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Integrated Governance
Cultural Heritage for VET

Farmed in Europe



Image caption: Eriksgården, located in Sjöbo (Sweden), mainly runs a berry breeding where strawberries, raspberries, blueberries and blackberries are grown. In 2010, a restaurant and a farm shop were built next to the farm. There is also a courtyard with a playground and straw jumping for children.

Photo by Andreas Hillergren <https://audiovisual.ec.europa.eu/en/photo/P-035145~2F00-43>



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Integrated Governance
Cultural Heritage for VET

General Overview of Exercise	3
Activity One - What do honey and feta cheese have in common?	3
Activity Overview	3
Descriptive activity sheet	4
Stage 1	4
Resources	5
Activity Two- What age will you be in 2050?	10
Activity Overview	10
Descriptive activity sheet	10
Resources	12
Activity Three - Climate change	14
Activity Overview	14
Descriptive activity sheet	14
Activity Four - Let's go to the farm	18
Activity Overview	18
Descriptive activity sheet	18
Stage 1	18
Resources	19

General Overview of Exercise

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. Students are guided to 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. They will discover how important it is not to lose contact with the farming world and to help agriculture productions. The exercises apply to vocational training courses in the HORECA sector.

Activity One - What do honey and feta cheese have in common?

Activity Overview

The aim of this activity is to show how farming and agriculture are part of each European person and background and how much influence our daily life. Agriculture has always been the activity carried out in every family until the industrial revolution and the building of our city.

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. Food waste will also need to be reduced.

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



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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?

The activity can be carried out during the lessons in general subject - food- science - ICT - HACCP - cookery

Descriptive activity sheet

Stage 1

Duration: 3 hours

Instructions: The activity will be mainly carried out in class with all the class participating and when they research for recipes or produce they can do it into small groups of 3 or 4 students and also at home by themselves.

The exercise starts with a short explanation on the European labels, goes on with an online research, a brainstorming, some other research and can be concluded (also over more than one session) with a cooking lesson.

The great heritage of European local products is enhanced with various quality labels, known and shared at a national and also European level. The teacher shows the student the labels (see below) and the class take a look at the [list of the certified products in the EU](#) and make a search: How many of these products have the class tasted? The research can be done at national or local level

Difficulty level: Basic

Objectives:

- Improve the understanding of written information
- Widen the knowledge of vocabulary
- learn the appreciation of cultural diversity
- Get to know the basic function and use of devices and software
- learn how to work collaboratively in teams

Key competencies:

- Literacy Competence
- Multilingual Competence



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- Digital competence
- Entrepreneurship competence

Resources

Human Resources: Teachers/Trainers in general subject - food- science - ICT - HACCP - cookery

Technical resources/equipment: Internet and websites, maps, Video Projector
Ingredients and cooking utensils.

Online resources:

The activity has taken inspiration from the teacher resource pack of the Directorate-General for Agriculture and Rural Development

https://ec.europa.eu/info/departments/agriculture-and-rural-development_en

https://europa.eu/learning-corner/home_en

Stage 2

Duration: 2 hours

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

The class is invited to brainstorm and create a list of regional and local traditional foods associated with the local culture and its culinary traditions. If there are students from a migrant background they will share their own regional and local traditional foods.

Does the class know how to cook them? They will choose a recipe for each student and ask a family member, the trainers or find the recipe online.

The class can engage in the preparation of some of these dishes, the trainers decide which dish is better according to the level and preparation of the class.

The students can also produce a paper/leaflet with the chosen recipe, including ingredients, photos and procedure.

Difficulty level: Intermediate

Objectives:

- Learn the appreciation of cultural diversity
- improving the knowledge of the basic function and use of devices and software



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- Learn how to work collaboratively in teams
- Raise the awareness of diversity and cultural identities in Europe
- Beginning to Understand the multi-cultural and socio economic dimensions of European societies, and how national cultural identity contributes to the European identity.
- Improve the knowledge of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions can influence each other as well as the ideas of the individual.

Key competencies:

- Citizenship Competence
- Multilingual Competence
- Digital competence
- Entrepreneurship competence
- Cultural Awareness and expression

Resources

Human Resources: Teachers/Trainers in general subject - food- science - ICT - HACCP - cookery

Technical resources/equipment: Internet and websites, maps, Video Projector
Ingredients and cooking utensils.

Online resources:

Tables of the EU and designating quality products as follows

PDO - Protected Designation of Origin - European Quality Label:



The Protected Designation of Origin (PDO) is granted to products which are produced, processed, and prepared in a given geographical area using recognized know-how

PGI - Protected Geographical Indication - European Quality Label:



In the case of the Protected Geographical Indication (PGI), the geographical link must occur in at least one of the stages of production, processing, or preparation. Furthermore, the product can benefit from a good reputation.

TSG - Traditional Speciality Guaranteed - European Quality Label:



A Traditional Speciality Guaranteed (TSG) does not refer to the origin but highlights traditional character, either in the composition or means of production.

BIO - Organic Farming Label - European Quality Label:



Consumers buying products bearing the EU logo can be confident that:

- at least 95% of the product's ingredients of agricultural origin have been organically produced;
- the product complies with the rules of the official inspection scheme;
- the product has come directly from the producer or preparer in a sealed package;
- the product bears the name of the producer, the preparer or vendor and the name or code of the inspection body.

Now the class searches for a map for the agriculture products of their country then they list the types of crops grown and livestock that they know.



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European agriculture provides us with an impressive array of quality products stemming from our traditions and heritage. The EU is constantly working to protect and preserve the authenticity of these products so that they may remain a feast for our senses.

<https://audiovisual.ec.europa.eu/en/video/I-162789>

In 2016 Phil Hogan, Member of the EC in charge of Agriculture and Rural Development, went on 6 business delegation trips to third countries aiming at promoting European agriculture and food products and to open new doors for EU agri-food export. The countries visited were Colombia and Mexico, China and Japan, Vietnam and Indonesia. In total 117 companies and organisations from the agricultural-food sector took part in those missions

<https://audiovisual.ec.europa.eu/en/video/I-132911>



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Activity Two- What age will you be in 2050?

Activity Overview

The activity wants to make the students aware of the connection of agriculture with everyday life and how important it is to safeguard agriculture productions for future generations.

The activity can be carried out during lessons in general subjects - economy -ICT - cookery - active citizenship -

Descriptive activity sheet

Stage 1

Duration: 4 hours

Instructions: The activity is carried out into small groups (when the class visits the market or produces the posters) and with the whole class when they watch a video or brainstorm.

There are also exercises to be carried on individually (for instance when the students keep record of the discarded food at home)

The activity starts with some questions and answers in the classroom, then the students go to visit a farmers' market and there they work in a small group interviewing the farmers and taking pictures and notes.

The same small groups go back to the classroom and create a collage introducing the farms to each other.

The class watches one or more videos on food waste and does individual work at home. After this they are divided into 2 groups to create 2 posters.

A trip to a local farmers' market is organized. Before the class goes, they brainstorm questions to ask the farmers about the crops grown and the challenges and rewards of being a farmer.

Students are also invited to think about the following:

- Which locally grown crops and products would you expect to see at a farmers' market where you live?
- Which fruits and vegetables would you expect to be on sale this season?
- How do you think fruit and vegetable prices are determined?



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They are invited to ask the same questions to 2 or 3 farmers and/or food sellers.
The class is divided into 2 or 3 groups and select different stalls.

Select also volunteers to ask other questions while the others take notes and pictures.
Questions might include:

- size of the farm
- crops grown
- buildings
- machinery and technology used
- crop rotation
- fertilizer use and disease control
- cost and water use (e.g. do you know how much it rains in your region each year?).

The students are invited to ask the farmers 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.

The students will take their cameras/phones on the visit, take note of any sustainable farming practices, such as use of natural fertilizers and conservation of water, and ask the farmers how they contribute to protecting the environment.

They go back to the classroom and in groups, they have to create a collage on an A3 board to describe some of the characteristics of the farms they encountered and the fruit/vegetables grown by the farmers and sold at the market and present the farms to each other.

The class then goes back to the topic of food waste: do they have any thoughts on what happens to crops and products that are not sold at a farmers' market? They watch the videos from the resource section

Difficulty level: Basic and Intermediate (entrepreneurship competence)

Objectives:

- Learn how to deal with ethical issues and support for both safety and environmental sustainability
- To know better the basic function and use of devices
- to know how to create and share digital content
- To understand the code of conduct and rules of communication



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- To acquire the ability to communicate in different environment and collaborate in teams
- To participate in community activities
- To know different context and opportunities to turn ideas into action
- To be aware of the challenges of sustainable development

Key competencies:

- Personal competence
- Citizenship competence
- Competence in Science
- Digital competence
- Entrepreneurship competence

Resources

Human Resources: Teachers/Trainers in science, hygiene, cookery - Local farmers' market

Technical resources/equipment: camera/phone - notepad - Internet connection - flipcharts - markers - printer to print the pictures - diary

Online resources:

For the food waste discussion they will watch one or more of the following videos:

<https://youtu.be/IKNwEUYtDto>

Around 88 million tons of food are wasted annually in the EU, with associated costs estimated at 143 billion euros. Wasting food is not only an ethical and economic issue but it also depletes the environment of limited natural resources.

<https://youtu.be/0eqxgvZNn0l>

Educational video tailored to children to help them comprehend the food waste problem and adopt environmentally and socially responsible behaviour. Raising awareness, passing along the message, affecting the behaviour of parents and other kids, making change



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<https://youtu.be/g3VtpgzNMIE>

Trashing food not only wastes resources, it also contributes to climate change. The good news is that there are many ways to address this problem, and feed people at the same time.

The class can be invited to have a look at this list of projects (examples) on food waste in Europe:

<https://tool.reducefoodwaste.eu/>

Do they know of any initiative in their own town or area?

Brainstorming:

It's important that we don't waste the food that has taken farmers so much time and energy to grow. What can we 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?

When we throw away food we are not just wasting the food, but also the work of the farmer and the earth's resources such as the energy, fuel, time and water that went into growing, harvesting, storing, packaging, transporting, marketing and cooking the food.

The students are invited to start by keeping a record for a week of all the food you discard and throw away in your home. In the following session, after a week, they will discuss the type and amount of foods discarded, better ways to shop for food, ways to avoid food waste and how to deal with the foods we haven't eaten.

The class is divided into two workgroups to create two posters, one to display in school and one at home called '10 tips to reduce food waste': the posters will include a list of actions that can be taken as a school, as a person, at home in order not to waste food. The teacher can find some tips and materials here <http://www.reducefoodwaste.eu/index.html#>

The posters can be made using <https://padlet.com/> or Canva or simple paper.

Activity Three - Climate change

Activity Overview

Almost half of the European land is farmed. Europe needs its farmers to meet the challenge of supplying us with safe, nutritious food and to protect the countryside and environment. Farmers are the first to realize the need to care for our natural resources — after all, farmers rely upon them for their day-to-day living. They manage the countryside for the benefit of us all. They supply ‘public goods’ — the good care and maintenance of our soils, our landscapes, ecosystems and habitats, and a great diversity of fauna and flora. Farmers are not rewarded for these services.

The activity can be carried out during the lessons in general subjects - food- science - ICT - sustainable development

Descriptive activity sheet

Stage 1

Duration: 2 hours

Instructions: The activity is carried out with the whole class in order to stimulate discussion and knowledge about some phenomena.

The activity is mainly a brainstorming trying to convey the message that everything we do and eat is linked to the environment.

The trainers/teachers will list the following events on a blackboard and ask the students to circle any of the adverse climate-related events that have taken place and affected farming and food production in their country in the last decade. The students may investigate the Internet to search for news and articles.

A short discussion may follow using the following map as a resource ¹

¹ European Environment Agency - EEA



Arctic region

- Temperature rise much larger than global average
- Decrease in Arctic sea ice coverage
- Decrease in Greenland ice sheet
- Decrease in permafrost areas
- Increasing risk of biodiversity loss
- Some new opportunities for the exploitation of natural resources and for sea transportation
- Risks to the livelihoods of indigenous peoples

Atlantic region

- Increase in heavy precipitation events
- Increase in river flow
- Increasing risk of river and coastal flooding
- Increasing damage risk from winter storms
- Decrease in energy demand for heating
- Increase in multiple climatic hazards

Mountain regions

- Temperature rise larger than European average
- Decrease in glacier extent and volume
- Upward shift of plant and animal species
- High risk of species extinctions
- Increasing risk of forest pests
- Increasing risk from rock falls and landslides
- Changes in hydropower potential
- Decrease in ski tourism

Coastal zones and regional seas

- Sea level rise
- Increase in sea surface temperatures
- Increase in ocean acidity
- Northward migration of marine species
- Risks and some opportunities for fisheries
- Changes in phytoplankton communities
- Increasing number of marine dead zones
- Increasing risk of water-borne diseases

Boreal region

- Increase in heavy precipitation events
- Decrease in snow, lake and river ice cover
- Increase in precipitation and river flows
- Increasing potential for forest growth and increasing risk of forest pests
- Increasing damage risk from winter storms
- Increase in crop yields
- Decrease in energy demand for heating
- Increase in hydropower potential
- Increase in summer tourism

Continental region

- Increase in heat extremes
- Decrease in summer precipitation
- Increasing risk of river floods
- Increasing risk of forest fires
- Decrease in economic value of forests
- Increase in energy demand for cooling

Mediterranean region

- Large increase in heat extremes
- Decrease in precipitation and river flow
- Increasing risk of droughts
- Increasing risk of biodiversity loss
- Increasing risk of forest fires
- Increased competition between different water users
- Increasing water demand for agriculture
- Decrease in crop yields
- Increasing risks for livestock production
- Increase in mortality from heat waves
- Expansion of habitats for southern disease vectors
- Decreasing potential for energy production
- Increase in energy demand for cooling
- Decrease in summer tourism and potential increase in other seasons
- Increase in multiple climatic hazards
- Most economic sectors negatively affected
- High vulnerability to spillover effects of climate change from outside Europe





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TOPICS FOR DISCUSSION

- Floods Winter storms
- Falling crop yields, crop failures
- Heat spells
- lack of summer rain
- Rising sea levels
- Change in growing season
- Soil erosion
- Animal health and welfare issues
- Drought Habitat loss
- Water shortages
- Increase in pests and alien species

The teacher/trainers will place two posters, an 'I agree' and an 'I disagree' poster, on walls at opposite sides of the classroom. A volunteer reads a statement and each of you place yourself, in response to the statement, at either side of the room. The volunteer asks a few students from each part of the room why they stood there. Everyone is free to move location if convinced by the points raised, but must explain why they have been persuaded to move.

- ▶ To ensure we can feed future populations we need to focus more on sustainable production.
- ▶ Organic farming methods may be the most sustainable way of farming, but they won't be able to feed a world population of 9 billion by 2050.
- ▶ We need to grow food more efficiently rather than cut down trees and forests for agriculture.
- ▶ We should depend less on imported food and focus more on local farmers for food security.



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- ▶ We need to eat more seasonally to participate in protecting the environment, despite not being able to buy certain fruit, like strawberries, all year round.

Difficulty level: Intermediate

Objectives:

- To improve the understanding written information
- To learn how to search and process information
- To acquire the ability to understand spoken languages, to initiate, sustain and conclude conversation
- To acquire the basic principle of the natural world, scientific concepts and understanding the impact of science and human activity on the natural world
- To learn how to deal with ethical issues and support for environmental sustainability
- To acquire knowledge of contemporary events
- To raise the awareness of climate and demographic change at the global level and their underlying causes.
- To raise the awareness of ethical principles and challenges of sustainable development

Key competencies:

- Literacy
- Multilingual
- Science competence
- Citizenship competence
- Entrepreneurship competence

Resources:

Human resources: Teachers/trainers in science, geography

Technical resources/equipment: flipcharts - blackboard/LIM - Internet connection



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Activity Four - Let's go to the farm

Activity Overview

Farming is a principal economic activity in most rural areas of the EU. There are nearly 44 million people employed in the agri-food industry/sector, working on farms and in related sectors, providing farm inputs, such as farm equipment or machinery or food processing, distribution and food retailing. The farming and food sectors together represent around 7 % of the gross domestic product (GDP) in the EU and this means the future is bright with possibilities for your students.

The activity can be carried out during lessons in general subjects - economy - tourism and hospitality- ICT

Descriptive activity sheet

Stage 1

Duration: 4 hours

Instructions: The activity is carried out into small groups and some discussions involve all the class.

The activity starts with some discussion in small groups, then reported to the class. Again in small groups they have to create some advertising materials and surf a website to analyze volunteering options in farms in Europe reporting them to the class.

The students are divided into small groups and discuss the following questions. They may use the Internet for resources.

- What is agri-tourism?
- What are the benefits for farmers?
- What are the benefits for the local community?
- What is direct selling?
- What are the benefits for farmers?
- What are the benefits for consumers?

They report back to the rest of the class and the discussion continues involving all the class: Has anyone visited an 'agritourism' business or bought produce directly from a farm? The students are invited to search online for some agritourist business or farmhouses in your area and try to understand their peculiarities.

Then, again in small groups, they imagine being a farmer who has just renovated some rooms for guests or opened a farm shop. They create an advertising leaflet with Canva or similar open source tools to promote this new venture and encourage people to visit the farm

Difficulty level: Basic / Intermediate for entrepreneurship competence

Objectives:

- To know the basic function and use of devices
- To learn how to create and share digital content
- To know how to turn ideas into action
- To start planning projects
- To learn how to work in team

Key competencies:

- Digital competence
- Entrepreneurship competence

Resources

Human Resources: Teachers/trainers of economy, cookery, geography

Human Resources: Internet - Online tools to produce leaflet - Computers

Online resources:

If the activity is successful the trainers might give the students some ideas for volunteering abroad or in their own country with the following task:

The students go online on the website <https://www.woof.net/> (or the one in their own country)



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<http://wwroof.lt/lt/kas-yra-wwroof> (for Lithuania)

<https://wwroof.se/> (for Sweden)

<https://wwroof.es/> (for Spain)

<https://www.wwroof.it/it/> (for Italy)

and surf some of the hosts and tell the class where they'd like to go and spend some time.

They have to explain why to the whole class and highlight the good and bad sides of the destinations/hosts that they have chosen.