CGW 4U
Canadian and World Issues: A Geographic Analysis
Teacher Resource Guide
UPDATED: 2011
Unit Overview

Food Insecurity in Africa: Causes, Effects and Solutions

Course Title: Canadian and World Issues: A Geographic Analysis
Suggested Time: 3 x 75 min
Course Code: CGW 4U
Unit Title: Food Insecurity in Africa: Causes, Effects and Solutions

LESSON 1 DESCRIPTION: In this lesson, students will be introduced to the issue of food insecurity, including its causes, development/health implications and suggested solutions at the community level.

LEARNING GOAL:
By the end of this lesson students will:
- Be aware of the current state of food security in Africa
- Understand the connections between food security and poverty, politics, war, development and health
- Understand a variety of possible solutions to food insecurity

LESSON 2 DESCRIPTION: In this lesson, students will be introduced to four Case Studies that provide a first-hand account of how food insecurity affects individuals, households and communities. Students will explore CPAR’s five approaches to supporting long-term food security for farming families in vulnerable African communities, and how these approaches improve food security at the individual, household and community levels.

LEARNING GOAL:
By the end of this lesson students will:
- Understand how issues relating to food insecurity affect individuals, families and communities in rural Africa
- Understand several different approaches to supporting long-term food security, and how these approaches can realize positive change at the individual, household and community levels

LESSON 3 DESCRIPTION: In this lesson, students will write a series of letters or journal entries from the perspective of an African farmer facing similar challenges to those faced by the individuals presented in the Case Studies in Lesson Two. To assist students in developing their perspective, pictures of African farmers with whom CPAR works in partnership are supplied. Students will be given an Assignment Sheet and rubric that
clearly describes the expectations and requirements of the assignment.

**LEARNING GOAL:**
By the end of this lesson students will demonstrate:
- Knowledge of the current state of food security in Africa
- Understanding of the connection between poverty, politics, war, development, health and food security
- Understanding of a variety of possible approaches to support long-term food security
- Understanding of how issues relating to food security affect individuals, families, and communities
- Understanding of how CPAR’s approach to supporting long-term food security can benefit individuals, families and communities

**UNIT CULMINATING ACTIVITY DESCRIPTION:** Students will write a series of letters or journal entries from the perspective of an African farmer. These letters or journal entries will include: a detailed description of life as an African farmer; the challenges that said farmer faces at the individual, household and community levels; a description of some of the approaches to farming that can be taken to improve food security; and how these changes have had an impact upon the lives of the farmer. Students will be supplied with pictures of African farmers with whom CPAR works to assist in developing characters and perspectives.

**CURRICULUM CONNECTIONS:**

**Strand:** Global connections

**Overall expectations:**
- evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.

**Specific expectations:**

*Building knowledge and understanding*
- identify current global sustainability issues and environmental threats (e.g., greenhouse gas emissions, global warming);
- explain how inequities in the distribution of resources (e.g., water scarcity, unequal land distribution) and boundary disputes (e.g., confiscation of land) contribute to uprisings and conflicts;

*Learning through applications*
- analyze problems of hunger and poverty in selected countries and explain how
certain factors (e.g. military spending, climate change, industrial agriculture) can intensify challenges related to food security;

- explain the relevance to their own lives of the work on poverty, disease, and the environment done by governmental and nongovernmental organizations

**Strand: Understanding and managing change**

**Overall expectations:**

- analyze trends and predict changes in the human use of the earth and its resources;
- evaluate the cultural, economic, and environmental impact of changing technology;
- evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.

**Specific expectations:**

**Building knowledge and understanding**

- explain how local participation in the development process can help build sustainable communities;

**Developing and practicing skills**

- evaluate the role played by non-governmental organizations (e.g. CPAR, Oxfam, World Vision) and local community initiatives in different parts of the world in promoting sustainable development and responsible resource management.

**Communication**

- use appropriate terminology (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, ethnocentrism, anthropocentrism, sustainable development, human development index) when communicating results of geographic inquiries.
Lesson One

Introduction to Food Insecurity

Course Title: Canadian and World Issues: A Geographic Analysis

Suggested Time: 75 min

Course Code: CGW 4U

Lesson Title: Introduction to Food Insecurity

LESSON DESCRIPTION: In this lesson, students will be introduced to the issue of food insecurity, including its causes, development/health implications and suggested solutions at the community level.

LEARNING GOAL: By the end of this lesson students will:
- Be aware of the current state of food security in Africa
- Understand the connections between food security and poverty, politics, war, development and health
- Understand a variety of possible solutions to food insecurity

PLANNING INFORMATION:

CURRICULUM CONNECTIONS:

Strand: Global connections

Overall expectations:
- evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.

Specific expectations:

Building knowledge and understanding
- identify current global sustainability issues and environmental threats (e.g., greenhouse gas emissions, global warming);
- explain how inequities in the distribution of resources (e.g., water scarcity, unequal land distribution) and boundary disputes (e.g., confiscation of land) contribute to uprisings and conflicts;
Learning through applications

- analyze problems of hunger and poverty in selected countries and explain how certain factors (e.g., military spending, climate change, industrial agriculture) can intensify challenges related to food security;
- explain the relevance to their own lives of the work on poverty, disease, and the environment done by governmental and nongovernmental organizations (e.g., United Nations, World Health Organization, Sierra Club, Greenpeace).

Strand: Understanding and managing change

Overall expectations:

- analyze trends and predict changes in the human use of the earth and its resources;
- evaluate the cultural, economic, and environmental impact of changing technology;
- evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.

Specific expectations:

Building knowledge and understanding

- explain how local participation in the development process can help build sustainable communities;

 Developing and practicing skills

- evaluate the role played by non-governmental organizations (e.g., CPAR, Oxfam, World Vision) and local community initiatives in different parts of the world in promoting sustainable development and responsible resource management.

Communication

- use appropriate terminology (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, ethnocentrism, anthropocentrism, sustainable development, human development index) when communicating results of geographic inquiries.
PRIOR LEARNING:

- Basic understanding of food and nutrition requirements in order to live a healthy and productive lifestyle
- Basic knowledge of the factors that affect access to adequate, safe and nutritious food.

MATERIALS:  

- Download a copy of the Powerpoint workshop ‘Hungry for Food Security’ available at: www.toolsforlearning.ca
- Book necessary audio/visual equipment
- Make photocopies of student handout ‘Hungry for Food Security’ and ‘CPAR’s Commitment to Food Security: Putting Farmers First’

RESOURCES:

- Tools for Learning http://www.toolsforlearning.ca/

TEACHING AND LEARNING STRATEGIES:

MINDS ON:

1. Whole Class: Complete the Quote
   - Teacher will cut-out quotes from ‘Food Security: Complete the Quote’.
   - Each student will be given a piece of paper with half of a quote written on it
   - Students will move around the classroom to find the student holding the other half of their quote.
   - Once all quotes have been successfully completed, place four pairs of students together.
   - Instruct each group to read their four quotes and state which quote they most and least prefer (along with explanation and justification)
ACTION:

2. Whole Class: Powerpoint Presentation ‘Hungry for Food Security’
   - Distribute the student worksheet ‘Hungry for Food Security’ to accompany the Powerpoint presentation.
   - Instruct students to gather the relevant information needed in order to complete the worksheet while following the Powerpoint presentation.
   - Using the Powerpoint presentation, introduce students to the topic of food security, the current state of food security in the world and possible solutions to food security related issues.

CONSOLIDATION AND CONNECTION:

3. Individual/Small Groups: CPAR’s Commitment to Food Security
   - This homework assignment gives students the opportunity to explore CPAR’s approach to supporting long-term food security in vulnerable African communities by exploring CPAR’s vibrant Putting Farmers First website.
   - Instruct students to complete the handout in time for the following class.
   - Students can be instructed to complete all parts of the handout individually or the students can be divided into groups of 4-5, with each group member responsible for a different section of the assignment.
   - The results of their research inquiry will be shared and collected in the following class.

ADDITIONAL CONSIDERATIONS:

<table>
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Food Security: Complete the Quote

Complete the quote by cutting out the following sentence fragments.

<table>
<thead>
<tr>
<th>A hungry man</th>
<th>but not for everyone’s greed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunger knows no friend</td>
<td>He just sees food.</td>
</tr>
<tr>
<td>A hungry man can’t see right or wrong.</td>
<td>that no one nowhere, at no time, should go hungry.</td>
</tr>
<tr>
<td>The right time to eat is:</td>
<td>one-third rich and two-thirds hungry.</td>
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<tr>
<td>If we can conquer space,</td>
<td>is not a free man.</td>
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<tr>
<td>There are genuinely sufficient resources in the world to ensure</td>
<td>but its feeder.</td>
</tr>
<tr>
<td>If you want to eliminate hunger,</td>
<td>it is life.</td>
</tr>
<tr>
<td>The freedom of man, I contend,</td>
<td>My brain doesn’t just have old traditional principles – my wife is happy with me.</td>
</tr>
<tr>
<td>We know that a peaceful world cannot long exist,</td>
<td>is the freedom to eat.</td>
</tr>
<tr>
<td>There’s enough on this planet for everyone’s need</td>
<td>It was loaned to you by your children.</td>
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<tr>
<td>-------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>A safe and nutritionally adequate diet is</td>
<td>for a rich man when he is hungry,</td>
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<tr>
<td></td>
<td>for a poor man when he has something to eat.</td>
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<tr>
<td>In nature’s economy the currency is not money,</td>
<td>everyone has to be involved.</td>
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<tr>
<td>If you think in terms of a year, plant a seed; if in terms of ten years, plant trees; if in terms of 100 years,</td>
<td>a basic individual right and a condition for sustainable development, especially in developing countries.</td>
</tr>
<tr>
<td>Treat the Earth well. It was not given to you by your parents.</td>
<td>we can conquer child hunger.</td>
</tr>
<tr>
<td>I am liberated as a result of the Farmer Field School. I’ve seen the light.</td>
<td>teach the people.</td>
</tr>
<tr>
<td>Food Security: Complete the Quote</td>
<td></td>
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<td>----------------------------------</td>
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<tr>
<td><em>(Answer Sheet)</em></td>
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<th>A hungry man is not a free man.</th>
<th>- Adlai E. Stevenson</th>
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<td>Hunger knows no friend but its feeder.</td>
<td>- Aristophanes</td>
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<td>A hungry man can’t see right or wrong. He just sees food.</td>
<td>- Pearl S. Buck</td>
</tr>
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<td>The right time to eat is: for a rich man when he is hungry, for a poor man when he has something to eat.</td>
<td>- Proverb</td>
</tr>
<tr>
<td>If we can conquer space, we can conquer child hunger.</td>
<td>- Buzz Aldrin</td>
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<td>There are genuinely sufficient resources in the world to ensure that no one nowhere, at no time, should go hungry.</td>
<td>- Ed Asner</td>
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<tr>
<td>If you want to eliminate hunger, everyone has to be involved.</td>
<td>- Bono</td>
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<td>The freedom of man, I contend, is the freedom to eat.</td>
<td>- Eleanor Roosevelt</td>
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<td>We know that a peaceful world cannot long exist, one-third rich and two-thirds hungry.</td>
<td>- Jimmy Carter</td>
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<td>There’s enough on this planet for everyone’s need but not for everyone’s greed.</td>
<td>- Mohandas K. Gandhi</td>
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<td>A safe and nutritionally adequate diet is a basic individual right and a condition for sustainable development, especially in developing countries.</td>
<td>- Gro Harlem Brundtland</td>
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<td>In nature’s economy the currency is not money, it is life.</td>
<td>- Vandana Shiva</td>
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<td>If you think in terms of a year, plant a seed; if in terms of ten years, plant trees; if in terms of 100 years, teach the people.</td>
<td>- Confucius</td>
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<td>Treat the Earth well. It was not given to you by your parents. It was loaned to you by your children.</td>
<td>- Kenyan Proverb</td>
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<td>I am liberated as a result of the Farmer Field School. I’ve seen the light. My brain doesn’t just have old traditional principles - my wife is happy with me.</td>
<td>- Zakayo, Farmer, Karatu District, Tanzania</td>
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Hungry for Food Security

Use the information provided in the Powerpoint presentation to fill in the blanks and answer the following questions.

What is Food Security?
"When all _____________, at all _____________, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an __________________________.

- United Nations Food & Agriculture Organization (FAO)

The 4 A’s of Food Security
Healthy food should be:

1. _____________ to all (sufficient supply)
2. _____________ to all (food access)
3. _____________ to all (nutritious and from a sustainable food system)
4. _____________ to all (culturally appropriate)

Categorizing Food Security:
Acute:
________________________________________________________________________________________
________________________________________________________________________________________

Occasional:
________________________________________________________________________________________
Hunger in our World:

- There are ___________ undernourished people in the world today.
- In Sub-Saharan Africa, there are over ___________ people who are food insecure.
- Every year the number of food insecure people is _____________.
- In Sub-Saharan Africa the number of undernourished people grows by ____________ people every year.

Solutions in Action

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
Hungry for Food Security
(Answer Sheet)

What is Food Security?
"When all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life."
- United Nations Food & Agriculture Organization (FAO)

The 4 A’s of Food Security
Healthy food should be:

1. Accessible to all (sufficient supply)
2. Available to all (food access)
3. Adequate to all (nutritious and from a sustainable food system)
4. Acceptable to all (culturally appropriate)

Categorizing Food Security:

Acute: Sever hunger and malnutrition to the point that lives are threatened immediately (e.g. famine).

Occasional: When food insecurity occurs due to a specific temporary circumstance.

Chronic: Ability to meet food needs is consistently under threat.
**Hunger in our World:**

- There are **1.02 billion** undernourished people in the world today.
- In Sub-Saharan Africa there are over **200 million** people who are food insecure.
- Every year the number of food insecure people is **INCREASING**.
- In Sub-Saharan Africa the number of undernourished grows by **one million** people every year.

**Solutions in Action**

1. Tree Nurseries
2. Farmer Field Schools
3. Conservative Agriculture
Putting Farmers First:  
CPAR’s Commitment to Food Security

For this assignment you will visit CPAR’s Putting Farmers First website and research the various approaches to tackling food security. To guide your research, complete the following handout.

Putting Farmers First:  www.puttingfarmersfirst.ca

Part 1

1. What does ‘Putting Farmers First’ refer to?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. In which four countries does CPAR work?

a) ________________

b) ________________

c) ________________

d) ________________
3. What are the four ways CPAR ‘improves year round food security’?

a) 

b) 

c) 

d) 

Part 2

1. What are the five components to CPAR’s Putting Farmers First approach to food security?

a) 

b) 

c) 

d) 

e) 

2. Explain in detail two of the above approaches:

a) 

b) 

Part 3

Learn more about food security and the sustainable food movement by exploring what is happening at the global, national and local levels. Under Get Involved > Learn More About Food Security, choose one of the organizations listed at each level and describe how each organization is involved in promoting food security and sustainable agriculture.

1. Global-level

Organization Name: ________________________________

What do they do to promote food security and sustainable agriculture?

________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

2. National-level

Organization Name: ________________________________

What do they do to promote food security and sustainable agriculture?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________
3. Local-level

Organization Name: __________________________

What do they do to promote food security and sustainable agriculture?

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

Part 4

Based on your research, outline two ways in which you can get involved in promoting global food security and sustainable agriculture.

1. ________________________________________________________

   ________________________________________________________

   ________________________________________________________

   ________________________________________________________

2. ________________________________________________________

   ________________________________________________________

   ________________________________________________________

   ________________________________________________________
Lesson Two
Food Insecurity: Positive Change

Course Title: Canadian and World Issues: A Geographic Analysis
Suggested Time: 75 min
Course Code: CGW 4U
Lesson Title: Food Insecurity: Positive Change

LESSON DESCRIPTION: In this lesson, students will be introduced to four case studies that provide a first-hand account of how food insecurity affects individuals, households and communities. Students will explore CPAR’s five approaches to supporting long-term food security for farming families in vulnerable African communities, and how these approaches work to improve food security at the individual, household and community levels.

LEARNING GOAL: By the end of this lesson students will:
- Understand how issues relating to food insecurity affect individuals, families and communities in rural Africa
- Understand several different approaches to supporting long-term food security, and how these approaches can realize positive change at the individual, household and community levels

PLANNING INFORMATION:

CURRICULUM CONNECTIONS:

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greenhouse gas emissions, global warming);

- explain how inequities in the distribution of resources (e.g., water scarcity, unequal land distribution) and boundary disputes (e.g., confiscation of land) contribute to uprisings and conflicts;

Learning through applications

- analyze problems of hunger and poverty in selected countries and explain how certain factors (e.g., military spending, climate change, industrial agriculture) can intensify challenges related to food security;

Strand: Understanding and managing change

Overall expectations:

- analyze trends and predict changes in the human use of the earth and its resources;
- evaluate the cultural, economic, and environmental impact of changing technology;
- evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.

Specific expectations:

Building knowledge and understanding

- explain how local participation in the development process can help build sustainable communities;

Developing and practicing skills

- evaluate the role played by non-governmental organizations (e.g. CPAR, Oxfam, World Vision) and local community initiatives in different parts of the world in promoting sustainable development and responsible resource management.

Communication

- use appropriate terminology (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, ethnocentrism, anthropocentrism, sustainable development, human development index) when communicating results of geographic inquiries.
PRIOR LEARNING:

- Basic knowledge of the current state of food security in Africa
- Basic understanding of the connection between poverty, politics, war, development, health and food security
- Basic understanding of a variety of possible approaches to support long-term food security

MATERIALS:  
Make photocopies of student handouts ‘Case Studies’ and ‘Exit Slip’  
Make photocopies of Case Studies

RESOURCES:  
Tools for Learning  
http://www.toolsforlearning.ca/

The State of Food Insecurity in the World 2009  
http://www.fao.org/docrep/012/i0876e/i0876e00.htm

TEACHING AND LEARNING STRATEGIES:

MINDS ON:

1. Review  
   - Teacher will briefly review the topics discussed in Lesson One.

2. Homework Review  
   - Allow students to discuss their responses to the homework assignment in small groups, or discuss students’ responses as a class.
   - Focus on the five components to CPAR’s Putting Farmers First approach to food security, as these are prominent learning items in Lesson Two.

ACTION:

3. Small Groups: Case Study Analysis  
   - In small groups, students will explore a Case Study and answer the accompanying questions.
   - Organize students into groups of 4 -5, based on class grouping strategy.
   - Distribute Case Study handouts, chart paper and markers.
   - Encourage students to form connections between the topics discussed
during Lesson One, the homework assignment and the individual needs presented in the Case Studies.

- Students will document their answers on their individual answer sheets and on the chart paper provided.
- Students will present their responses to the class based on information from their assigned Case Study.

## CONSOLIDATION AND CONNECTION:

### 4. Exit Slip

- Before the end of class, students will complete an Exit Slip that asks students: ‘What did you learn today?’ and ‘What do you still have questions about?’
- Collect Exit Slips from students before the end of class.
- Use this information to provide students with feedback.

## ADDITIONAL CONSIDERATIONS:

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Cecelia Lazaro is a very busy lady. Since her husband fell chronically ill, she has become the sole income generator for her family of seven. Of her five children, two are attending Awet Secondary School, two are in primary school and the youngest is still at home. As an active member of one of CPAR’s Farmer Field Schools in Karatu District, Tanzania, Cecilia is taking positive steps towards boosting her farming outputs and raising her income in order to provide more for her family.

Cecelia farms on her family’s 1½ acres of land, growing maize, beans and pigeon peas. In the past, she has been able to produce about 4-6 bags of maize, 1-2 bags of pigeon peas and less than one bag of beans per acre. Cecelia used to rent an ox plough to plough and plant her farm, and all weeding was done by hand using a hand hoe. Cecelia’s crop production levels have been low due to her lack of access to costly agricultural inputs such as ox ploughs and improved seed varieties. This, in turn, stems back to the low

“It’s difficult for me to pay school fees and purchase school supplies for my children so I rely on help from relatives. As of this year, I have two children in secondary school and haven’t yet been able to pay the school fees for the second child.”
income level that her family faces, and their lack of any secondary income generation sources.

Cecelia was trained by CPAR as a Community Extension Volunteer and a Farmer Field School facilitator. She took part in CPAR’s workshop in Conservation Agriculture, where she built upon her knowledge regarding improved agriculture techniques such as crop spacing, crop rotation, intercropping and optimized manure fertilizer utilization. She then took this information back to her community, sharing it with her fellow Farmer Field School members so that they could also benefit.

“I’ve learned a lot in the Farmer Field School – the whole concept of conservation agriculture, soil cover to prevent moisture loss, proper spacing so that crops have enough space to grow, planting and weeding on time and timely application of manure. I believe these practices will help me a lot this farming season.”

Cecelia and her fellow Farmer Field School members received improved maize seeds as well as nutrient-rich papaya seedlings to plant on their plots using the Conservation Agriculture methods they had been discussing. They also now have access to ox ploughs to assist in ploughing crop residues into the soil and planting, and received hands-on training on assembly and operation of the new ploughs. Cecelia is now on track to reaping a larger and more sustainable harvest, and to meeting the costs for her children’s school fees.
Case Study # 2

Full of Smiles: Looking Forward to a Bumper Yield this Year

Clement M’damanga is one of the 825 Ugandan farmers who have been supported with training and agricultural inputs this year under the *Putting Farmers First* program. Clement, 49, is married with three children and is also responsible for taking care of his elderly parents. Because of this significant burden of responsibility, he was identified by CPAR as one of the vulnerable farmers who would be included in the program. He was identified because of the burden of responsibility he is shouldering as well as his strong quest to uplift the plight of his household. While he struggles to produce enough food to feed his extended family, Clement works hard and has a very positive outlook on life.

Clement received 5kg of maize, 10kg of fertilizer and 2kg of beans in Fall of 2009. He planted his seeds early and he rejoiced when the seasonal rains fell as expected – no drought nor any flooding, as is increasingly the case. Besides the farm inputs, the program staff in conjunction with government extension workers strenuously, encouraged all farmers to apply organic manure (compost) as a strategy to roll out use of inorganic fertilizer in the long term. Clement has every reason to smile at a promising harvest during this growing season.

“*I strongly believe the imminent maize harvest this year will relieve my burden of hunting for food this year. I will make sure that the harvest is cared for and guarded against any damages because that’s where the life of my family lies*”
Household food production has not been at par with the required demand in the majority of the households across the catchment area. It is out of this situational analysis that Farmer First Program was conceived among others to boost up agricultural production through provision of farm inputs such as maize seeds.

“Maize is life here in the village, if one chooses not to grow maize the he is heading for disaster” reiterated Clement M’damanga.
Case Study # 3

In Support of Winter Cropping

Winter cropping is the practice of cultivating crops during the dry season in order to take advantage of the residual moisture that occurs within lowland areas along the banks of a river. In Malawi, this riverside farming land is called dimba.

Wherever possible, farmers in Malawi cultivate crops on dimba land as a supplemental source of income. CPAR advocates for dimba land winter cropping as an effective way of mitigating against the impact of frequent crop failure due to climate-related adversities (such as flooding or drought). Several years ago, CPAR began assisting farmers by supplying some of the agricultural inputs necessary in order to start up a winter cropping operation – typically this includes seeds and a lot of manure. In turn, the farmers with whom CPAR works in Malawi have been harvesting surplus amounts of maize during the months of January and February – typically the leanest times of the year in terms of food availability. Today, almost all of the farmers with whom CPAR works are winter cropping and providing all of the necessary inputs and materials on their own.

46 year old Samson Chitsokwe from Mponda Village in Malawi was one of the farmers who took part in CPAR’s initial winter cropping initiative several years ago. Samson is married with four children. He was supported with 2 kg of improved maize seed as a start up input in order to kick start his winter cropping operation, with hopes of providing ample amounts of food for his four children right through the dry season. Using significant amounts of manure and conservation agriculture techniques such as intercropping, Samson grew a strong harvest without the use of any chemical fertilizers or pesticides. This harvest came at a time when his household had run out of food completely due to the erratic and unpredictable rainfall.
Samson explained: “Since then, winter cropping has become an integral part of my farming. Each year I grow different types of crops and vegetables in my winter garden. Winter cropping is working so well for me that last year I increased my maize production area by one quarter of an acre. I have managed to harvest 470 kg of maize from this piece of land.”

Samson also managed to sell the surplus maize for 3,700 Kwachas – the Canadian equivalent of about $25. With that amount, Samson was able to invest in livestock for his household. He bought two goats and two pigs, and learned about livestock husbandry so that he could begin breeding and selling.

“I had never had any livestock in my family but today I am the proud owner of pigs and goats,” Samson said. “I will benefit a lot from these livestock in the form of higher income, higher protein intake for my family, and also more manure for my garden.” In the future, Samson plans to begin a fish farm to further increase his family’s income level.

Samson is a model small-scale Malawian farmer using sustainable agriculture techniques to support his family. He is also a community educator on conservation agriculture techniques in the Mponda Farmer Field School that CPAR established. In the Farmer Field School, he shares his experiences and techniques with other farmers, helping to spread the good word about winter cropping in lowland areas.

“I am grateful to CPAR-Malawi for introducing winter cropping in our area which has helped a lot of people have enough food even when crops have failed in the upland gardens. I am happy that through farmer field school I am able to share my experiences with my fellow farmers.”
Case Study # 4

Angela

Angela is a farmer from Tanzania who is taking part in one of CPAR’s income generating projects for women farmers. Designed build upon women farmers’ knowledge and skills in order to generate higher levels of income to support their families, these projects take place in communities where women traditionally face greater social challenges than men do.

Before becoming involved in this project, Angela’s daily routine was quite different. She used to walk several miles, three times a day, to fetch water for her family’s consumption and to feed her mango tree. She experienced frequent back pain from all of the hauling, and her fruit trees and crops were not as yielding enough food to sustain the family through the dry season.

"When you support a man, you support a man. When you support a woman, you support a family." - Angela

By sharing ideas and experiences with other farmers as a Farmer Field School member, Angela learned about many ways to improve the techniques she uses in the fields in order to maximize her crop yields. For example, she learned about the conservation agriculture technique of drip irrigation, a simple watering method involving an upturned water bottle that is planted in the mulch, slowly releasing water into the soil below. By switching to the drip irrigation technique, Angela drastically reduced the amount of water she needs to adequately feed her mango tree - now she only needs to fetch water once every five days.
As well, Angela gained a great deal of insight through the Farmer Field School on the best approaches to raising goats. CPAR supported Angela with two dairy goats and two chickens, and she participated in training sessions on animal husbandry pertaining to small farm animals as such. Besides the potential to sell dairy goats in the market, they also provide a reliable supply of nutritious and high-value milk. Angela learned that goat milk is in fact more nutritious than cow milk, and as such actually has a higher market value.

As part of the CPAR project, the initial offspring from Angela’s dairy goats and chickens will be passed on to other women farmers in her community – enabling others to breed small animals and expanding the number of people reached through this kind of input support. It is easy to imagine the growth and benefits of these self-perpetuating projects. Angela’s participation in CPAR’s income generating project for women farmers has brought about benefits for her entire community.
Case Studies

*Explore your assigned Case Study and answer the following questions:*

1. What is the name of the farmer discussed in your Case Study?

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2. Where does this Case Study take place?

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3. What challenges did this farmer experience?

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4. How do these challenges relate to food security?

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5. What actions did your Case Study farmer take to overcome these challenges?

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6. What were the benefits of your Case Study farmer’s actions?

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7. How did your Case Study farmer’s family and/or community benefit?

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8. Which of the other *Putting Farmers First* approaches could your Case Study farmer have used? How?

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## Exit Slip

_On the back of this page answer the following:_

<table>
<thead>
<tr>
<th>What did I learn today?</th>
<th>What do I still have questions about?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Name: ____________________________

Date: ____________________________

## Exit Slip

_On the back of this page answer the following:_

<table>
<thead>
<tr>
<th>What did I learn today?</th>
<th>What do I still have questions about?</th>
</tr>
</thead>
<tbody>
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Name: ____________________________

Date: ____________________________
Lesson Three

Letters from the Field: Culminating Task

Course Title: Canadian and World Issues: A Geographic Analysis

Suggested Time: 75 min

Course Code: CGW 4U

Lesson Title: Letters from the Field: Culminating Task

LESSON DESCRIPTION: In this lesson, students will write a series of letters or journal entries from the perspective of an African farmer facing similar challenges to those faced by the individuals presented in the Case Studies in Lesson Two. To assist students in developing their perspective, pictures of African farmers with whom CPAR works in partnership are supplied. Students will be given an Assignment Sheet and rubric that clearly describes the expectations and requirements of the assignment.

LEARNING GOAL: By the end of this lesson students will demonstrate:

- Knowledge of the current state of food security in Africa
- Understanding of the connection between poverty, politics, war, development, health and food security
- Understanding of a variety of possible approaches to support long-term food security
- Understanding of how issues relating to food security affect individuals, families, and communities
- Understanding of how CPAR’s approach to supporting long-term food security can benefit individuals, families and communities

PLANNING INFORMATION:

CURRICULUM CONNECTIONS:

Strand: Global connections

Overall expectations:

- evaluate the social, economic, and environmental impact of the strategies for sustainable development implemented by a variety of individuals, organizations, and institutions.
Specific expectations:

Building knowledge and understanding

- identify current global sustainability issues and environmental threats (e.g., greenhouse gas emissions, global warming);
- explain how inequities in the distribution of resources (e.g., water scarcity, unequal land distribution) and boundary disputes (e.g., confiscation of land) contribute to uprisings and conflicts;

Learning through applications

- analyze problems of hunger and poverty in selected countries and explain how certain factors (e.g., military spending, climate change, industrial agriculture) can intensify challenges related to food security;
- explain the relevance to their own lives of the work on poverty, disease, and the environment done by governmental and nongovernmental organizations (e.g., United Nations, World Health Organization, Sierra Club, Greenpeace).

Strand: Understanding and managing change

Overall expectations:

- analyze trends and predict changes in the human use of the earth and its resources;
- evaluate the cultural, economic, and environmental impact of changing technology;
- evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.

Specific expectations:

Building knowledge and understanding

- explain how local participation in the development process can help build sustainable communities;

Developing and practicing skills

- evaluate the role played by non-governmental organizations (e.g. CPAR, Oxfam, World Vision) and local community initiatives in different parts of the world in promoting sustainable development and responsible resource management.

Communication

- use appropriate terminology (e.g., region, pattern, interdependence, global perspective, global commons, disparity, equity, carrying capacity, ethnocentrism,
anthropocentrism, sustainable development, human development index) when communicating results of geographic inquiries.

PRIOR LEARNING:

- Basic knowledge of the current state of food security in Africa
- Basic understanding of the connection between poverty, politics, war, development, health, and food security
- Basic understanding of a variety of possible approaches to support long-term food security

MATERIALS:

- Make photocopies of student handout ‘Culminating Activity: Letters from the Field’ and ‘Character Development: Pictures’

RESOURCES:

- Tools for Learning http://www.toolsforlearning.ca/

TEACHING AND LEARNING STRATEGIES:

MINDS ON:

1. Review
   - Teacher will briefly review the topics discussed during Lesson Two
   - Teacher should focus on any information that students expressed uncertainty of on their Lesson Two Exit Slips.

ACTION:

2. Whole Class: Culminating Task – Letters from the Field
   - Teacher will distribute the Culminating Activity assignment handouts
   - Teacher will explain instructions and rubric with students
   - Teacher will assign deadline for Letters from the Field assignment
   - Teacher will distribute accompanying pictures as provided
   - Students should be encouraged to refer back to their Hungry for Food Security, CPAR’s Commitment to Food Security: Putting Farmers First and Case Study handouts from Lessons One and Two
3. **Individual: Culminating Activity Work Period**
   - Students will be given the remainder of class time to work on their Culminating Activity
   - Teacher should provide students with materials and resources (e.g. books, markers, paper, etc.)
   - Teacher should circulate the room and assist students as necessary

### ADDITIONAL CONSIDERATIONS:

<table>
<thead>
<tr>
<th>Accommodations/Special Needs:</th>
<th>Assessment and Evaluation Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations for students with individuals education plans should be provided as outlined in the IEP.</td>
<td>Culminating Task – <em>Assessment of Learning</em></td>
</tr>
<tr>
<td>Accommodations needed for other learners should be provided</td>
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*38*
Culminating Activity:

Letters from the Field

Due date: ________________

Instructions: Write a series of letters or journal entries from the perspective of an African farmer. In these letters or journal entries, describe yourself, your family, your community, and the challenges that you face at all three levels (individual, family, community). As well, describe some of the farming approaches that you have taken up in your field in order to be able to support yourself and your family year-round. Finally, describe your socio-economic situation after having implemented these new approaches. Please refer to rubric for specific assessment requirements.

(Note: Letters/journal entries should be written in the first-person perspective)

Your final submission will include:

1. Completed assignment sheet  
2. Letters or Journal Entries  

Helpful Research Sites:

CPAR
http://www.cpar.ca/

Putting Farmers First
http://www.puttingfarmersfirst.ca/
Assignment Sheet

STEP 1: CHARACTER DEVELOPMENT

a) Name: ______________________________

b) Age: ______________________________

c) Country of Origin: ____________________

d) Family Life:

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e) Community life:

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STEP 2: DESCRIBE YOUR LIFE AS AN AFRICAN FARMER

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STEP 3: DESCRIBE THE CHALLENGES THAT ARE FACED BY:

a) You:

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b) Your family:

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c) Your community:

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STEP 4: DESCRIBE YOUR LIFE AFTER APPROACHES/ACTIONS WERE TAKEN

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STEP 5: EXPLAIN HOW THESE APPROACHES/ACTIONS RELATE DIRECTLY TO THE CHALLENGES THAT YOU FACE

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STEP 6: DESCRIBE HOW YOUR COMMUNITY AND/OR FAMILY BENEFITED FROM THE APPROACHES/ACTIONS TAKEN

STEP 7: YOUR SERIES OF LETTERS/JOURNAL ENTRIES MUST INCLUDE ALL OF THE FOLLOWING:

a) Your name clearly stated  

b) Your age clearly stated  

c) Your country of origin clearly stated  

d) A detailed description of your life is provided  

a') The challenges you face as an African farmer are clearly stated  

b') At least two CPAR approaches are clearly described  

e') Clearly explain how these approach relate directly to the challenges you face  

f') A detailed description of your life following approaches/actions is provided  

Character Development: Pictures
## Culminating Activity: Letters from the Field

Name: ______________________  
Date: ______________________

<table>
<thead>
<tr>
<th>Category</th>
<th>50 – 59% (Level 1)</th>
<th>60 – 69% (Level 2)</th>
<th>70 – 79% (Level 3)</th>
<th>80 – 100% (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Demonstrates <em>limited</em> knowledge of food security</td>
<td>Demonstrates <em>limited</em> understanding of how different approaches and actions that support long-term food security can benefit the individual and the community</td>
<td>Demonstrates <em>considerable</em> knowledge of food security</td>
<td>Demonstrates <em>thorough</em> knowledge of food security</td>
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<tr>
<td></td>
<td>Demonstrates <em>limited</em> understanding of the connection between poverty, political crisis, war, development, health, and food insecurity</td>
<td></td>
<td>Demonstrates <em>limited</em> understanding of how different approaches and actions that support long-term food security can benefit the individual and the community</td>
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<td>Demonstrates <em>limited</em> understanding of how different approaches and actions that support long-term food security can benefit the individual and the community</td>
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<tr>
<td>Thinking</td>
<td>Uses creative thinking processes with <em>limited</em> effectiveness</td>
<td>Uses creative thinking processes with <em>some</em> effectiveness</td>
<td>Uses creative thinking processes with <em>considerable</em> effectiveness</td>
<td>Uses creative thinking processes with a <em>high degree</em> of effectiveness</td>
</tr>
<tr>
<td>Communication</td>
<td>Communicates information and ideas throughout letters or journal entries with <em>limited</em> effectiveness</td>
<td>Communicates information and ideas throughout letters or journal entries <em>some</em> with effectiveness</td>
<td>Communicates information and ideas throughout letters or journal entries <em>considerable</em> effectiveness</td>
<td>Communicates information and ideas throughout letters or journal entries with a <em>high degree</em> of effectiveness</td>
</tr>
<tr>
<td></td>
<td>Communicates with a <em>limited</em> sense of audience and purpose</td>
<td></td>
<td>Communicates with a <em>clear</em> sense of audience and purpose</td>
<td>Communicates with a <em>strong</em> sense of audience and purpose</td>
</tr>
<tr>
<td>Application</td>
<td>Transfers concepts, skills, and procedures to letters or journal entries with <em>limited</em> effectiveness</td>
<td>Transfers concepts, skills, and procedures to letters or journal entries <em>moderate</em> effectiveness</td>
<td>Transfers concepts, skills, and procedures to letters or journal entries <em>considerable</em> effectiveness</td>
<td>Transfers concepts, skills, and procedures to letters or journal entries with a <em>high degree</em> of effectiveness</td>
</tr>
</tbody>
</table>