



Food and Farming

Photo teaching resource

This photo teaching resource accompanies our **Global Wallplanner** for 2013-14. The wallplanner features a variety of people from different parts of the world, doing things like harvesting crops, caring for livestock or taking produce to market.



This resource includes all the photos from the wallplanner, plus a few more. For each photo we have tried to provide some background information and links to interesting articles, film clips and teaching ideas. We aim to provide teachers and

students with stimulus to spark classroom discussions and prompt further research – we hope our suggestions will engage and enlighten you and your students.

The wallplanner, and this resource, have been produced by **Think Global**, with support from **UK Aid**, the **British Council** and **Practical Action**. We are keen to support teachers in learning and teaching about the wider world, and in exploring global issues in the classroom such as trade, aid, poverty, human rights, sustainability and development.

Introduction



Food is a vital part of all of our lives – we need it to stay alive but it can affect our moods, bring us together or divide us. One of the most important challenges across the world

is how to feed all of the people living on it. Stories and information around food and farming range from incredibly pessimistic predictions for the future and negative tales of pollution; to positive articles about technology and agricultural innovations; to whimsical tales of culinary habits and invention.

This resource isn't intended to provide all the answers but rather to get your pupils thinking about and questioning the food on their plates and in the supermarket, and to help them understand their connections with the rest of the world.

Photo activities

Click on each photo to access a larger version for displaying in class. As well as the suggestions next to each photo, here are some further activities:

- Create a photo display in your classroom or school reception.
- Use just one photo for stimulus at the start of your lesson.
- Use all or a group of photos as part of a themed day on food and farming.
- Get students to analyse the photos using the [development compass rose](#) methodology.
- Make greetings cards from the photos.
- Use photos as part of a take-home/homework activity to engage parents.
- Get students to bring in pictures to show their experience of food, or of food growing locally, to add to a display.
- Get students to sort the photos into groups of their choosing, and then explain how they think they are linked.
- Print off large copies of a selection of the images. Get students to stand next to the one they think is most similar or different from their life or the one they think shows a problem in the world, etc.
- Get students to stick a photo in the middle of a large sheet of paper and annotate it with what they can see or questions they have: what, why, where, how, who, etc.

Some ideas for questions around the photos:

Before revealing what the photos are, you could ask:

- What do you think these photos show? Why have they been chosen?
- What do you think these photos have in common?
- Do you recognise/have you tried any of these foods?
- Which of these foods do you think costs the most/least and why?
- Which of these foods do you think is the most difficult to produce and why?
- Where in the world do you think this photo might be taken? What makes you think that? (You could provide a list of places to choose from, for younger pupils.)
- What questions would you like to ask the people in the photo?
- What do you think it is like 'outside' of the photo?

Before using photos in class...

... do consider the wider context!

One photograph does not represent a whole community or country. The following activities and resources can help explore issues around photographs and stereotypes:

British Red Cross:

[Exploring stereotypes](#) – questioning assumptions about people when we hear a brief description.

[Charity photos](#) – do charity fundraisers follow their own guidelines?

[Food in Africa](#) – challenging views of poorer people as helpless, dependent and desperate.

Send A Cow:

[Surprising Facts About Africa](#) – challenging stereotypes.

Global Thinking:

[Perceptions of Africa](#) – images and activities designed to challenge perceptions and understanding of the African continent.

Discussion starters

Here are some 'big questions' which you could use to start debate about food and farming. We've included links to a few news articles and background information.

Is it possible to only eat local?

Pro: [Food for Life Partnership – Eating local and seasonal food information sheet](#)

Anti: [Why eating global is more sustainable than eating local](#)

More nuanced: nef: [Reframing the great food debate](#) and [a revolution you can eat](#). Forbes: [The Problem with 'Eat Local'](#)

Genetically modified crops – good or bad?

Guardian Teacher Network: [GM Farming and crops: News and resources round up](#)

Can the world produce enough food for a growing population?

The Economist: [The 9 billion-people question](#) and [How much is enough?](#)

Guardian: [Global Food Crisis – interactive](#)

BBC: [Future foods: What will we be eating in 20 years' time?](#)

Is fair trade the best way to improve poor farmers' lives?

Anti: [Adam Smith Institute – Unfair Trade \(PDF\)](#)

Mainly Pro: BBC: [Fairtrade's impact on coffee's birthplace](#)

Anti: 2-minute BBC interview: [Analysis from Legatum Institute questions Fairtrade policy](#)

Pro: 2-minute BBC interview with Harriet Lamb, Fairtrade Foundation: [Fairtrade Foundation 'making all the difference' to farmers](#)

Further resources

[Enough Food for Everyone IF](#) - school resources and activities supporting the IF anti-poverty campaign

[EuroAfrica](#) – geography resources exploring small scale sustainable farming in Africa (ages 11-16)



[Fair Miles](#) – colourful PDF booklet exploring the complex and inter-connected issues of food miles and fair trade. Very useful background reading for older students (and teachers too!).

[Food Stories](#) – interactive website tracing the amazing changes that have taken place in the UK's food culture over the last century (ages 11-16).

[Go Bananas!](#) – follow the journey of a banana from the Caribbean to the UK (ages 7-11).



[Lessons From Africa](#) – great collection of teaching resources for all ages from the charity Send a Cow. Many are food-related, including recipes and photo-galleries.

[Live Below the Line resources for schools](#) – lesson plans for primary and secondary exploring the links between food and poverty (ages 7-11 and 11-14).

[Making a Meal Of It](#) – activities about the origins of food and the causes of hunger (ages 7–11).

[Milking It](#) – explore international trade issues through farmers' real life experiences (ages 11-16).



[Mission Explore: Food](#) – excellent book written by teachers and challenging all ages to explore every aspect of food you can think of (and many more that might never have occurred to you...)

[Our Africa](#) – free website with lots of information and film clips about daily life in many African countries, including food and farming facts (ages 7-16+).

[Our Food Our World](#) – use photos to bring food around the world to life in your classroom (ages 5-11).

[The Truth About Bananas](#) – explore the realities, for people and their environment, behind the production and trade of our favourite fruit (ages 7-16+).

[The Virtual Farm Walk](#) – free educational website taking you on a virtual walk around a UK farm (ages 7-14). Also includes an 'African Field' section.



The power of the peanut (DR Congo)

Elyse Musandji, president of a community nutrition group in the town of Masi Manimba, Democratic Republic of Congo, teaches members of a neighbouring community how to produce milk from peanuts. Peanuts are a locally grown product which are typically roasted and sold as a roadside snack. But they can be turned into a nutritious milk – which children love – by soaking them in water, grinding them in a mortar and filtering the paste.

[Read more in this case study \(includes video clip with some French and subtitles\)](#). View more photos in this set: [Action Against Hunger in DRC](#)

[In a nutshell](#) is a teaching resource with ideas for practical activities linked to case studies of peanut butter production in Zimbabwe.

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Carrying crops to market (Uganda)

Peter Kisiryе brings his *matoke* or bananas to the market to sell.

The word ‘matoke’ actually refers to plantain (a non-sweet variety of banana) and also to a specific Ugandan / Rwandan / East African dish made using steamed plantain. Read more about [Matoke on Wikipedia](#) and check out this YouTube clip: [Green Bananas AKA ‘Matoke’](#).

There are over 1,000 varieties of banana, some of which are covered in this YouTube clip: [Dole – Different Varieties of Banana](#).

The Ugandan government has been exploring the development of genetically modified crops as a way to solve food security issues. Just outside Kampala (Uganda’s capital) is the first laboratory in Africa to develop GM plants, in particular bananas. However, this is a controversial area of science and some people have spoken out against it. More information in this BBC News film clip: [Uganda’s genetically modified golden bananas](#).

Is this a ‘typical’ mode of transport for carrying crops to market? The [RISC Resource Bank](#) (free registration required) is a great place for teachers to find photos of everyday life from all around the world – you could do a search on ‘transport’ for example to see a range of different ways that goods can be moved around.

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Growing pumpkins in the sand (Bangladesh)

After the rainy seasons, large sand islands, deposited by the floods, appear in the main rivers of north west Bangladesh.

A small hole is dug in the sand bank, the bottom scattered with a small amount of compost and urea, the pumpkin seed is planted and then grows into wonderfully large, green pumpkins. The pumpkins provide a good source of nutrition for families who previously had neither the money nor permanent land to grow food on. They can be stored for over a year, providing food in leaner times.

More information on the Practical Action website: [Turning compost into food](#).

Why not try to grow some pumpkins in your school? You could experiment to see what amounts of sand added to soil that pumpkins grow best in.

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Good irrigation means healthier plants (Zimbabwe)

Practical Action showed farmers in Zimbabwe how to make better use of the small amount of rain water they get, increasing the number of plants they can grow including these tomato plants.

Practical Action use [a wide range of interesting irrigation techniques](#) – why not try [building your own drip irrigation system](#)?

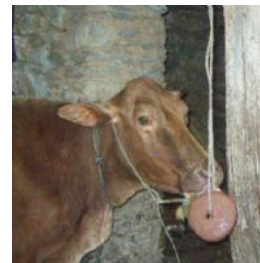
Or learn more through [EuropAfrica](#), Practical Action's education resource based on small scale farming in Africa. The [Farmers' fair](#) and [Shamba Shape Up](#) resources enable pupils to find out about ways farmers share ideas and strategies for successful farming.

© Practical Action / Desmond Kawanda



Making markets work for the poor

Helping farmers get the very best from their cattle, so they produce good quality milk – then helping them get a good price – is not that simple!



One thing you can do is [give cows lollipops!](#) These are highly nutritious blocks of food to improve the quality of the milk.

You can also help make sure that everyone involved in buying and selling the milk and turning it into other products such as cheese gets a good price. Practical Action's teaching resource [Making Markets Work](#) uses the example of the milk market system in Bangladesh to explore how people can work together to market their produce more effectively.

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'Biofortified' sweet potatoes (Tanzania)

Maria Mchele holds recently harvested orange-fleshed sweet potatoes in a field in Mwasonge, Tanzania.

Maria is a mother of five and farmer in Tanzania who relies on farming for food and income. Through a local agricultural programme, she learned how to grow this new crop, bred to thrive in sub-Saharan Africa and fortified with Vitamin A. She is now a leader in her farming group, teaches others what she's learned and has increased her family's income. [View a film clip about Maria](#)

The [Orange Sweet Potato project](#) explains that these sweet potatoes were 'conventionally' bred. There is another crop, [Golden Rice](#), which has been genetically modified to include Vitamin A.

Here's a useful Key Stage 3 resource exploring the issues around GM crops: [It makes you think – GM Crops](#)

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© Oxfam / David Levene

Olive Oil Production in the West Bank (Palestinian Territories)

Farming collectively is one way of succeeding in tough conditions. The 25 members of this women-only cooperative were the first in the world to produce fair trade organic olive oil. [Read more about co-operatives](#) and find out about [the benefits of women-only co-operatives](#).

The ongoing conflict in the region has limited economic growth and increased poverty for Palestinians. [Fair trade helps Palestinian farmers stay on their land](#), but on occasion the Israeli army orders trees to be uprooted, eg in [May 2012](#) and [April 2013](#) – where the trees are on ‘contested’ land. [Secondary resource on teaching about the Arab-Israeli conflict](#).

[Sindyanna of Galilee](#) is a non-profit fair trade producer in northern Israel led by women; an example of Arab-Jewish cooperation. YouTube clip: [Buyers from Lush Cosmetics present Sindyanna](#).



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The Prize in Hand (Russia)

A fine *boletus edulis* edible fungus picked in the Moscow Oblast (region), Russia. Also known as porcini, penny bun or cep mushroom: [Wikipedia lists this mushroom's names in different languages](#).

There is a long tradition of wild mushroom-picking in Eastern Europe and Russia (in fact, most of “continental” Europe). Less so in the UK, although ‘foodies’ are starting to get interested. But they have some competition:

Telegraph: [Pick your porcini before the Poles beat you to it](#)

YouTube clip: [Mrs Tee – the art of mushroom picking](#) – German woman living in the New Forest who has a licence to pick and sell wild mushrooms.

(Of course, NOBODY should eat wild mushrooms unless they are 100% sure they're not poisonous!!)



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Taking tomatoes to market (Nepal)

Farmer Kaji B K Devisthan has brought his crop to the ropeway.

In Nepal many farmers living on the mountainside grow fruit and vegetables, including tomatoes. To earn a living they need to sell these at the local market. The problem is, getting to market involves a long, dangerous walk down the mountain side and over a river.

With Practical Action's help, this journey is now a bit quicker and less damaging for the crops.

[Practical Action's – squashed tomato challenge](#) is an exciting STEM challenge... can you build a model of a system that will move tomatoes without squashing them?

You can also watch [a video of the ropeway in action](#) and explore the physics behind it.



Groundnut (peanut) plant (Bangladesh)

This farmer in Bangladesh is holding a groundnut (peanut) plant. These plants are useful in crop rotation as they help fix nitrogen in the soil thus keeping it fertile.

In the USA, [George Washington Carver](#) is known as “the father of the peanut”. Born into slavery in the 1860s he gained a scientific education and developed techniques to improve soils depleted by repeated plantings of cotton. This included rotation with new crops such as peanuts. He also worked to popularise these new crops by developing lots of products from them – it is said he discovered [300 uses for peanuts including glue, shampoo and shaving cream!](#)

More info and film clips on [Biography.com](#).

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By-product of renewable energy used to grow carrots (Sri Lanka)

These carrots have been grown in Sri Lanka using the fertiliser produced by a [biogas digester](#).

Pan African Conservation and Education Project have a film clip and lesson plan exploring [the impact of a biogas digester on people's lives in rural Tanzania](#)

Did you know that carrots can be yellow, purple, white, black and red, as well as orange? [Check out some colourful carrots on the World Carrot Museum website](#). Some say that orange carrots were developed by the Dutch in the 17th century to honour William of Orange. The World Carrot Museum can find no proof of this, although it confirms that most modern carrots do descend from early Dutch varieties.

© Practical Action / Sri Lanka



A handful of hope in Gulu (Uganda)

Bicentina Auma, chair of a small farmers' co-operative in northern Uganda, holds a handful of harvested [finger millet](#). The co-op has been given a plot of land to farm by Christopher Lutara, who is benefitting from a grant from UK Aid, as part of a programme designed to help the area recover from a 20-year war. *"I am very grateful to Chris,"* says Bicente. *"Since he came, life has changed. I can now afford to send my children to school."*

More about millet on [Wikipedia](#); also on the [Millet blog](#).

The long conflict in northern Uganda has meant that many people were displaced, missed out on school and never learned to read. Community radio has been instrumental in restoring peace and providing education. More about this on the Global Issues website: [Using Community Radio to Heal After Kony's War](#).

Read about [War Child's work in northern Uganda](#).

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Fish farming (Nepal)

Small scale farmers, including fishermen, have supplied their families and local markets for generations. Find out more about the lives of skilled fishermen through case studies and linked activities: [Practical Action – EuropAfrica : Farming Systems](#).

Some more useful links to teaching resources about sustainable fishing:

[School of Fish](#) (ages 7-11)

[Digital Explorer – Sustainable Fisheries](#) (ages 7-14)

[It Makes You Think – World Fisheries](#) (ages 11-14)

TES article: [Plenty more fish in the sea?](#)

Observer: [Be careful what you buy – or fish will be a luxury](#)

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Fish in Karonga market (Malawi)

Dried fish called 'usipa' at a market in Chiweta. As crops fail due to climate change, people are relying more heavily on fish for survival.

Read an article about these fish on the [Nyasa Times \(Malawi newspaper\) website](#).

This microfinance project supports usipa fishing on Lake Malawi: [Small Fish, Big Impact in Malawi](#).

Also, Ripple Africa work with the local community on a fish conservation project, [view background information and a film clip on the Ripple Africa website](#). (NB The end of the film clip discusses the spread of HIV/AIDS in the area, so you may want to watch the clip through before deciding how much of it is appropriate to show to your students.)

Oxfam's secondary teaching resource [Climate Change – the Human Impact](#) helps students explore how climate change affects the world's poorest people negatively and disproportionately, and includes examples from Malawi.

© Nicole Johnston / Oxfam



Fruit & veg display in the city centre of Cotonou (Benin)

How many of the items on sale here can your students identify? What similarities and differences are there with this stall and the fruit & veg stalls in their local market?

More market photos in this set: [Markets and retail places](#).

These days fruit & veg on sale in the UK could come from anywhere in the world, although local farmers' markets tend to sell more locally-grown, seasonal produce. The following links explore issues of seasonality and food miles:

[Practical Action - EuropAfrica: Food connections](#)

[Food for life partnership: Eating local and seasonal food](#)

[The Eat Sensibly Calendar](#)

[Children's Food Trust - seasonal food chart](#)

[Fair Miles: recharting the food miles map](#)

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Honey bees' nest, Bali (Indonesia)

In Melaya Village in the south of West Bali National Park, Soetedjo farms honey bees in his cacao plantation. If the forest becomes degraded, there will be fewer honey bees nesting.

Bees have been in the news recently because they are dying of a mystery disease. Some blame pesticides or pollution but the cause is not yet clear. As they pollinate about a third of our food crops bees are very important insects.

The Independent: ['Victory for bees' as European Union bans neonicotinoid pesticides](#) - students could debate the 'precautionary principle' versus the necessity of pesticides.

[Bees Education Resources from Friends of the Earth](#)

Honey is the only food that won't go off or mouldy, no matter how old it is. Students could research the reasons for this.



© Practical Action Peru

Coffee seedling (Peru)

Practical Action is working with families living in the [cloud forests](#) to help them increase their income through activities that also help to conserve the forests. Activities include increasing the productivity of organic coffee, honey and bamboo. In addition the value of their land is increased by the reduction in deforestation.

More photos in the [Cloud Forests of Chinchipe set on flickr](#)

More about [Practical Action's Forest Livelihoods projects](#)

Did you know that some of the most 'exclusive' types of coffee come from beans that are eaten by animals and then collected from their poo? Check out [Kopi Luwak](#) and [Black Ivory coffee](#) on Wikipedia. See also:

Animalcoffee: [The process of making Kopi Luwak](#)

USA Today: [Coffee from an elephant's gut fills a \\$50 cup.](#)



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Turning waste into a useful agriculture tool (Ghana)

(Yes, folks, this is basically dried poo!)

Olufunke Cofie of the International Water Management Institute in Ghana will develop and test fortified fertilizer pellets from treated human excreta for market sale. If successful, large scale production would enhance agricultural productivity in sub-Saharan Africa while also reducing environmental health risks from untreated human waste.

Background about the project: [International Water Management Institute receives US\\$100,000 Grand Challenges Explorations Grant](#)

Similar project in South Africa: [Turning Human Waste into Fertilizer Pellet by Pellet](#)



Woman Tends to Vegetable Garden (Senegal)

Thanks to time saved using the Multifunctional Platform (MFP) provided by the UN Development Programme (UNDP), a woman in Bantantinnting village, Senegal, can tend to her vegetable garden (seen here holding her home-grown peppers) and sell the produce at market.

The MFP, a diesel engine to which grinding mills, battery chargers, vegetable or nut oil presses, and other tools, can be attached, saves the women and girls of Bantantinnting from having to spend most of their day gathering firewood or collecting water.

[UNDP video clip showing MFP in Burkina Faso](#)

[Engineers Without Borders – description of MFP](#)

© UN Photo / Evan Schneider



Urucu seeds (Brazil)

These seeds are used by tribal people in South America to produce a red powder (*urucum* or [annatto dye](#)) which is mixed with vegetable oil and applied to the skin for ceremonial use and/or to protect from the sun.

The organisation Survival works for tribal people's rights worldwide. Their website has information about [tribal people in Brazil](#) including [the Ashaninka](#), [the Yanomami](#) and [the Zo'é](#), who all use this dye in ceremonies.

[Annatto: from Amazonian body paint to popcorn](#) describes how this product is now a globally important dye.

More products of the rainforest are described in [Gifts to all humanity](#). And [There are medicines out there...](#) explores the botanical knowledge of tribal people in more depth.

© Castro da Silva Braga/World Bank



Pomegranate (photo from Canada)

This fruit's name derives from Latin *pomum* "apple" and *granatum* "seeded". The French name for it, *grenade* also derives from the Latin, and gave rise to the word 'grenade' (as in 'hand grenade', 'grenadiers') because early military grenades were similar in shape to pomegranates.

The pomegranate is a symbol of fertility / prosperity in many cultures due to it bursting with many seeds.

In Greek mythology, [Persephone was forced to stay in the underworld for part of the year because she'd eaten pomegranate seeds](#).

Pomegranate is one of the traditional foods served on [the Jewish festival of Rosh Hashana](#)

The Qu'ran says [pomegranates grow in the gardens of Paradise](#)

More examples: [Wikipedia – Pomegranate - Symbolism](#)

© Shelby Steward on flickr



Sorted and packed green beans fresh from the field (Kenya)

Film clip: [The Green Bean story](#) – meet the people, visit the places, and hear about the pride and care with which Kenyan green beans are nurtured, harvested and packed.

Film clip: [Keeping Crops Cool: fascinating field fridges in Africa](#) – to save on the cost of generating electricity, these farmers use ingenious 'charcoal coolers' to store their crops of beans before packing and transporting.

Film clip: [Solar powered irrigation](#) – using the power of the sun to deliver the water plants need, one drip at a time.

Photo Set: [Vegetable packaging Nairobi](#) – women packing snow peas at Indu Farm, airport export area, Nairobi, Kenya.

Food Connections [Green bean dominoes](#) – an activity to plot the supply chain of green beans from Kenya to the UK.

© Remi Nono-Womdim / GlobalHort



Storing okra and tomatoes (Sudan)

In hot climates, food doesn't stay fresh for long. Tomatoes go off in just two days. After four days carrots and okra are rotten. With no means of preserving their crops, poverty-stricken families have been battling hunger and even famine.

One ingenious solution is the [zeer pot](#). It's a low-cost fridge that doesn't need any electricity. Using this simple technology, the same vegetables can last for up to 20 days.

It's made up of one pot inside another, with wet sand in between. As the moisture evaporates, it cools the inner pot, keeping up 12kg of produce fresh for up to three weeks.

Why don't you make one of your own using terracotta pots and see if you can keep tomatoes in them?

[The Tomato Zone](#) is a website from the British Tomato Growers Association with lots of learning activities about tomatoes!

© Practical Action Sudan



Fresh pineapples at Bomart Farms near Accra (Ghana)

Photo Set: [Shared Interest - producers](#) – features a pineapple farm in Ghana that supplies fair trade fruit for the Shared Interest cooperative.

Film clip: [The pineapple story](#) – meet pineapple growers, pickers and packers in Ghana.

There's a bit of background info and history of the pineapple on [Fresh for Kids – Pineapples!](#) (an Australian website).

© Jonathan Ernst / World Bank



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Floating gardens and Caring for the crops (Bangladesh)

Much of the land in the Gaibandha district of Bangladesh is covered by water during the monsoon season, making it impossible to grow crops. Practical Action has developed 'floating gardens' technology to enable farmers to grow food on flooded land.

For a great hands-on activity around floating gardens for ages 7-18 try the [Floating Garden Challenge](#) from Practical Action, a great STEM challenge also suitable for Geography and cross curricular work.

A floating garden is built using water hyacinth, which is collected together to construct a floating raft. This is covered with soil and cow dung, in which vegetables can be planted. A free poster showing how the gardens are made is available [on request](#).

Floating gardens are not a new idea – it is thought that the Hanging Gardens of Babylon were based on similar, 'hydroponic' principles. Here are some links to background information and examples of floating gardens all around the world.

How Stuff Works: [History of Hydroponics and soil-less gardening](#)

The Telegraph: [Hortillonnages in Amiens, France](#)

Mexicolore: [Aztec 'floating gardens' in Xochimilco, outside Mexico City](#)

This picture on the right shows floating gardens on the Dal Lake in Kashmir, and was taken in the 1890s.

