
















„Cooperation instead of Competition“

Intervention UNIT 7: Food sovereignty	Preparation time	Requirements	Duration
<p>Who controls what food is produced in the region and how it is produced? Who decides what food we eat? Why are so many farmers in our region giving up farming and closing down their businesses?</p> <p>Supplying food by shopping in the supermarket is an ordinary and regular activity for almost everyone - so food shopping in the supermarket is a matter of course for most learners. When we buy food in the supermarket we know the price of the product, but we usually know nothing about what proportion of the price paid goes to which of the various actors along the value chain. We also know little or nothing about how much power these different actors have to influence the share in the value chain. The consumer then only has the decision to buy or not to buy a particular product currently available in the supermarket assortment.</p> <p>It is inherent in food sovereignty to challenge this non-transparent and market-driven food system and to demand a transformation of the current food system. Food sovereignty therefore provides a basis for looking at food and eating in all its dimensions from different perspectives and for exploring and arriving at different conceptions of food and eating as well as the circumstances of their production, processing, distribution, consumption, etc.</p>	60 Min.	★★★★☆	7 TU
	Competence-oriented learning outcome		
	UF5.6.2.C I can transfer models of "best practice" examples to my own reality of life. AB1.6.1.B I can take into account regional, ecological and climatic conditions in the production of agricultural products and assign production possibilities to specific areas.		
	Aim of the teaching sequence in the module		
	Objective: Getting to know the concept of food sovereignty (FS), its possible appearances in context of the local food system and how it relates to the individual actors of it		
	Learning outcome		
	The student is able to (i) define the foundations of the concept of FS and (ii) demonstrate it on a concrete contextualised example.		
Required materials/media			
Notebook/computer with projector for playing movies, guest speakers from the local food system (optional), CSA and supermarket (optional)			

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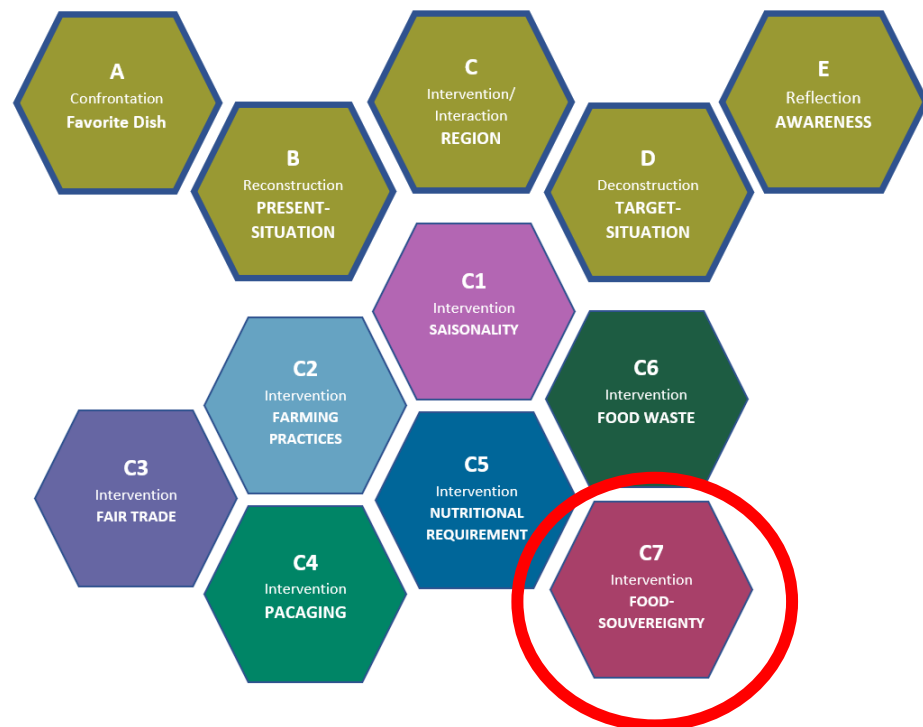
Phase	Duration in min	Social-setting	Materials/ Media	Methodical-didactic notes / implementation
Con- frontation	45	PL, IW	Smartphone, laptop	The teacher introduces the subject.    Students read articles on food sovereignty. Notes on food sovereignty
Recon- struction	30	GA	Smartphone, laptop, computer room	Brainstorming on local food systems on regional food sovereignty. Form groups according to interests. Present ideas. Roles in the local council for implementation in your community, e.g.: implementation of seed exchange, FoodCoop, farmers' market, farmers' shop, direct marketing, ...  
Interven- tion/ Interaction	150	PL, GW	(Optional: dictation machine for recording)	Create material for the implementation of the project (for application)  Presentation (presentation of the material)   
De- construc- tion	100	PL, GW	flipchart	Collect concepts on flipchart.    Discuss concepts-> Break down thought patterns. Connecting concepts.
Reflection	25	PL	Pens and paper, flip-chart, glue dots- 5 dots per student	Coordination by means of adhesive dots Finally, the minutes of the meetings will be discussed and the results will be reflected upon. In addition to this, the effects of the decisions in the local council and their impact on the population are reflected and reconsidered in the group. Thus everything is brought to a meta-level.   

IW: Individual work; PL: Plenum, GW: Group work;

Planning of a systemic learning activity on local sustainable food systems

Element/Topic

C7 Intervention Food Sovereignty



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Learning activity plan

1 Learning Module

1.1 Overview



Element/Topic	C7 Intervention Food Sovereignty
Curricula/Competences	<p>Austrian framework curriculum for LFS</p> <p>UF5.6.2.C I can transfer models of "best practice" examples to my own reality of life.</p> <p>AB 2.2.1.A I can explain the importance of life processes in relation to a healthy lifestyle.</p> <p>AB1.6.1.B I can consider regional, ecological and climatic conditions in the production of agricultural products and allocate specific areas to production possibilities.</p> <p>AB2.4.1.B I can select food for a wholesome diet according to available resources.</p> <p>AB2.5.2.C I can reflect on my own eating behaviour.</p>
Learning objectives	be able to recognise and present and argue multi-causal relationships of food sovereignty
Learning outcomes / Competences of professional subject-related learning	<p>UF5.6.2.C I can transfer models of "best practice" examples to my own reality of life.</p> <p>AB 2.2.1.A I can explain the importance of life processes in relation to a healthy lifestyle.</p> <p>AB1.6.1.B I can take into account regional, ecological and climatic conditions in the production of agricultural products and assign production possibilities to specific areas.</p> <p>AB2.4.1.B I can select food for a wholesome diet according to available resources.</p> <p>AB2.5.2.C I can reflect on my own eating behaviour.</p>
Learning outcomes / Competences of the methodical, social and personal area	<p>SPK 2.1.2.B I can adapt my communication behaviour to different communication media.</p> <p>SPK 2.4.1.B I can select communication media in a goal-oriented way.</p> <p>SPK 2.4.2.B I can formulate written messages in a way that is appropriate for the addressee.</p> <p>SPK 3.1.1.B I can contribute my own resources and competences to a group when working together.</p> <p>SPK 3.1.2.C I can develop my resources and competences in cooperation with others.</p>






SPK 3.2.1.B I can explain and take on tasks and responsibilities according to my assigned role.
SPK 3.4.2.B I can act in a results-oriented way in different situations in coordination with others.
SPK 3.4.3.C I can evaluate the results and quality of cooperation in my group.
SPK 4.1.1.A I can clearly state my own point of view.
SPK 4.1.2.B I can respect the viewpoints of others.
SPK 4.3.1.C I can deal constructively with my own and others' interests and needs.
SPK 5.2.1.B I can make decisions based on the necessary information.
SPK 7.4.1.C I can make and reflect on decisions responsibly.
SPK 8.3.2.C I can make connections and cross-connections.

Schedule

350 Minutes

1.2 Learning activity planning

Phase in Module (GP)	When? Guideline	What for? Learning objectives, partial competences	What? Detailed learning steps incl. technical questions/explanations/contents	How? Methodical procedure; learning outcomes learning materials	Who with whom? Social learning Role of teacher	What with? Media, Equipment Resources
Confrontation	45 Minutes	<p>AB 2.2.1.A I can explain the importance of life processes in relation to a healthy lifestyle.</p> <p>SPK 2.4.1.B I can select communication media in a goal-oriented way.</p>	<p>The teacher introduces the topic. The learners read articles about food sovereignty. In these articles, food sovereignty is described and the learners understand what this topic is about. In order for the learners to have a concept of food sovereignty, they take notes on food sovereignty in the form of a mind-map or a short summary.</p>	<p>Mind Map, Short-Summary</p> 	 <p>Plenary, Individual work</p>	<p>Smartphone, laptop, computer-room, pens and paper</p>

Reconstruction	30 Minutes	<p>AB1.6.1.B I can take into account regional, ecological and climatic conditions in the production of agricultural products and assign production possibilities to specific areas.</p> <p>AB2.4.1.B I can select food for a wholesome diet according to available resources.</p> <p>SPK 4.1.1.A I can clearly state my own point of view.</p> <p>SPK 4.1.2.B I can respect the viewpoints of others.</p> <p>SPK 4.3.1.C I can deal constructively with my own and others' interests and needs.</p> <p>SPK 3.1.1.B I can contribute my own resources and competences to a group when working together.</p>	<p>Finally, the teacher asks each group to come up with an action plan for a more food sovereign region by taking the role of an element of the food system. In preparation, the learners brainstorm in plenary which elements from the local food system can contribute to regional food sovereignty. The groups get together according to the interests of the elements and collect the most important ideas about them. At the end, each group presents its suggestions.</p> <p>The learners in the groups now deal with the roles they take on in the local council. The roles in the local council are about ideas for implementing food sovereignty. Examples of the roles that the learners can take on are against exploitation of people working in the food sector (framework conditions, ...), implementation of seed exchanges, FoodCoop, farmers' market, farmers' shop, direct marketing, ...</p>	<p>pens, paper (flipchart)</p> 	<p>Group work</p>  <p>Teacher as companion</p> <p>Plenary</p>	<p>Smartphone, laptop, computer room, glue dots- 5 points per student</p>
Intervention	150 Minutes	<p>UF5.6.2.C I can transfer models of "best practice" examples to my own reality.</p> <p>AB1.6.1.B I can take into account regional, ecological and climatic conditions in the production of agricultural products and assign production possibilities to specific areas.</p> <p>AB2.4.1.B I can select food for a wholesome diet according to available resources.</p>	<p>The learners create materials (video, speech, flyer) to implement their project and to promote it. As they are in the parliament or local council, they want to convince the others involved of their idea.</p> <p>Therefore, in a next step, they present the created material with the concept for the implementation of food sovereignty in their community.</p>	<p>Video, speech, flyer, project plan, project implementation</p>  	<p>Group work</p>  <p>Teacher as companion</p>	<p>Pens and paper, flipchart, computer, smartphone, video, speech, flyer</p> <p>(Optional: Dictaphone for recording)</p>

Deconstruction

100 Minutes

SPK 2.4.2.B I can formulate written messages in a way that is appropriate for the addressees.
SPK 3.1.1.B I can contribute my own resources and competences to a group when working together.
SPK 3.1.2.C I can develop my resources and competences in cooperation with others.

SPK 3.2.1.B I can explain tasks and responsibilities and take them on according to my assigned role.
SPK 2.4.1.B I can select communication media in a goal-oriented way.
SPK 2.1.2.B I can adapt my communication behaviour to different communication media.
SPK 4.3.1.C I can deal constructively with my own and others' interests and needs.
SPK 5.2.1.B I can make decisions based on the necessary information.

During the presentation, the teacher collects the concepts on a flipchart sheet and at the end comments, validates and adds to them according to the six principles of food sovereignty. At the same time, one group, which is not presenting at the moment, as well as the own group will make protocols about their concepts.

Because of the many concepts and ideas that the learners have worked out and communicated to the local council, new patterns of thinking emerge. The learners thus have many new ideas for implementing food sovereignty in the community. The next goal in the municipality is that the members of the municipality council should come up with a common concept, which can also include several concepts.

Finally, a vote is taken in the local council using sticky dots. Each learner gets 5 sticky dots and can vote on

Presentation of the results and concepts



Sticky dots method

Group presentation,






Teacher as companion

Plenary

Pens and paper, flipchart, sticky dots- 5 dots per learner

sticky dots- 5 dots per learner

Phase in Module (GP)	When? Guideline	What for? Learning objectives, partial competences	What? Detailed learning steps incl. technical questions/explanations/contents	How? Methodical procedure; learning outcomes learning materials	Who with whom? Social learning Role of teacher	What with? Media, Equipment Resources
Reflection	25 Minutes	<p>AB2.5.2.C I can reflect on my own eating behaviour.</p> <p>AB2.4.1.B I can select food for a wholesome diet according to available resources.</p> <p>SPK 7.4.1.C I can make decisions responsibly and reflect on them.</p> <p>SPK 8.3.2.C I can make connections and cross-connections.</p>	<p>which concepts are related to each other and should be worked on further.</p> <p>Finally, a letter is written to the mayor or the municipal council reflecting on the project process. In addition, the effects of the decisions in the municipal council and their effects on the population are reflected and reconsidered in the group. In this way, everything is brought to a meta-level.</p>	<p>Thinking about one's own thinking (meta level)</p> 	<p>Teacher instructs</p>  	<p>Pens and paper, flipchart</p>

1.3 Sources:

<https://www.atac.at/ziele/ernaehrungssouveraenitaet>

<http://www.ernaehrungssouveraenitaet.at/ernaehrungssouveraenitaet/>

2 Annex to the learning activity plan

2.1 Medias

Leaflets, worksheets, photos of blackboards or posters, handout of the presentation, link to video or online tools

Task description for the students

Link to video:

<https://videos.mysimpleshow.com/GC4IDZ8LDA>

Sample folder

Basic considerations about teaching and learning

3 Didactical analysis

3.1 Pre-knowledge/pre-concepts/pre-experience

- Knowledge and understanding of the Austrian agricultural structure
- Basic knowledge of human nutrition
- Knowledge about the distribution of food in Austria
- Knowledge of food production companies
- Knowledge of alternative ways of distributing food

3.2 Didactical and methodological considerations

3.2.1 Importance of the educational content for the learners

If sovereignty in agriculture is lost, this has drastic consequences not only for farmers, but also for the population. For example, trade agreements could disrupt domestic production to the point where farming is no longer profitable. This change could also have an impact on the nutrition or health of the population in their own country if, for example, unhealthy food is imported.

It is therefore important that domestic farmers are supported and that they cooperate with the trade instead of constant "cheap price wars". Ultimately, all citizens would benefit, as the added value remains in their own country.

If food sovereignty is no longer given, small-scale Austrian agriculture cannot be maintained and farms will have to close down.

3.2.2 Didactic Reduction / Didactic Focus

Co-construction: Through the independent work of the pupils in the groups, there is not simply the acquisition of knowledge, but a joint exploration of the meaning of life with nature and the environment. Health and proper nutrition of one's own body are also addressed. The pupils' everyday situation is taken into account and they work together with the teacher in a collegial dialogue and creative exchange of ideas. Individual interests, strengths and talents lead to mutual support and promotion of skills.

Changing perspectives: The multi-perspective approach is brought about with Green Pedagogy, speaks of a multi-dimensional view and a broadening of horizons, specifically through the exchange in the community council. A win-win situation is achieved by looking at the problem from multiple angles.

Allow contradictions: Contradictions only exist in appearance. They are part of the polarity in life. When dealing with the topic of food sovereignty, various contradictions arise. These are discussed together during the presentations in the local council.

Each pupil sets his or her own concept and tasks; through co-construction, change of perspective and contradictions of the topic, the focus is placed on the work.

3.2.3 Aspects of individualization and differentiation

Each pupil defines his or her own interests in the area and develops a concept on the topic of food sovereignty. For example, one pupil has expressed an interest in healthy, proper nutrition for their own body, another wants to find out which foods can be bought seasonally and regionally in order to implement healthy eating, and yet another is finding out about the working practices of large corporations, etc. Based on the interest groups, groups come together, which in turn complement each other through co-construction, changing perspectives, allowing contradictions and allowing new perspectives on systemic thinking (discussion with multi-causal consideration of the problem and finding solutions). In this way, each pupil is able to further educate him/herself according to his/her interests and later to contribute and exchange this in the local council; at the same time, each pupil becomes an expert in his/her own field of interest.

3.2.4 Performance review, result assurance, assessment

The group results from the presentation and from the meeting minutes are used for performance assessment. In order to make the competences to be fulfilled measurable, the results are divided into not fulfilled, partially fulfilled, essentially fulfilled and completely fulfilled. This is also communicated to the pupils.

The pupils are given a success check by means of the point method (stands for the vote in the local council/parliament).

Securing results is done by building up a concept and this concept must then also be communicated to the other colleagues. The pupils must be able to explain their points of view well in order to reorganise and transfer knowledge and to be able to build on it.

3.2.5 How is personal learning progress reflected and documented?

As befits meetings in the local council/parliament, minutes are taken. Through these minutes, the groups revisit all their steps and thus document their progress in planning the content.

By writing a letter, not only is the learning progress summarised and reflected upon once again, but also the approach to working on this topic is reflected.

Reflecting on the topic, the students consider and reflect on the impact of their concept on the people. In this way, they bring the topic to a meta-level. They think about their own thinking.