

Discovering a sustainable Mindset [SysMind]

Design of a Teaching-Training-Setting to improve sustainability

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*Subject of the lesson: interactive workshop on
sustainability in the coffee sector*



DISCOVERING A SUSTAINABLE MINDSET

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Guiding questions:

- ♣ Can an interconnectedness of ecology, economy and social equality be worked on this topic?
- ♣ What dilemma situations or different perspectives can be illustrated by the topic?
- ♣ Does the structure of the topic offer interdisciplinary, self-directed processing?
- ♣ How can learner emotions be brought in and considered at the beginning and throughout the learning setting?
- ♣ What opportunities does the topic offer for learner empowerment?

General information about the Teaching-Training-Setting

TOPIC:	
Age of the students:	14-18
Number of students	20-25
Aim of the lesson	to provide a deeper understanding of the issue of sustainability in coffee farming in Peru and encourage them to actively engage with the challenges and opportunities in this area. They should learn about new perspectives and global connections
Learning outcomes/competences	Knowledge building, critical (and interdisciplinary) thinking, problem solving, change of perspective, reflection
Duration	2 teaching units

Schedule

Time/ minutes	Phase	Steps in Teaching/Training Setting	Methods	Social form	Media/Materials needed
20 minutes	Introduction and context to the topic	short introduction to the topic. What does sustainability mean (for the students?) What does sustainability mean in agriculture, especially in coffee cultivation? Personal connection to coffee (consumption)	presentation and questions to students Could also be in form of a poll (they need phones)	Whole class	Presentation and pictures poll
15 minutes	Introduction to the partner in Peru	Fairtrade Video of partner Short introduction to Peru and the partner there. Their history and vision for the coffee farmers	presentation	Whole class	Video and presentation
30 minutes	Working phase	Explaining the role play, splitting them into smaller groups of 5 and handing out the work sheets with the short description of the roles. Then they have 25 minutes time to discuss to the issue statement from the perspective of their roles and work out possible answers and solutions together	Role play: Each pupil is assigned a role and discusses in the small group from the perspective of his or her role on the question.	Group work	Work sheets
30 minutes	Working phase/ Knowledge transfer	Reflection: All the groups come back to the big classroom panel, and we	Panel discussion	Whole class	/

		<p>hear their solutions / discussions and open the panel up for a discussion in the classroom.</p> <p>Each group presents their findings and discusses their perspectives on the topic. The other groups can ask questions and an open discussion is encouraged.</p> <p>Also a reflection on their emotions / how the role play was for them.</p>			
20 minutes	Knowledge transfer	Encouragement and opportunities for action: Possibilities for action and measures that could contribute to the promotion of sustainability in coffee cultivation --> in the Global South (again referring to our partner and their work) and in the Global North (consumption).	presentation	Whole class	presentation

Workshop “Coffee Revolution: Sustainability in Peru”

Title Alternatives:

- "The Bitter Bean: Power and Responsibility in Sustainable Coffee Farming"
- "Mission Sustainability: Exploring Sustainable Coffee Farming in Peru"
- "Coffee Rebels: Uniting for Sustainable Coffee Farming in Peru"

Role play:

In a fictional coffee region in Peru, coffee producers are facing a conflict. Traditional coffee farmers are struggling with the effects of climate change and fighting for their place in an industry dominated by large landowners. Environmental problems and social injustices pose major challenges to the community. The students take on the roles of the different actors and must deal with the complex conflicts of interest. They negotiate the use of pesticides, the protection of natural resources, access to markets and fair-trade practices. Each role brings different perspectives, needs, and goals that can come into conflict.

The role is intended to show that sustainability is a multi-dimensional concept. In this case, it not only includes the environmental issues of the farmers, who are dealing with the effects of climate change. It also shows the economical aspect, different companies and parties who have different economic interests. And it shows social aspect, such as working conditions of farmers and effects on the whole community.

Examples ↓

Role 1:

Coffee farmer: You are a smallholder from Peru and produce coffee on your farm. You experience the effects of climate change and need to use sustainable farming methods to protect your crop. The local seeds have long since been replaced by genetically modified seeds from a large company. You are not allowed to grow anything else on your land and are worried about how you will feed your family.

Role 2:

Large landowner: You own large coffee plantations in Peru and primarily pursue economic interests. You must deal with sustainable practices and achieve economic success at the same time. You have a partnership with the government that provides you with modified seeds at a relatively cheap price.

Role 3:

Representative of an international company: You represent a large coffee company that buys and markets Peruvian coffee during production and purchase. You are interested in ensuring economic success and gaining as many coffee partners as possible.

Role 4:

Environmentalist: You are a committed environmentalist who works for the conservation of natural

resources and environmental sustainability in coffee cultivation.

Role 5:

Government representative: You are a representative of the Peruvian government and responsible for developing sustainable strategies and policies for coffee production. You have partners who produce cheap seeds - but they are not really sustainable. **Can an interconnectedness of ecology, economy and social equality be worked on this topic?**

Guiding questions:

What dilemma situations or different perspectives can be illustrated by the topic?

The role play allows students to explore different dilemma situations and perspectives. For example, conflicts could arise between environmental goals and economic interests, or different views could be presented on the role of government in promoting sustainability in coffee farming.

Does the structure of the topic offer interdisciplinary, self-directed processing?

It allows an interdisciplinary approach as students can look at the topic from different perspectives such as environmental protection, economics, politics and social sciences. The role play also promotes self-directed learning as students actively discuss and develop solutions in their small groups.

How can learner emotions be brought in and considered at the beginning and throughout the learning setting?

At the beginning of the workshop, there can be an introduction that gets the learners emotionally involved in the topic, e.g. by sharing stories about the challenges of coffee farmers in Peru.

- Storytelling: Start with an inspiring or moving story about a coffee farmer from Peru and his experiences in sustainable coffee farming. Such as this short film from Fairtrade about our partner in Peru → [Peru Coffee Farmers Speak of the Climate Emergency - YouTube](#)
- Emphasise personal relevance: You can ask students about their or their parents' coffee consumption or show facts and numbers about coffee being one of the most consumed products in our country. Show how coffee consumption and consumer choices can have an impact on the environment, coffee farmers and society.

What opportunities does the topic offer for learner empowerment?

The topic offers students the opportunity to actively engage with the issue of sustainability in coffee farming and to develop solutions. By taking on different roles, they can broaden their perspectives and develop a deeper understanding of the challenges and opportunities of sustainable coffee farming. The workshop enables students to develop their own action plans and identify how they can contribute to sustainability as consumers, activists, or future decision makers. This strengthens their empowerment and motivates them to actively participate in shaping a more sustainable future.

Retrospective lesson analysis

- ♣ Is an evaluation of the Teaching - Training Setting planned?
- ♣ How can the experiences I have made improve my teaching?