

The '4 Themes' Activity

We know that the four learning themes of Grow it Global can appear rather abstract. But what you and your pupils discover during the course of the project should help to increase your understanding of all of them – as well as providing a wealth of opportunities for wider discussion and debate.

This activity requires pupils to decide which of the four themes a learning point relates to. It will help pupils to make the links between what they learn on their farm visits and the broader Grow it Global themes. It will take about 30 – 40 minutes in total. Divide the class into groups of about four pupils.

For each group you will need:

- A set of the learning point statements (28 – but you can add more if you want to), with the statements cut up into separate cards. Put these in an envelope.
- Four 'header' labels, perhaps in different colours – Food production and security, Sustainable development, Climate change and Similarities and differences.
- If you want to do so, you can provide a large piece of paper as a backing.
- You could also add some extra blank cards for other learning points that they remember.

What to do:

- You can run this activity both before and after your farm visit. If you haven't done so, start with a short recall session, asking the pupils what they remember that they have learnt.
- Remind the class of the four themes and check they understand the terms.
- Divide the class into small groups and give each a set of statement cards and the header labels.
- If they have a backing sheet of paper, ask them to divide it into four, with a header label at the top of each one. Or ask them to lay out the header labels on different parts of their table.
- Ask them to look at each card together and to decide together which theme it illustrates.
- Explain that there are no right or wrong answers and they may find that some cards overlap two or more themes – the important thing is that they discuss their reasoning.
- Give the pupils about 15 minutes to consider the statements and position them against the learning themes.
- Discuss at the end where they placed the statements. Was it easy or difficult? Did they all agree? What about the ones that overlapped two or more themes? What questions or discussion points arose? What did they learn from the activity?

Most people in Uganda have to grow most of the food they need

Some people do not have enough to eat

Matoke is made from bananas, it is very popular in parts of Uganda. People also make flour out of maize (sweetcorn) and use other foods such as cassava, spinach and onions.

Children often have lots of responsibilities - they have to fetch water, help look after animals, weed the vegetables, and care for younger brothers and sisters - all before they go to school in the morning!

It is often difficult to grow enough food to stay healthy.

Farms in Uganda are much smaller than most farms in the UK.

Often the soils are poor and lacking in nutrients.

The seasons are different - instead of Spring, Summer, Autumn, Winter there is a dry season and a wet season, so the 'farming year', planting and harvesting happens at different times to the UK.

People have noticed that the weather has become very hard to predict and often extreme - including droughts, which cause crop failures or floods, which wash away the plants.

People mostly work the land using hand tools, such as hand hoes, or sometimes with animals such as oxen. It is hard work and takes a long time.

Water supplies are often unreliable and quite far away.

Most farming families are poor and struggle to earn a good income - there is little money for things like fertilisers or machines and the fuel to run them.

To make sure they can keep feeding their families (now and in future), people have to find ways of looking after 'natural resources' such as soil and water.

People have invented some great ways of feeding their families, even when the weather is hard to predict, while at the same time looking after the soil for the future.

Good compost and animal manure helps to grow healthy plants- in Uganda they collect the animal poo and also make 'plant' tea from cow urine, garlic and tomato plant leaves.

Maize (sweetcorn) is dried on the ground or on the roof of the house before it is stored, so that it keeps better for a long time.

Keyhole gardens help families to grow the food they need, so they are not hungry and can eat a healthy diet

Keyhole gardens are made from local and recycled materials.

Keyhole gardens take up less space than a normal garden and make good use of good soil when there is not much of it. In the same way they help to save water - so they can survive the dry season.

Using natural fertilisers and pesticides (pest killers) that are 'home made' costs less money than chemical fertilisers.

Keyhole gardens survive when heavy rain causes flooding.

Selling vegetables and milk gives people money - so children can go to school, a house can be built, a tap installed and medical bills can be paid.

A Tip-tap handwasher is made of recycled materials, and is a great way to help families stay healthy.

Children are very creative at making toys out of items we might think of as rubbish!

There is a lot we can learn from farming methods that are used in Africa.

Lots of food we eat in the UK comes from a long way away - is this a good or a bad thing?

In the UK, our farm machinery uses lots of diesel/petrol and is very expensive to run.

By eating things grown locally, using few chemicals, we are reducing our 'carbon footprint'