

Think - Power Shift activity (primary)

Age range: 8 – 11yrs

Time: 1-2 hours

Outline

Pupils will consider why power is important to change something, and why different people or groups have different amounts of power. They will then consider what a 'fairer' food system might look like, and look at examples of what each group *can* do

Learning Objectives

- To understand that different groups, of people have more power than others, and why this is important if you want to change something
- To think about what a fairer global food system would be like, and who is part of this system
- To consider what actions different people can take to make the global food system fairer, and the actions pupils can take themselves

Resources

- Power shift activity pupil sheet primary
- Power shift activity action example sheets
- Power shift primary power point
- Paper and means to stick this to the board (e.g. blue tack)
- World map

Curricular links

Citizenship / PSHE: Understanding power, rights and responsibilities, institutions and how different groups in society relate to each other

English: Understanding different points of view, making arguments

Keywords

Issue, power, persuade, influence, government, invest, global, northern, southern, charities

Activity 1: Understanding power

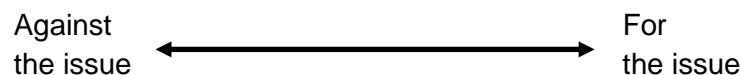
Aim:	For pupils to understand that different people have different amounts of power, and start to think about why
Time:	20 minutes
You will need:	Board and paper to stick on it and blue tack (could use sticky labels) Pupil worksheet primary Power shift power point primary

- 1) Ask pupils to think of something they might want to change in their every-day life in school. This could be changing their school uniform, having different food in the canteen, changing the school day length or similar.

Write each 'issue' on a piece of paper and stick them on the board.

Ask pupils to vote as a class as to which they would want to change most.

- 2) Using the board, draw a horizontal line across the middle with 'Against the issue' at one end and 'For the issue' at the other.



- 3) Put pupils in groups, and ask them to brainstorm for the issue the class chose, which people or groups of people might be interested in that issue. They then have to decide whether these people would be for or against that issue.

They can use the **pupil worksheet primary** to help them, by writing their ideas onto cards to cut out and stick on the sheet. Encourage pupils to think particularly about including other teachers, other pupils, the headteacher, and even people like the governors and parents.

- 4) Draw together what pupils have come up with. Write on a large piece of paper who they have thought of, and stick them on the board along the line approximately where everyone in the class thinks they should go.
- 5) Now ask pupils in groups to think about who they would **target** to talk to if they wanted to change the issue. Ask them to think about their reasons. They can only pick one choice. They have to write down

- a. Why they chose them
- b. What makes the person / people they chose **powerful**

Make sure pupils are clear about the term *power*. You can use the power point to exemplify that power means the ability to control something or someone, and can come from money, knowledge, having a voice, or force.

Pupils can write their reasons on the **pupils worksheet primary**.

- 6) Feedback, with each group giving their choice and their reason. Use this opportunity to draw out the different power that different groups will have identified.

Has each group gone for someone with authority (e.g. teachers/headteacher) but who may be opposed to them, or other people who are supportive but with less authority (e.g. other pupils)?

Why did they choose differently?

Which do they think would be more effective? Why?

You could have a class vote on who would be the most effective target based on this discussion,.

- 7) Draw out whether thinking about power has made pupils think more carefully about how to achieve a change.

Stress that for anything anybody wants to change, there are always people who might be for or against the change, and people who may be more or less powerful who can either **help** you, or you can try and **influence**, maybe by working with other people who support you.

Activity 2: Shifting action for a fairer food system

Aim:	For pupils to know what would make the food system fairer, understand who the main groups of people who interact with the food system are, know the sorts of things these groups can do and assess which they think are more or less effective
Time:	30-40mins
You will need:	Shift-action example sheets Power point

Introduction

- 1) Ask pupils to use their previous learning (either the **LEARN 'can you beat the system' game** or the **LEARN subject activities around land/climate/farmers**) to say what they think a **fairer food system** would be like.
- 2) Compare this to the list given in the **shift-action pupil worksheet** and/or the **power point** (below). Did pupils pick out the key themes? Encourage them to think about any they missed.

A fairer food system would mean:

- More money is used to help small farmers grow more food
- Land for small farmers is protected
- Small farmers helped to find new ways to grow food as climate changes
- Food prices are lower
- Help is given to small farmers sell food to shoppers more directly
- Carbon emissions are reduced
- Less meat is eaten to help cut carbon and increase food for everyone

In discussion try and draw out issues to do with lack of investment in small farmers, the problems presented by climate change and issues over land rights, which mean small farmers (and poorer shoppers) are not able to grow enough food, sell enough food or buy enough food.

Main activity

Pupils are going to look at examples of what the different groups they looked at before can *do* to help change the food system to make it fairer. There are **12 examples** to look at. Once they have looked at the action/s they are going to decide which they think have most impact and which have least. Then as a group or class discuss them to pick their top 5.

You can decide how to organise the task. **Options**

1. You can **either** give pupils in larger groups and give each group *all 12* action examples to compare (for older or more able pupils) and then discuss
2. **Or** you can put them in small groups and give them only *one* example to look at each, and then the discussion will be by the whole class

Running the activity:

- 1) Explain the task and put them into their groups. Give them the relevant action examples from the **shift-action** sheets (either one per group or all to each group) and a big-small impact line and *Thinking about action* support sheet to decide on the impact.
- 2) Give pupils time to read over their example, or all of the examples, and decide where to put them on the line.
- 3) Then either as a class (if each group was looking at one example) or within their group (if they had all the examples) discuss what they felt about the examples. Draw the grid on the board and use it to plot where different groups put their examples, with groups feeding back their thoughts.

If you are doing this as a class, you could make a large imaginary line across the class, and ask each group to stand up and place the actions along this line, justifying their choice to the class

- 4) Ask the class or groups to decide which are the **top 5 actions** and to say why

Encourage them to use the questions on the *Thinking about action* worksheet to determine this. Relate this back to the power activity they did before. Is it better to have a large impact on a small local scale (like community group action), or what seems like a smaller impact on a global scale (like a government, bank or large food business changing its rules)?

Support pupils to think about whether they think government, other people, businesses or charities (draw out the meaning of an NGO as a 'development' type charity) are more effective

Power shift main activity 3: What can you do

Aim:	For pupils to think about what sort of things they can do things to support making the food system fairer, which requires them to think about which groups and organisations are most powerful, and what sort of actions these groups can take
Time:	15-30mins
You will need:	Your role presentation <i>Optional</i> – diamond 9 activity

This is to finish off the shift-action activity exploring what different actors (groups or organisations) can do. It leads pupils onto thinking about how they can support these actions themselves.

They can do this in small groups or as a class.

From the previous activity pupils should have determined their top 5 actions.

Running the activity:

1. Give pupils in groups the **What you could do** sheet, which has some questions for them to ask themselves about what **they** would like to do
2. Ask pupils to brainstorm the sort of things they could do to support some of the actions from the shift-action sheets
3. If they are stuck, give them the **What could you do - help sheet** which has some ideas they could pick from
4. Encourage them to think of at least 5 or 6 things.
5. Once they have these, ask them to **rank** them in order of importance. This could be done as a class or in groups.
6. Try and assist the groups/class deciding what their top 2 or 3 choices are.

This will lead them onto the **ACT** stage of the Food for Thought resources.

Extension

You could run this as a **diamond 9** activity. See p15 of our *Getting Started with Global Citizenship Guide* on how to do this: http://www.oxfam.org.uk/education/teachersupport/free_guides/

Wallchart opportunity

When pupils have completed some/all of these tasks this is an opportunity to complete the **think** section of their wallcharts.



... and don't forget the wider *Food for Thought* project

Make sure that once you have taken your pupils through the **learn**, **think** and **act** stages they go online at **Class for Change** to share their experiences with other pupils across the world.

Class for Change launches in March 2012 as part of the Oxfam *Food for Thought* project.

See www.oxfam.org.uk/foodforthought



Teacher content background notes

Supporting resources:

- [Education for Global Citizenship: A Guide for Schools](#): Oxfam's comprehensive guide to the how, why and what of Education for Global Citizenship/
- <http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/citizenship/index.aspx> - Global Citizenship Curriculum Key Objectives: Social justice and equity, diversity, globalisation and interdependence and sustainable development

For more information on power analysis, visit <http://www.wearepowershift.org/>

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