

Getting the most from Grow it Global

About this resource

You will already have received detailed information about the aims of Grow it Global. This resource aims to help you and your pupils to get the most out of the project in terms of learning and enjoyment. Its purpose is to guide you through the timeframe and main themes and to give you some ideas for approaching these with your classes.

It is broadly divided into four sections:

1. **Preparing for your farm visit**
2. **Making the most of the visit and immediate follow up**
3. **Ideas for longer term extension work in your school**
4. **Resources and additional information**

The key themes:

With Grow it Global, you and your pupils will be on a journey of discovery, during which you will visit a UK farm, meet an African farmer, find out more about the world and learn new skills to share in your school. Passing on the learning is an important aspect of the project – we hope that its legacy will be evident in the school for years to come.

Throughout this journey, we ask you to bear in mind these central learning themes:

Food production and security: where does our food come from? How do others eg in Africa feed themselves? What can we learn that will help us to feed the world in future?

Sustainable development: What does this mean? How can we look after the world's resources? What can we learn from Africa that might help us to do this in our schools?

Climate change: How does this affect people, particularly farmers in different parts of the world? What can we do?

Similarities and differences: In terms of the lives of families in Africa and the UK, what similarities, as well as the more obvious differences, can we identify and what can we learn from these?

Teachers have used the project in many creative and imaginative ways to deliver different aspects of the primary curriculum. We are therefore not going to present you with a list of curriculum links here.

Grow it Global can enrich the curriculum and contribute to whole school learning in a unique manner, helping children to develop knowledge and understanding, skills and values that will help them to become successful, confident learners and responsible global citizens. It also matches completely the statement of values that requires the curriculum to *“enable pupils to think creatively and critically, to solve problems and to make a difference for the better.”* And similarly, that it should *“develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.”*

1 Preparing your class for the farm visit

We hope that the training day will leave you feeling informed and enthusiastic about what lies ahead. So this is mainly a reminder... however, we cannot stress too strongly the value of advance preparation of your class before visiting the farm and meeting the African farmer.

Having explored some of the topics below, we recommend that you and your class put together a list of questions to ask the farmers when you meet them. You will find the time on the farm goes really quickly – a list drawn up in advance will help you to maximise the opportunity and go back to school with all the information you want.

Country information (Uganda)

- Where is Uganda? How far away is it?
- Use map skills and internet to research eg: – geographical information / climate / landscape / what it produces / people and everyday life / music / the flag etc
- What questions do we want to ask?

Food production and security (having enough to eat)

- What do I eat for my lunch? Chart pupils' lunch box ingredients over a week
- Where do these foods come from? Which are fresh / grown? Food miles?
- What is a UK farm like? Size? What grows / is produced there?
- What will we expect to see on the farm? (animals? machines? buildings? people?)
- What do people eat in Uganda? Do they get enough to eat?
- What questions do we want to ask?

Sustainable Development

- What does the word 'sustainable' mean to the class? How does that link to the way in which we use the world's resources?
- Which resources is the class already careful about? Energy? Water? Paper? Think about all the resources used in the room / every day. What is wasted?
- Consider how things might be different in Africa in terms of resource use and in having a good quality of life
- What could a farmer / gardener do to try to grow things sustainably?
- What questions do we want to ask?

(The term 'sustainable development' describes the ways in which people all over the world can progress towards having a good quality of life, while ensuring that the world's environment and resources are conserved for the future.)

Climate Change

- What are the reasons why the world's climate is changing? (NB difference between weather and climate)
- What is the impact of this – in UK? In Africa? Is there anything we can do?
- What questions do we want to ask?

Similarities and differences

- What do we think might be similar in the lives of people in Uganda and here?
- What might be different? Find examples of difference that the class has learned from (eg a new language / way of doing something / recipe)
- What questions do we want to ask?

Important: *Please make sure you have checked all the practical arrangements and Health and Safety issues with the farm well in advance. We recommend that teachers visit the farm to undertake a risk assessment, to talk through the programme / timings and to check practical aspects such clothing (eg wellies), clip-boards, refreshments/lunch and access requirements.*

2. During and soon after the farm visit

Every farm visit is different, and children will do and learn a variety of new things. But there are some core elements to each visit, including:

- An introduction to the farm by the UK farmer
- An introduction by the African farmer, including where s/he is from, home, farm, family, livelihood, seasons and crops etc
- Practical, guided, hands-on activities such as building a bag garden / keyhole garden / water tip-tap, farm walk-round, digging or planting
- Opportunities for asking lots of questions – and possibly a song or dance to end with.

Food production and security

- What is the farm like? How big is it? What does it produce? How many animals? How is the land cultivated? Who works there? Seasons and the farming year?
- How do all of the above compare with the African farmer's farm?
- What do children in Uganda eat? How is it produced?
- Why do people keep animals in Uganda? How are they looked after?
- How does Send a Cow's work help people in rural Africa?
- The practical activities eg bag / keyhole gardens / tip-taps – try to make sure that you and the pupils understand WHY they are valuable and the difference they make to people's lives / ability to feed themselves and live healthily
- Encourage pupils to consider the design of the different gardens and their pros and cons.

Sustainable Development

- How does the British farmer try to farm sustainably on the farm?
- In what ways do farmers in Uganda demonstrate ways of living sustainably? (eg use of recycled materials, using manure, local materials, very little use of oil/petrol/ growing own fodder for cows etc)
- Are there ideas / techniques that are applicable here? Why are bag / keyhole gardens a good idea for this country too?
- What else could children here do to live more sustainably?

Climate Change

- How is climate change affecting the farmers in UK and in Uganda?
- What do they think will happen in future? Good things and bad things?
- Is there anything they / we can do?

Similarities and differences

- *This thread runs through all of the above.* Comparisons can include all aspects of the farm, food production, labour, energy use, animals, crops grown and eaten, as well as looking at family life, homes, schools, toys and games etc.
- Encourage the children to ask questions and to appreciate that there are many similarities, as well as differences.

3. Follow up work

We hope that you will develop the themes of Grow it Global, not only with the pupils who visited the farm but within the whole school.

There is also provision in Grow it Global for many schools to have a free follow-up visit. Availability will vary from place to place, but we will ask you if you are interested in having a GIG follow-up session. This could be with the pupils who visited the farm, and/or with school staff, to explore ideas for global education, or Eco-Schools etc. These sessions will be run by a local global education centre. There may also be the possibility of a visit by a Send a Cow ambassador to speak to your school more about the charity.

There are lots of great resources for you to use: the Grow it Global photo pack, the resources on the website (www.sendacow.org.uk/grow-it-global-resources) and your own photos, stories and practical experiences from the farm visit. Schools have also found that learning is consolidated when the experience is shared widely with other pupils, teachers, parents and governors.

There are a multitude of directions in which you could head, and the topics are potentially huge and complex. The suggestions below are simply some pointers that develop the four main themes of the project.

In class:

Have a feedback session on the farm visit that focuses on the four themes and reinforces what the children have learned. Use your photos of the visit, and other prompts such as labelled food items that people eat in Uganda (see list). Think about building a class or school Keyhole Garden, or individual class Bag Gardens. Prepare an assembly or other presentation to the rest of the school, perhaps acting out the life of the African farmer they have met.

Food and farming

- What food did the African farmer grow / eat?
- How does the food I eat link me to the wider world?
- What did we learn about the problems affecting African farmers?
- How are they tackling these problems?
- How do things like bag/keyhole gardens and tip-taps help them?
- What did we learn from the African farmer that would be useful here?
- Think about where food comes from and look at Fairtrade products. Are they a good thing? Perhaps set up a Fairtrade tuck shop or sale.

Sustainable Development

- What can we do in our school to be more sustainable? If the school is registered on the Eco-School programme, this question will already have been considered. Grow it Global will support several areas of the Eco-Schools scheme.
- Research the Millennium Development Goals and find out what ambitions there are for reducing poverty and giving everyone a better quality of life by 2015. What do the children think about the goals? Are they achievable? How would they improve the life of the African farmer and her / his family?

Climate Change

- What have they learned about the world's climate that is affecting farmers in Africa? (this could be an opportunity to explore causes and impacts more fully. Help the children to see that our behaviour is affecting the lives of people in Africa).
- Are there actions that the school or individuals can take to reduce the threat and impact of climate change (another link with Eco-Schools here).
- Ask the children to think about ways in which they could reduce their use of energy / fossil fuels. Keep a log of energy used in school in a day. Then devise a 'power down' campaign and monitor electricity saved. This will save the school money too!

Similarities and differences

- Ask the children to identify similarities and differences they have seen between their lives and those of children in Uganda. Write a comparative 'day in the life'.
- Explore the idea of universal Children's Rights – that all children in the world have rights (and responsibilities), wherever they are. The Convention on the Rights of the Child sets these out.
- Think about the future – ask the children to focus on ways in which African children's ambitions and hopes for the future might be similar to their own.

As a whole school

We hope that the excitement of Grow it Global will touch every member of the school, and that the project will strengthen the global dimension of your curriculum and school community.

Here are some suggestions:

- Displays of children's work / experiences / ideas for all to enjoy.
- Whole school food-growing projects that incorporate Grow it Global ideas, such as Bag Gardens and Keyhole Gardens. Get parents or grandparents involved, or find local residents who may be keen gardeners. Celebrate with a festival of food and growing and invite the press – use the products from your own gardens.
- Get the school involved in 'Building an African Farmyard' wall display - a project that is a great learning opportunity but raises money to support the work Send a Cow at the same time. www.sendacow.org.uk/africanfarmyard
- Extend the African theme by inviting other African visitors to the school. This can be a good way of exploring the diversity of African cultures and experience – take care to find out about the visitors beforehand – they may come from a country where things are very different to the life of the Grow it Global farmer.
- Register as an Eco-School (www.eco-schools.org.uk) and look at ways of making your school more sustainable. Set up an Eco-Team across the year groups and get started. This will also help you work towards an International School Award.
- Commit to reducing the school's carbon footprint, thereby helping to tackle climate change. Carry out an energy audit and run a 'Save Energy' campaign, monitoring your results. Use the money saved on fuel bills to do or buy something nice!
- Think about setting up a longer term partnership with a link school in Africa, so that you can share information and learning together.
- Work towards becoming a Fairtrade school.

4. Resources, support and additional information

There are dozens of excellent resources and websites that will help you to extend the teaching and learning themes of Grow it Global. The key resources out of these are posted on our webpages at www.sendacow.org.uk/growitglobal

Send a Cow resources

For a great introduction to the themes of the project, look around our kids website **Cowforce.com with your pupils** – the perfect resource for this is 'Beeko's Road Trip', as it was created with Grow it Global in mind and so covers the 4 themes.

www.cowforce.com/beekos-road-trip

There are also all sorts of resources on our teachers' website, **Cowfiles.com** - a good place to start is by going to the 'tag' page

www.cowfiles.com/tag

From here, you can find lessons and resources linked to all the subjects in the tags by clicking on the various words. Start with '*grow+it+global*', and then click on other key words. You will also find images in the gallery on the right of the pages on this site.

For information on African Gardens

www.sendacow.org.uk/africangardens

For a fundraising project and illustrations of an African farmyard

www.sendacow.org.uk/africanfarmyard

Useful websites

www.face-online.org.uk – the Food and Countryside Education website has all sorts of resources and fact sheets about UK farming.

www.dea.org.uk - for the location of your nearest global education centre

www.globaldimension.org.uk - includes many resources for schools on areas such as climate change, water, fair trade and MDGs.

www.oxfam.org.uk/education - for Oxfam's own resources and for a list of those of other organisations who work on issues of development in Africa.

www.actionaid.org.uk/powerdown is a resource that looks at the global impacts of climate change and how schools can address the challenge through energy-saving projects.

www.tidegloballearning.net - is a network of teachers who have a range of global education topics and resources on topics such as food and farming, climate change and sustainability.

www.eco-schools.org.uk - a helpful website with ideas for action as well as information on the scheme, which is an excellent framework for schools wanting to be more sustainable.

www.qca.org.uk/curriculum - QCA have recently produced a useful publication – 'The Global Dimension in Action – a curriculum planning guide for schools'.

How can the project support other school activities?

Here are some examples of ways in which Grow it Global (GiG) supports some of the DCSF agendas and frameworks, and some of the Award schemes that schools get involved with.

Eco-Schools Award:



This scheme is recognised as **one of the most effective vehicles for tackling sustainability issues** and practice in schools. Grow it Global is an ideal opportunity to address several of the nine action areas, check them out at www.eco-schools.org.uk). Eco-Schools is designed to be pupil-led, so it's important to encourage children involved to think about ways in which they could develop their ideas back in school. So don't forget to mention your GiG activity and learning when you are putting together your applications.

There are lots of ways you can refer to your activities in the nine topics, for instance: **Visit a farm** and learn about food production and growing to bring the **Healthy living** and **Global Perspectives**. Investigate food miles, farming techniques, organic agriculture, nutrition, seasonality, **Water** and **Energy**. **Plant a Bag or Keyhole Garden** and make your **School grounds** blossom. Design beautiful, flourishing spaces that will encourage **Biodiversity** and wildlife at your school. **Get to know an African farmer** – and bring the **Global perspective** into your classroom. Find out how people in an African country plant, grow and harvest their food. Think about what 'sustainability' means for them, and learn about types of **Transport** and how **Waste** is seen in the UK and Africa.

International School Award:

If you are signed up to the Eco-Schools Award, well done - you have automatically achieved the foundation level for the International Schools Award (see www.globalgateway.org or www.britishcouncil.org/learning). Through your commitment to the Eco-Schools you are deemed to have a stated intent to incorporating a Global Dimension into the school's ethos and learning, and to be including this in school policy documents.



The ISA has a range of benefits, many of which can be drawn from your school's involvement with Grow it Global, including evidence of pupils '*impacted by and involved in international work*', '*year round international activity*' and '*an international ethos embedded throughout the school*'. The ISA also helps you to find and set up a link with a partner school in Africa.

Healthy Schools:



Grow it Global's focus on food production and healthy eating is a great way in to some of the healthy schools issues and activities. Children can grow their own '5 a day' (and find out how they do it in Africa). They can think about recipes using their own ingredients, and compare with diets in African countries. They can look at their lunch boxes and where the ingredients come from, making healthy choices for the future. Fairtrade can bring the global dimension to debates around school

tuck shops. So GiG can provide a range of activities that will help your school to achieve the 'healthy eating, and physical activity, emotional well-being' aspirations of the Healthy Schools initiative. (See www.healthyschools.gov.uk)

Growing Schools:

Growing Schools is another initiative that supports the Learning Outside the Classroom Manifesto (see www.growingschools.org.uk) and its key themes: food and farming and countryside; gardens, gardening and green spaces; and wildlife and the natural environment are entirely complemented by the activities of Grow it Global.