



## Teacher material

# Exploring the Common Agricultural Policy

## Teacher Guidance with Activity Plans

### Introduction

This introduction is the same for each activity theme in this section.

The materials in this section are designed to help your students to engage with the history and politics of Europe and the European Union in ways which they will find informative, engaging and thought-provoking. There are (and have always been) decisions to be made, as a result of events and changes both inside and outside Europe. There are (and have always been) dilemmas to be faced. Some are new, some are ages old with modern aspects, and responses to these can produce new dilemmas and the need for new decisions. Your students will work with some of these dilemmas and by doing so, learn how and why decisions have been made. The learning is dynamic and the activities are not solely about learning content, but also about reasoning, planning and deciding in ways which are similar to those of the people being studied. There is a decision making activity and three evidence files for mini-research projects. Each one addresses a subject which has had an impact on the evolution of modern Europe. There are harder and easier versions of contents and activities for each of the evidence files. These activities may follow on from work with the other materials in this module. They can also be used as a series of options to be chosen by you to fit your curriculum, interests, and the needs of your class.

To summarise:

- Students will investigate the dilemmas that have emerged in specific policy areas
- Students will then learn about how and why decisions were made to deal with these dilemmas
- Students' learning should be as active as possible
- The highest level material and activities will be appropriate either for your older and very able students and/or you, as the teacher, needing to learn about the topic before teaching
- Activities for younger and less able students are provided for use in single lessons. They can be expanded if you have the time.

What follows are guidance and activity plans based on the European Common Agricultural Policy evidence file.

Remember that all materials are provided with a Creative Commons licence. That means that you can work with them and adapt them to suit the needs of your students and to ensure that they fit well into your curriculum context. These activities are designed to be possible to do in a single, or part of a single lesson. Where you put them in your programme of study, will depend on what you have planned for your students to learn. The activities can also be extended if you have more time and this guidance suggests where that could be done.



### How to use an evidence file

An evidence file is a set of content material about a particular issue that has proved to be a dilemma requiring decisions in Europe by Europeans in the post-World War Two years. Each evidence file starts with a question and an introduction to the dilemma. A timeline of key events is provided to assist students make sense of the chronology of events. There are then a series of sections that contain textbook style content and source material. Each of these is accompanied by a task designed to ensure that students fully understand what they have read. You can adapt and/or remove these tasks to suit the needs of your students and the time available. You can also put all the source material into one document, thus separating text and source material if you prefer. The evidence files can be printed as one document, or divided up onto double-sided cards. A glossary is provided where complex terms and acronyms are used in the text. Depending on the knowledge levels of your students you may wish to provide extra maps, or definitions of terms, or a basic history of Europe in this period. You may decide that the evidence files are too complex for your students. If this is the case, there are easier contents and activity materials also provided about each topic. You may wish to use these evidence files for your own professional learning as a teacher before teaching with the easier versions.

### The evidence files this guidance is concerned with is:

*Does the European community still need a Common Agricultural Policy?*

- Introduction
- The Context: Agriculture in Europe 1900-1950
- Towards a common market for agriculture in western Europe and sources
- Creating the Common Agricultural Policy and sources
- The Reform Years and sources – alternatively there is a powerpoint of image sources

### Activity plan for older and/or more able students

Older and more able students can work directly with the evidence file itself. It is rich in contextual information and data. It includes activities that encourage students to think about the decisions and dilemmas relating to agricultural and food supply in several time periods since 1945. It also enables students to learn and discuss how these have changed over time and to gain an understanding of the historical context to a topic that is of great concern within the European Union today. You may want to substitute the written sources with images from the accompany powerpoint, or to enrich the written sources with these.

### Activity plan for younger and / or less able students

Similar same material can be used with more teacher support and guidance. A suggested enquiry question focus is: What are the priorities of the Common Agricultural Policy?



A study of food policy and agriculture may be part of a historical study, or a civics, politics or geography lesson. It is easy for students to forget, or never learn, that in the immediate post World War Two years, many European people faced hunger and issues of food supply were closely connected with state security. Today, the policies of the EU are also very much concerned with environmental concerns that are of world-wide resonance. By doing this activity, students will learn about the dilemmas faced in specific time periods and the decisions that were made to try to address them. They will also come to understand how different dilemmas emerged over time and how some solutions produced further dilemmas. This topic is very revealing of the complexity of policy making and will hopefully help students to become less black and white in their thinking about problems. It should become clear that dilemmas which may seem simple to solve via, for example, headlines in the media, are not so straightforward to solve in practice.

### Materials needed for this activity

There are four separate time periods to be worked with for the first part of this activity. Students should be divided into groups and assigned a time period. Groups can have the same time period, if dividing into just four groups would make the group size too big for successful working. Each group needs:

A chart for their time period

- The dilemmas for their time period
- The decisions actually made for their time period (to be given to them after they have discussed the dilemmas and decided what they would do).
- There is also a PPT of images and data that can be used to help students to understand each of the stages

### Researching the issues and making decisions

The first part of the activity involves students reading about the dilemmas in their time period and making decisions by answering the questions they are posed on their dilemmas sheet. They summarise the dilemmas faced and the decisions they would make onto their chart. When they have done this, give them the information about the decisions that were actually made in their time period. They then summarise these onto the chart. Finally, they are required to discuss and make a note of all the things that had to be considered while making decisions in this period. (For example, in the early period hunger is a big concern. By the later period, the needs of 28 and not 6 nation states have to be taken into account). The four separate time periods are:

- Agriculture in Europe 1900-1950
- Towards a common market for agriculture in western Europe 1951-1959
- Towards a common market for agriculture in western Europe 1951-1959
- Creating the Common Agricultural Policy 1957-1968

The first and fourth time periods should be given to more capable students.



### Answering the question: ‘What are the priorities of the Common Agricultural Policy?’

Once each group has completed their research, ask groups to compare all the things that had to be taken into account while making decisions. They should find some similarities and differences. Turn the students’ attention to the enquiry question and discuss as a class the priorities of the CAP in each time period and how they have changed over time. A final activity could be to ask the students to research the contemporary views about the CAP of the major political parties in their country. What do the major political parties think should be the CAP’s future priorities?

You may also find this information and data useful to bring students up-to-date:

### Contemporary CAP

Now, there is much more concern about protecting the environment, maintaining rural communities, ensuring that consumers can choose from a wide range of food products and maintaining quality. The changes reflect changing concerns in the international community and the economic policies of the national governments of the member state. But they also reflect the influence of non-governmental groups on the decision-making process; i.e. in this case, farmers, food producing multinational corporations, retailers, consumer groups, health agencies and animal welfare organisations.

#### Information about the Common Agricultural Policy in 2014

- Around half of the EU’s population lives in predominantly or partially rural areas.
- Currently 12 million people work in farming, forestry and fisheries but 46 million people (out of a total population of over 500 million) work in jobs dependent on agriculture, such as food processing.
- 77% of the geographical territory of the EU is classified as rural.
- Across the 28 Member States of the EU there are nearly 12 million farm holdings. The average size is 15 hectares (compared with USA where the average farm size is 180 hectares).
- In 1970 farmers received 87% of the EU budget. By 1984 it was 70%, by 1992 it was 65% and by 2014 it was reduced to just over 40% of the total budget.
- Each tax-paying citizen of the EU contributes an average of around €100 per year to the budget of the Common Agricultural Policy.
- Farmers in the 15 member states that existed before the accession of states from central and eastern Europe benefit more from the CAP than the newer members. Farmers in France receive 17% of CAP payments, Spain 13%, Germany 12%, Italy 10.6%. France and Germany are the largest agricultural producers.
- About 2% of farmers leave agriculture every year across the EU - and in some countries the figure is higher.

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13. Map of Europe in 1957  
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