

## Think: Power-Shift activity (secondary)

**Age range: 11-16**

**Time: 1-2 hours**

### Outline

Pupils will consider the different groups within society who are able to create a fairer food system, think about the opinions of each of these groups and the relative power each has to change things. They will plot these out, and think about which group is most important and why. They will then look at examples of what each group *can* do and consider which are most effective and how they could support such actions.

### Learning Objectives

- To understand that different groups, such as the government, the public and businesses have different amounts of power
- To consider what actions each of these groups can take to make the global food system fairer
- To think about what they can do to support these actions

### Resources

- Power shift activity role cards
- Power shift activity pupil sheet and matrix
- Shift-action example sheets
- Power shift power point
- Paper and means to stick this to the board (e.g. blue tack)

### 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

Power, persuade, influence, government, business, invest, profit, tax, global, agri-business, northern, southern, action, local, global

## Power-shift starter (optional)

<b>Aim:</b>	For pupils to understand that different people within society have different amounts of power, and start to think about why
<b>Time:</b>	10 minutes
<b>You will need:</b>	An example of something pupils might want to change Board and paper to stick on it and blue tack (could use sticky labels) Power shift power point

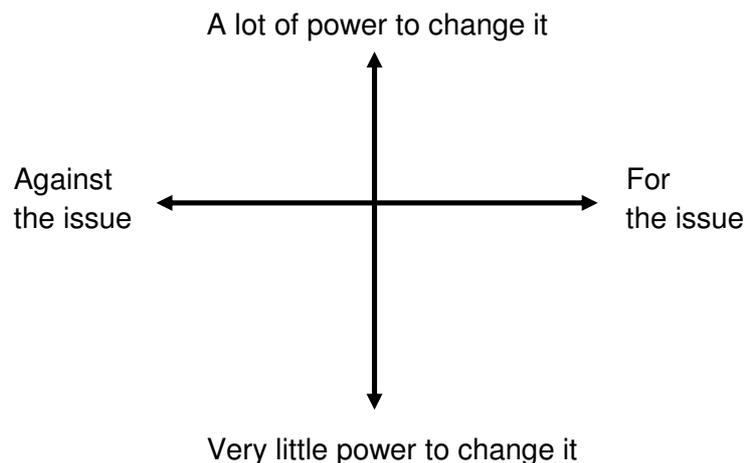
- 1) Give pupils an example of something they might want to change related to their every-day life in school. This could be changing their school uniform, having different food in the canteen, changing the school day length or similar. This will be called 'the issue'.

Ask pupils to brainstorm who might have an opinion about this. Prompt them to think about people such as the headteacher, other pupils, parents, teachers etc. For each one they think of, ask them if they would be 'for ' or 'against' that issue.

- 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. Ask pupils to call out the people they have thought of, and when they do write the group on a piece of paper, and stick it along the line depending on how strongly for or against the issue the pupils think that group would be.

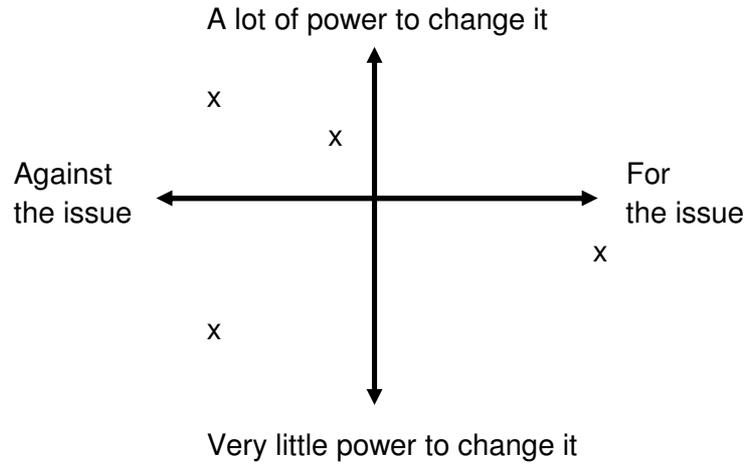


- 3) When all the people identified are on the board, add a vertical line down the middle of the board with 'a lot of power' at the top, and 'very little power' at the bottom, like this:



Put pupils into groups and allocate each group one of the names identified on the board. Ask pupils to think about how much power their allocated person/people have to change that issue. When they have decided, ask them to come to the front to move the piece of paper with that group on up or down depending on how much power they think they have. As they are doing this ask them to explain to the class why they decided that.

- 4) The matrix on the board should look like below, with groups scattered around based on whether they have a lot or a little power, and how strongly for or against the issue they are.



Lastly, ask pupils to think about the chosen issue, and look at the matrix. If they were to try and bring about that change, who would it make most sense to talk to first?

This could either be people with lots of power who are for the issue (ideal!), but it may be persuading people with more power who are against the issue to *change their mind*, or it might be talking to people who are for the issue with little power, and helping them to *increase their power*.

Ideas for increasing power pupils might think could be to do with 'campaigning'.

You can use the **power shift power point** to help explain this.

## Power shift main activity 1: Power-shift role play

<b>Aim:</b>	For pupils to understand who the main groups of people who interact with the food system are, the amount of power they have, and whether it is in their interests to make the food system fairer
<b>Time:</b>	30mins – 1 hour
<b>You will need:</b>	Power-shift activity role cards Power-shift activity pupil sheet and matrix Power-shift activity power point

- 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 **power shift pupil worksheet** and/or the **power shift 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 invested in small farmers, to help them grow more food
- Land for small farmers protected
- Small farmers helped to *adapt* their techniques to a changing climate
- Food prices being lower
- Help for small farmers sell food to shoppers more directly
- Carbon emissions being cut
- Less meat eaten to help cut carbon and increase the amount of food

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.

- 3) Explain to pupils that they are going to make a power matrix to consider *how* these changes could be brought about.
- 4) First ask pupils to consider who is important to the global food system. Prompt them to think about the importance of the government, small farmers, people who buy food, and large businesses which buy and sell food over large distances (which we will call *global agri-business*)
- 5) Next show them the list of people they *are* going to consider. Did they pick them all out? Obviously there are more than these 8 groups, but explain that these 8 are very important and they are going to think about them.
- 6) You will need the **8 power shift role cards**, and the fairer food system power matrix either from the **pupil worksheet** or the **power point** (or both). There are 2 options to use the cards with pupils:

## Option 1 – for younger / weaker pupils

Put pupils into 8 groups of 3-5 pupils per group. Give each group only one of the 8 role cards and a blank fairer food system power matrix from the **pupil worksheet**, and ask them to think about where to put their allocated role on the matrix.

They can discuss this in groups, and as they are only considering one role each this should help young/weaker pupils.

To **feedback** you can ask pupils to imagine **the whole classroom is the matrix**, with the corners of the classroom representing the corners of the matrix. Each group has to then go and stand in the relevant part of the matrix for their role, and feedback why they chose to stand there.

Alternatively you could make the board the matrix and ask groups to stick their role card in the relevant place one at a time and say why they chose to put it there.

## Option 2 – for older / brighter pupils

Put pupils into groups, and give all 8 role cards to each group. Also give them a set of 8 counters with the names of the 8 roles and a blank fairer food system power matrix (both from the **pupil worksheet**), Ask each group to complete a matrix with **all** the 8 roles on it.

To **feedback** you can use the board and use a different group to tell you where to put each of the 8 roles on the matrix, allowing other groups to comment on the choice of place. This will allow discussion of where to put each role.

Alternatively you could allow 2 people from each group to circulate to another group, to compare where other groups had placed their roles and quiz the remaining members of the group as to their choice.

- 7) Once you have had a chance to discuss where to put each of the roles, summarise the general class feeling about where each group should go on the matrix
- 8) Now give pupils an opportunity to think about what this means. Ask them to think about how **achieving** a fairer food system can be done. Use the **pupil worksheet** or **power point** and ask them to consider
  - Are there any groups who **have power**, but **don't want** to change the system?  
How could they be persuaded to change?
  - Are there any groups who **want to** change the system, but have **little power**?  
How can their power be increased?
- 9) Ask them to consider who they would **target** to make the food system fairer. Have a discussion to draw out
  - There are ways to influence and persuade powerful organisations like governments or businesses – for example by getting lots of people to target them
  - There are ways to increase the power of weaker groups, for example by being more *organised* so they can multiply the small power of each individual together

## Power shift main activity 2: Shift-action examples

<b>Aim:</b>	For pupils to know examples of actions that different groups (such as governments, businesses, other people) can take to make the food system fairer, and consider which of these they think are the most effective and important
<b>Time:</b>	30mins – 1 hour
<b>You will need:</b>	Shift-action example cards and pupil sheet Thinking about action pupil sheet (grid)

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 use a grid to decide how effective they were using a grid which asks if the action had a big or small *direct* impact on making the food system fairer, and whether it was *locally* or *globally* focussed. 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) Start by asking pupils from the last activity who they think the most important people are for achieving a fairer food system (remind them that this means achieving *fairer food system*).
- 2) 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 the grids from the **thinking about action** sheet to analyse them.
- 3) Give pupils time to read over their example, or all of the examples, and decide where to put them on the grid.
- 4) 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.
- 5) 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-shift activity. 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)?

## Power shift main activity 3: What can *you* do

<b>Aim:</b>	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
<b>Time:</b>	15-30mins
<b>You will need:</b>	Your role presentation <i>Optional</i> – diamond 9 activity

This is to finish off the power-shift activity exploring which actors have most power within the food system to change it, and 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/](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](http://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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