

## Global Learning Unit

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<b>COUNTRY:</b>	Italy
<b>TITLE:</b>	Agriculture and technology: is it always positive?
<b>STUDENTS' AGE:</b>	15-18 years
<b>SUBJECTS:</b>	The use of technology in agriculture
<b>DURATION:</b>	10

### Competences:

- Communication in the mother tongue
- Mathematical skills and basic competences in science and technology
- Learning to learn
- Social and civic skills
- Sense of initiative and entrepreneurship

### Objectives:

- Knowing the main technological innovations in the agricultural sector, particularly in the last decades.
- Thinking about the positive impact of these innovations, but also the serious damage they caused at an environmental and social level.
- Reading about a problem and adopting a personal position on the issue.
- Tackling a complex problem from different perspectives.

### Activities:

In the “barometer” game (dividing the students along a line that goes from “very favourable” at one end to “not at all favourable” at the other end), students express their opinion on the introduction of technological innovations in the agricultural sector and justify their choice.

#### 1. Successes and disasters of agricultural technology

By means of some historical research, go through the main technological innovations in the agricultural sector from Antiquity to the 20<sup>th</sup> Century and explain their role in the development of Western society (increase in production, population growth, urbanisation, industrialisation, etc.).

Explain what is meant by the Green Revolution and when and where it took place.

Summarise this information in a map, adding the positive aspects of this green revolution



and the solutions it brought about on one side and the serious negative impacts it had and still has at the environmental and social level on the other side.

## 2. Genetically modified or organic?

Read about:

- What GMOs are, who invented them, who sells them, who uses them, where and in what quantities;
- The debate in favour of their use and against it;
- National and EU legislation on GMOs; those who would like to bypass it and the illegal attempts to do so;
- The definition of organic food and its certification;
- Why Italy is one of the leading producers of organic food.

Repeat the “barometer” game, explaining any change of opinion.

