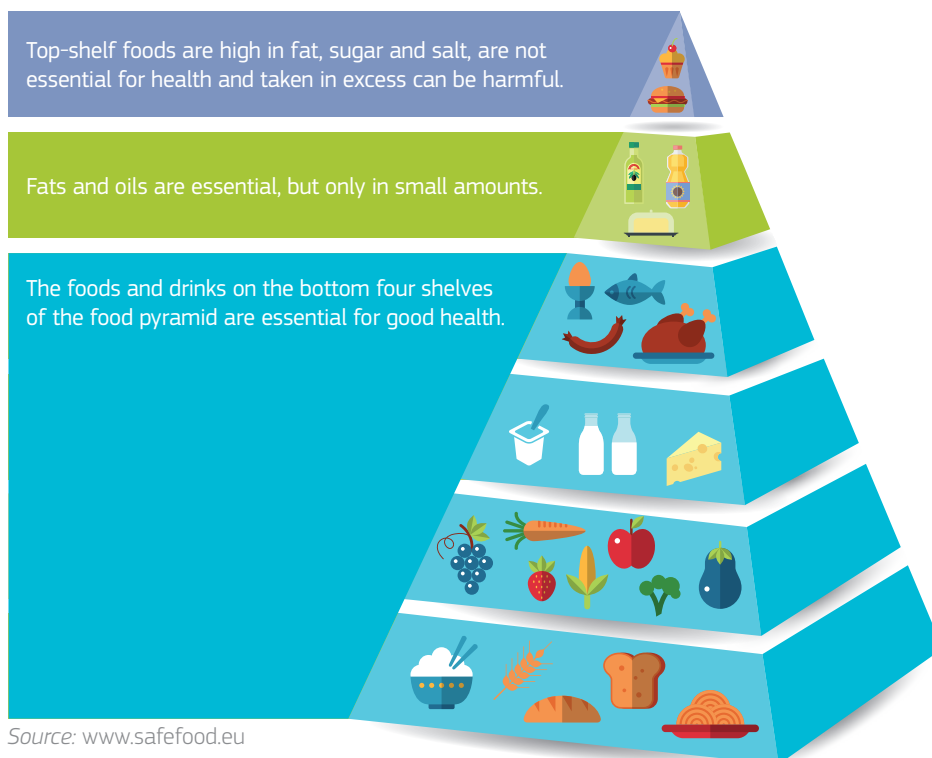


THE FOOD IN YOUR LIFE

The EU supports its farmers in producing high-quality food for us. Our food needs to be of high quality to supply the important nutrients that our bodies need to be healthy.

1. What do you know about healthy eating? This is a food pyramid and it shows the different types of foods and the quantities of each group that we need to be healthy.

UNDERSTANDING THE FOOD PYRAMID



Take a **critical look** at the pyramid. Are you surprised by any of the food and drinks found at the top of the pyramid?

The second 'shelf' from the bottom shows fruit and vegetables. Did you know that it's recommended to eat at least five portions of different coloured fruit and vegetables a day in order to stay healthy? The EU helps to fund schemes in schools that provide children with fresh fruit and vegetables to encourage them to develop good eating habits.



For more information, visit
http://ec.europa.eu/agriculture/sfs/index_en.htm



2. Let's look at food choices for families like yours around the world.



Here is a picture of the Le Moines family from France.

Can you give two examples of the food the Le Moines bought from the four food groups below?

MILK AND DAIRY PRODUCTS PROVIDE: CALCIUM, PROTEIN AND VITAMIN A	FRUIT AND VEGETABLES PROVIDE: VITAMIN A AND C
1.	1.
2.	2.
MEAT, FISH AND ALTERNATIVES PROVIDE: PROTEIN, IRON AND B VITAMINS	GRAINS PROVIDE: CARBOHYDRATE, IRON AND B VITAMINS
1.	1.
2.	2.

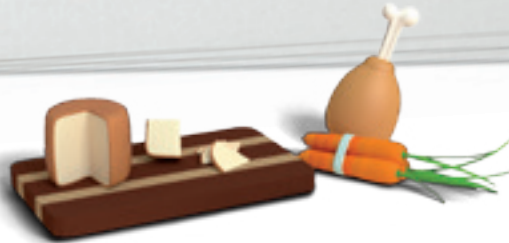
Do you think the Le Moines family's food choices for the week are balanced, healthy choices?

3. Make a list of what you ate yesterday and then divide the foods you ate into the four food categories above. Discuss your food choices with a partner. Were they nutrient rich? Could you have made some better choices?
4. Divide the class into seven small groups. Each group suggests a healthy meal plan for a different day of the week for the Le Moines family using the foods they purchased. Include meal plans for breakfast, lunch and dinner for the whole family. Discuss choices with the other groups.





→ In this two-part food project you will be able to dig deeper into farming and the different steps it takes to produce our food.



Part 1

Organise an excursion with your teacher. Identify three unique areas for gathering soil samples and analyse the specific characteristics of the soil sample in the science room. Discuss why it's important for farmers to know the pH and types of soil on their land.



Now it's time to **germinate some basil and lettuce seeds.**

Working in small groups cut empty plastic water bottles in two. Fill the bottom half with any standard moist compost and sow a few seeds of each type; use the top half of the plastic bottles as mini-greenhouses. Germination should occur within a few days if you keep your seeds moist and provide them with at least 12 hours of light each day. Keep a project diary so the different groups can report back on the growing conditions that work best.

From potting-up time you could continue to grow your seedlings indoors or in the school grounds. With good plant care each group will have a tasting session 5-6 weeks later!





Part 2

Organise a trip to a nearby horticulture or market-garden farm which produces fruit and/or vegetables. Alternatively the class could **go to a local farmers' market**.

Before you go, brainstorm questions you'll ask the farmer about the crops grown and the challenges and rewards of being a farmer. Select volunteers to ask the questions.

Question headings might include: size of the farm, crops grown, buildings, machinery and technology used, crop rotation, fertiliser use and disease control, cost and water use (e.g. do you know how much it rains in your region each year?). Ask the farmer about the processing and packaging of his or her food produce and how they market their crops.

Also ask what happens to misshapen or 'wonky' vegetables (that are irregular or have an unusual shape and don't look like the produce we're used to seeing in our shops) as well as to vegetables or fruits that are not sold.

Take your cameras on the visit, take note of any sustainable farming practices you see, such as use of natural fertiliser and conservation of water, and ask the farmer how they contribute to protecting the environment.

Having sought permission, gather different pieces of information and farm items (e.g. leaves, a soil sample and photographs). When back at school use books and the internet to find out more about the information and different items gathered.

In groups, create a collage on an A3 board to describe some of the characteristics of the farm and the fruit/vegetables grown by the farmer and sold at the market. Present each collage to the class and then display in an exhibition in the school hall.

