

Service-Learning in Action: Economies

Suggested Time:

Activity 1: 60 minutes, Activity 2: 2 x 60 minutes to plan + time to run the event

Materials:

- Chart paper and markers
- Computers with Internet access
- Event Planner organizer

Learning Goals:

Students will:

- Explore the impact sustainable agriculture practices can have on individuals, families and communities
- Use their knowledge and skills to run an event to support local farmers and producers

Activity 1: Exploring the Ripple Effect

(60 minutes)

1. In Lesson 4, students explored how sustainable agriculture practices can cause a ripple effect in the economy that can help, not only farmers, but their families and their communities. In pairs, ask students to make a list of ways sustainable agriculture can have a positive impact both locally and globally.
2. As a class, sort the lists students created into a set of categories that represent the different areas of impact sustainable agriculture practices can have. These areas may include *economic impacts*, *societal impacts* and *environmental impacts*. Record these categories on the front board or pieces of chart paper. Refer to the sustainability barrel from the Journey 2050 lessons as a tool for creating categories.
3. Once a set of categories has been established, ask each pair to join another pair to create groups of four.
4. Explain that each group will receive one of the following profiles of a farmer and their task will be to discuss how successful crop production and sales would benefit the farmer, their family and their community. Remind students to consider all the areas they previously listed.

Profiles

- Darryl is a fourth-generation farmer from Central Alberta, Canada. He farms 3,200 acres (one acre is roughly the size of a football field) and his primary crops are chickpeas, canola, wheat and hay, which he grows on a rotation. The weather and pests can be unpredictable and some years he experiences drought or hail. He inherited the farming land from his family and has built on a farm that has been in his family for many generations. If he were to purchase this land, it would cost him \$3000 to \$3500 Canadian Dollars an acre or over \$11 million dollars. The current biggest expenses, other than land is his equipment, which costs more than \$800,000 CDN. Darryl's family members have always been stewards of the land. Caring for the land, air and water ensures the next generation can continue to farm.
- Salena is a farmer in the northwestern region of India. She has a small plot of land where she grows a variety of grains and spices. Her crops have struggled over the last few years, so to supplement her income she also has three goats. Salena is a single mother to a five-year-old son. Salena's village is very rural and does not have a school or a medical clinic, so community members must travel many hours to the nearest town to attend school or see a doctor.
- Pedro and Sylvia are sugarcane farmers in Sao Paulo, Brazil. Pedro inherited the farm from his father and he sells his sugarcane crop to the local co-op, where it is then sold on the global market. Pedro and Sylvia have five children and they also support other family members in their community. The crop production on the farm is limited, so Pedro and Sylvia are hoping to buy the neighbouring farm to expand their business.
- Rose and Samuel are maize farmers in southwestern Kenya. They are experimenting with different types of seeds to find crops that are resistant to drought and are hoping to be able to find a solution that can support other farmers in their community as well. Rose and Samuel's two nieces live with them and attend the local school. Rose and Samuel also help with the school garden that provides food for the students' meals.
- 5. Once students have had a chance to read and discuss their profiles, ask a representative from each group to share their responses. As each group shares, encourage students to identify trends or patterns they see emerging. Record these trends and patterns under the categories students identified in Step 2 to demonstrate the key impacts sustainable agriculture practices can have on people and communities both locally and globally.



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Activity 2: Supporting Local Farms

(2 x 60 minutes to plan + time to run the event)

1. Individually or in small groups, challenge students to investigate local farmers or other people producing food in their community. Encourage students to find out what these farmers, growers or makers produce and how their work impacts their families and their community. Give students an opportunity to share what they've learned with the class.
2. Alternatively, visit a local supermarket and explore the products that have been imported from other countries. Encourage students to investigate how these products arrived in the store and why the store chooses to offer them. It's important to consider the climate and growing seasons in your area, the political landscape, and the impact buying imported products has on farmers globally.
3. As a class, plan an event that will support growers locally and globally, and raise awareness for the ripple effect these businesses have on the community. Choose from one of the options below or encourage students to suggest an idea of their own:
 - a. Organize a farmer's market. Find a space at school or in the community where local farmers and producers can introduce and sell their fresh produce to community members. Consider running the farmer's market on an ongoing basis throughout the year. Students can also consider hosting a marketplace to showcase crops from around the world and raise awareness for the work of growers locally and globally. If the school has access to a community garden, consider selling the produce at the farmer's market.
 - b. Run a sustainable bake sale that showcases locally produced ingredients. Create posters or other visuals that share information about the importance of supporting these local businesses. Encourage students to think about creating no waste products for their sale. For example, no plastic or food waste.
 - c. Host a school assembly or celebration event to honour and thank food producers in the local community. Invite staff, students, families and community members to celebrate together.
4. Encourage students to use the Event Planner organizer to plan their event. Students should consider contacting the growers they would like to support before starting the planning process to discuss the type of event that would be most effective.
5. After students have run their event, provide an opportunity for them to reflect on the experience orally or in writing. What did they learn about the role farmers and producers play in their community? How has this changed their view of the agriculture industry? What are the potential consequences of not supporting local farms? How has this experience changed their behaviour and what they think about when buying and consuming food?



Event Planner

Type of Event:	Date and Location:
Purpose of the Event/Goals:	Materials Required:
Team Roles:	
Support Required:	Costs: