

Growing Global Food Citizens

A 5-day exploration of sustainable food in Scotland

Growing Global Food Citizens is a 5-day continuing professional development course for teachers.

Edinburgh City Council and Eco-Schools Scotland, together with Whitmuir Organics and six Edinburgh primary schools – Craighour Park, Carrick Knowe, St John's, Davidson Mains, Gracemount and Murrayburn - successfully submitted a collaborative bid to the Food for Thought Education Fund 2013-14.

The Food for Thought funding award enables:

- Eco-Schools Scotland to facilitate the development of a professional learning community to share good practice and collaborative learning.
- Whitmuir Organics, a working organic farm with on-site butchery, kitchen, restaurant and shop, to design, write and deliver a 5-day course to 12 teachers (2 from each school) to increase their knowledge and confidence in identifying and understanding sustainable food systems.
- Each of the 6 schools to undertake practical projects in their own schools.

The first 5-day course is scheduled to run on: 12 November and 3 December 2013, 14 January, 11 February and 18 March 2014.



Whitmuir Organics
Whitmuir Farm
Lamancha
West Linton
EH46 7BB

www.whitmuirtheorganicplace.co.uk
01968 661908
info@whitmuirtheorganicplace.co.uk

This folder belongs to:



Section 1

Background information

About the authors

The aims of the course

The course overview

The teaching method

Section 2

Teaching materials

Food as a system – ecological, biophysical, political, economic, social and cultural

History, culture and land use

The impact of food - on soil, plant, animal, water, climate change and farmers

Growing food – what, when, how and where

Eating food - nutrition, fuel and for method acting

Section 3

Assignments, evaluation forms, background materials, reading materials

Additional materials provided by guest presenters

Notes from each session – to be written up following each session

Section 1

Background information

About the authors

Prior to Whitmuir, Heather Anderson and Pete Ritchie worked for nearly 20 years in the field of community development, social inclusion and social change. From 1993-2004 they ran Scottish Human Services Trust, an agency committed to increasing social inclusion for individuals at risk of discrimination and exclusion – young people in care, people with learning or physical impairment, people with mental ill health, older people, etc.

During that decade, in addition to delivering over 250 consultancy and training contracts across the UK and internationally, nearly 12,000 people participated in their community building, person centred planning, capacity building and leadership development programmes.

When Pete and Heather moved to Whitmuir Farm in 2000 they slowly changed their focus to community involvement and education around food and farming. Whitmuir is a small, organic upland farm just 16 miles outside central Edinburgh. The mixed farm now rears beef cattle, pigs, sheep, turkeys and hens for eggs. It also grows as wide a range of seasonal vegetables and soft fruit as possible, given its altitude and soil.

Believing that food is a relationship, not a commodity, Pete and Heather launched their farm supporters scheme in 2006. Now over 250 people have accounts with the farm where they pay monthly standing orders in exchange for food, making this one of the largest community supported agriculture projects in the UK.

In 2007 the farm butchery and first small shop were opened and in 2009, the business expanded with the larger shop, licensed restaurant, online shop and home delivery service.

Together with the Dancing Light Gallery and the Breadshare Bakery, two separate businesses located on the farm, the farm is a place of work for over 35 people. The farm allows access to every element of the food system in one place, from birth to bacon and seed to sourdough. As well as seeing the growing and livestock, you can speak to farm staff, chefs, butchers, bakers, cake-makers, waiting and shop staff and delivery drivers.

The work of the farm is driven by a desire to not just produce, cook and sell great food, but to engage people with the issues of sustainable food production. A wide range of events, talks, courses and tours take place on the farm every year.

The Whitmuir Project was set up in 2010 as a registered charity to use the resources of the farm for educational purposes. As well as developing farm trails and commissioning work on the farming history of the valley, they run the Green and Black Bio-char project on the farm, funded by the Climate Challenge Fund.

In December 2012 Whitmuir Community Benefit Society was established with the aim of moving the farm into community ownership and developing the living learning space as a sustainable community enterprise.

The aims of the course

The course aims to help teachers support their pupils to become global food citizens. Global food citizens combine food literacy with a clear set of values and habits. They can demonstrate appropriate levels of competency in each of the following five areas throughout their primary school education:

- 1 I know about my country's food culture and food history
- 2 I know how food affects me
- 3 I know how food affects the environment
- 4 I know how to cook for myself, my friends and family
- 5 I know how to grow some of my own food

We will achieve the aims of the course by:

- Using the material presented on the course to strengthen and expand our understanding of the existing food system
- Developing and agreeing our understanding of what constitutes a sustainable food system
- Developing a shared understanding of what it means to be a global food citizen
- Working collaboratively to create a robust global food citizen framework, ensuring that the levels of competences are relevant and match ages appropriately
- Using the course assignments as a way of engaging others in the development of the framework
- Improving course materials and illustrating issues, using Whitmuir Farm as a case study and live classroom
- Building on the knowledge and experience which teachers bring, develop a minimum of 5 lesson plans collaboratively, which can be tested and improved in real classroom situations
- Actively participating in the learning community

The course overview

Day 1 – 12 Nov	Day 2 – 3 Dec	Day 3 – 14 Jan	Day 4 – 11 Feb	Day 5 – 18 Mar
Food as a System	History, culture and land use	The impact of food on the planet	Growing food	The impact of food on me
Welcome	Report back	Report back	Report back	Report back
Aims Getting to know one another	The history of our food	Soil and why it matters	The growing calendar – what, when and where	Biology – what my body does with food
Sharing food stories and agreeing ground rules	Land ownership and its impact	Impact of different farming methods on soil, plant, water, climate and farmer	What we export, what we import and why it matters	Nutrition – what my body needs from food
Food as a global system	What we ate The Guid Scots Diet	Sustainable intensification Vs agroecology	Soil testing and seed selection	What you need to eat to be... Chris Hoy, Peter Kay and others
Lunch	Lunch	Lunch	Lunch	Lunch
On the farm Food as a system Ecological Biophysical Political/ economic Social/cultural	On the farm A farming history	On the farm Livestock, welfare and meat	On the farm In the polytunnel	On the farm In the butchery and the kitchen
School projects	Our national and regional foods	Making trade fair – supply, demand, cost, wholesale, retail	Lesson planning	Presentation
Assignment The Bannockburn supper - 1314	Assignment 1914 lunch	Assignment Commonwealth meals	Assignment A seasonal recipe book	Evaluation

The global food citizenship framework – the component parts

A working draft for discussion and development

1 I know about my country's food culture and food history

- The history of food in Scotland – from the first farmers, the Romans, the monks, the reformation, the agricultural improvers, the enclosures and clearances, the drove roads, post war to present
- Land use – what we grow where in Scotland –the East/West divide, what we export and what we import
- Fisheries and wild food
- The Guid Scots diet – what we used to eat and why it changed
- Our national and regional foods
- The current diet and the consequences of our changing food culture

2 I know how food affects my body

- What my body needs – understanding basic nutrition
- The effects of different foods on my body
- The importance of fresh and seasonal food
- How different methods of farming, processing and cooking affect my food
- How to eat for different results

3 I know how food affects the environment

- How different farming methods affect the soil and plants
- How different farming methods affect livestock and wildlife
- How different farming methods affect water
- How different farming methods impact on climate change
- How different food systems affect the farmers – fair trade, farm gate prices, direct sales, commodity production for global food companies
- The journey from farm to plate – energy use, waste, packaging, processing, refrigeration

4 I know how to cook for myself and my family

- I know when food is fresh and safe to eat
- I know which foods I can eat raw
- I know how to clean and peel vegetables
- I know about different way of preparing some food
- I know how to not waste food and use up leftovers
- I can prepare 5 simple meals

5 I know how to grow some of my own food

- I know about what plants will grow outside in my part of Scotland and which ones need to grow in a polytunnel
- I can recognise different fruits and vegetables and know which ones I can grow here and what we have to import
- I know about different plant families- e.g., brassicas, alliums, umbellifers and why rotations are important for plant health
- I know what soils need to be healthy and fertile
- I can get the soil ready for planting or sowing
- I can sow, weed, water and harvest my crops

The teaching method

Pete Ritchie and Heather Anderson are the course authors and facilitators. Their job is to present materials, facilitate learning and take notes. A range of guest presenters with specialist knowledge will also be invited.

As this is the first time we have run the course. Materials will be added, created and adapted throughout. A revised and an updated version of the pack will be available at the end of the process.

The course style will be informal and highly participative. We will mix formal presentations with small group exercises and power point and handouts with welly boots and spades. The facilitators will strive to ensure that everyone can contribute and that discussion and debate throughout the course is structured and constructive.

Each session will combine taught input, group and individual discussions, farm based creative work, monthly assignments and pragmatic lesson planning.

We will be working with graphics - illustrations and notes on large sheets of paper to ensure we capture our learning and ideas. Graphic recording creates a live, public record of what is happening, which can be challenged and developed by the group in real time. Graphic recording helps the group stay focused and when done well, enables people to identify previously unidentified patterns and connections. It encourages creative thinking and facilitates creative solution-based thinking.

We will also be asking participants to reflect on what they are learning and spend time in small groups sharing their insights and thoughts. Work on assignments and school projects will be reported back and assimilated into the course learning. We will also be supporting teachers to work across their school boundaries, to design lesson plans for trial and adaptation.

Each session will be fully evaluated. Our aim at the point of writing is to work towards an end of course presentation.

Section 2

Teaching materials

Food as a system

Course programme day 1 – Tuesday 12 November 2013

9.00	Tea/ coffee and welcome	
9.10	Aims and overview of proposed course design What we expect from one another	Presentation Presentation and group work
9.30	Getting to know one another – name, school, passion, project	Wall graphic
10.00	Agreeing the groundrules	Group work
10.20	Break	
10.40	Sharing our food stories and reviewing the groundrules	Group work
11.15	Presenting the Framework	Presentation
11.45	Food as a global system Ecological – impact of food on the wider environment Biophysical – what we grow and produce Political-economic – speculation, commodity trading, processing, branding, marketing, pricing, scale Social/ cultural – where we shop, how we buy, what we eat, habits	Presentation
12.30	Lunch at the farm	
1.30	Guided farm tour – with Leonie Alexander. Reflecting on the ecological, biophysical, political-economic, and social/ cultural themes as they occur on the ground	Group tour
15.30	Break – return to Hub	
16.00	Learning to listen – capturing key ideas	Small group work
16.30	Assignments for the course – what we ate before the battle of Bannockburn	

What we expect from one another

Why we do this

To clarify with you what you can expect from us, and what we can expect from you.

How we do this

We will talk through the following points and then give you 5-10 mins in small groups to discuss, amend and make any changes you wish to make. We can alter the text in the packs in the large group, following the discussion.

As course facilitators we bring

- Experience of helping people to understand the problems they are struggling with and develop ways to make change happen
- Day to day experience of the food system through running a mixed farm, butchery, shop, restaurant and online home delivery business
- Specific knowledge about organic farming and food systems
- Baseline knowledge of how the global and national food systems operate and their impact
- A commitment to create a more sustainable food system in Scotland

What you can expect from us

- What is said within the room, stays within the room – if issues are raised which require action to be taken, we will agree as a group how best to do this
- We will facilitate the sessions to make sure that each person's viewpoint is heard and that each person is encouraged to contribute and share their learning
- We will be ready to start on time
- We will keep the programme under review with you, and adjust timings and content by negotiation as required
- We will use a range of learning methods to make learning easier
- We will recommend additional reading and resources where relevant
- We will be happy to answer questions and contribute to discussions through out the course
- We will strive to make the course enjoyable, stimulating and useful

What we do not bring – but you do

- Knowledge of the school, the pupils and the current resources available to you
- Knowledge about the way things work in your school – who's who, what's happened before, what's likely to work, what's likely to fail
- Knowledge of the food system through your own experience
- Your time, energy and ability to learn.
- Your intuition, imagination and enthusiasm – all of which will help us work out what we have to do next

What we expect from you

- To be present, on time – or let us know
- To say what you think, not what you think someone wants to hear
- To participate
- To contribute
- To invite and respect other people's contributions
- To respect the confidentiality rules for the course

Once this has been discussed in the small groups, we will discuss in the large group and make any necessary amendments. Please amend your pack to include alterations.

Agreeing the groundrules

Why we do this

The participative part of the course will last 37.5 hours. Participants will also be working on course assignments, contributing towards a learning community and reporting back to their schools on course work. Many of you will be meeting for the first time and come from different schools with different cultures.

We want to work together in an inclusive, empowering and enjoyable way – so we think it is important to agree some rules for how we work together over the next 5 months. This is our first attempt at this process and the groundrules we agree now can and most probably will be adapted as the course progresses.

How we do this

You will work in small groups for between 5 and 10 minutes to suggest some basic groundrules.

Food is a highly emotive and personal issue. All of us make decisions about food at least 3 times every day, sometimes many more. Many of us will be carrying levels of anxiety and concern about what we eat ourselves, what we feed our families, the impact of food on health and the financial and cultural issues endemic in any conversation about food. So spending 5 days delving into all those issues is scary!

Take the time to think about things you need the facilitators to do to make people feel relaxed and engaged, or conversely, what they might do that might make you feel anxious, uncomfortable or self-conscious.

It might also be worth giving some thought to how we support one another – how we record and report back group discussions, how we ask questions and challenge presenters, how we enforce groundrules and perhaps how we keep our sense of humour whilst exploring in earnest some challenging concepts.

Once we have reported back each groups suggestions we will agree our groundrules. Please take a note of the final agreed list over the page. Groundrules can be adjusted throughout the course.

Total time – 20 minutes

Sharing our food stories

Why we do this

To capture some of the complexity and sensitivity of the subject of food, and begin to share our feelings about the issues.

How we do this

Working in pairs, we want you to take it in turns to interview one another. Take each question in turn. When you are interviewing, try to coax and support your partner to remember as much as possible, try and capture key details. Using flip chart, takes notes about what your partner is saying. The swap roles and repeat before moving onto the next question.

The facilitators will keep time to ensure that each question is given sufficient time to allow each participant to share their thoughts.

Once the pairs have worked through the three questions together, the facilitators will graphically record some of the feedback, aiming to identify themes, issues and complexities.

The questions are:

Earliest memories

Try to recall one of your earliest memories of food or earliest story about you and food. Think back to your childhood, try to get back in touch with the smells, textures, environment, physical space you were in.

What was the food? What was the occasion (if any)? Were others involved? What were the feelings associated with the memory? How do you feel remembering this?

Rules

Thinking back to your childhood again –

How was food prepared, talked about, served, managed in your house?

Who's job was it to do the food? What did they feel about it?

Were there different roles for different types of food?

Thinking back, what were the key rules or message you received and absorbed about food in your house?

Hospitality

Can you remember the first time you cooked for others?

How old were you? What was the occasion?

How did you decide what to cook?

What feelings did you have about cooking – positive and negative?

How did it go? What did it teach you about cooking for others?

Learning to listen

Why we do this

We will be spending a lot of time on the course undertaking group work, listening to presentations, absorbing new information. This exercise gives everyone a small piece of time to reflect on what they have each been learning and be listened to by others. It gives everyone the chance to practice listening intently to another person without interrupting them.

How we do this

Working in groups of 3 or 4, position yourselves in a close circle facing one another. Each person should be able to communicate with the other members of the circle without being interrupted by another circle's conversation.

The facilitators will spend the first few minutes reminding everyone of the work we have just been doing. Then they will ask each person to take a minute to reflect, in silence, on what they have been learning or what has had the biggest impact on them so far.

Each person, in turn, will be given an uninterrupted 2 minutes to tell the other members of their circle what they have reflected on. Only that one person can speak during the 2 minutes – the other circle members spend time listening intently to the contribution.

If the person stops speaking before the end of the 2 minutes, the others must still remain silent.

Each member of the circle will be given 2 minutes in turn, then the full circle can share their thoughts and responses.

The facilitators will then ask each circle to share something of their thoughts and feelings with the whole group. We will keep a graphic record of these responses and at the end facilitators will respond to any key questions or issues raised.

Evaluation form – Day 1

What do you think of the course so far?

What part of the programme today did you find most useful?

What is the most significant thing you have learned today?

What did the facilitators do well and why?

What could they have done better?

Is there anything you think could have been done differently?

Are there any other general comment you would like to make about the course content, the facilitators, the venues, the food etc.

Name

We ask that you give us your name to enable us to respond to any specific issues you have raised. However, you do not have to add your name if you are uncomfortable doing this.

Many thanks for your time today and your time in completing this form.