

Training of Up-to-date Competences for Teachers in Multifunctional Agriculture

MODULE 3: Up-To-Date Teacher

Activity Handout 1

Unit title	Agrotourism and food tourism
No. of Activity: 1.1	Duration: 1 hour
Learning outcomes	Understand the main characteristics of responsible tourism Recognize the benefits of the responsible tourism
Aim of activity	To know deeper the main characteristics of the responsible tourism, its benefits, and identifying some related practices by teachers and students
Name of activity	Knowing some examples of responsible tourism
Material required	Screen Laptop Internet connection Check list on responsible tourism
Step-by-step instructions of activity	<ol style="list-style-type: none"> 1. The teacher briefly introduces the topic: sustainability, sustainable tourism, responsible tourism and the links among them. The training module document itself, PowerPoint presentations specifically designed, or the links provided in the references/sources section can be used as a support for the teacher's explanations. 2. A discussion on the topic is moderated by the teacher.
References/Sources	Sustainable tourism <ul style="list-style-type: none"> - https://www.biospheretourism.com Responsible tourism <ul style="list-style-type: none"> - https://www.responsibletourismstitute.com - https://mardesia.com/turismo-sostenible-y-responsable

Activity Handout 2

Unit title	Agrotourism and food tourism
No. of Activity: 1.2	Duration: 1 hour
Learning outcomes	Create a new conception of the Agrotourism and its possibilities
Aim of activity	To know the main characteristics of agrotourism
Name of activity	Discussion about Agrotourism
Material required	Screen Laptop Internet connection
Step-by-step instructions of activity	<ol style="list-style-type: none"> 1. The teacher briefly introduces the topic: agrotourism. The training module document itself, PowerPoint presentations specifically designed, or the links provided in the references/sources section can be used as a support for the teacher's explanations. 2. A discussion on the topic is moderated by the teacher.
References/Sources	Agrotourism - https://stay-erasmus.eu

Activity Handout 3

Unit title	Agrotourism and food tourism
No. of Activity: 1.3	Duration: 1 hour
Learning outcomes	Become familiar with the relations between food and tourism
Aim of activity	To know the main characteristics of food tourism
Name of activity	Food tourism: building concepts
Material required	Screen Laptop Internet connection
Step-by-step instructions of activity	<ol style="list-style-type: none"> 1. The teacher briefly introduces the topic: food tourism. The training module document itself, PowerPoint presentations specifically designed, or the links provided in the references/sources section can be used as a support for the teacher's explanations. 2. A discussion on the topic is moderated by the teacher.
References/Sources	Food tourism - https://www.worldfoodtravel.org/what-is-food-tourism

Activity Handout 4

Unit title	Agrotourism and food tourism
No. of Activity: 1.4	Duration: 1 hour
Learning outcomes	Understand/analyze the characteristics of food as a tourist strategy of multifunctional agriculture
Aim of activity	To find links among agrotourism, food tourism and multifunctional agriculture
Name of activity	Links among agrotourism, food tourism and multifunctional agriculture
Material required	Screen Laptop Internet connection
Step-by-step instructions of activity	<ol style="list-style-type: none"> 1. The teacher briefly wraps up the main elements considered in the previous activities. The training module document itself, PowerPoint presentations specifically designed, or the links provided in the references/sources section can be used as a support for the teacher's explanations. 2. A discussion on the topic is moderated by the teacher.
References/ Sources	<p>Sustainable tourism</p> <ul style="list-style-type: none"> - https://www.biospheretourism.com <p>Responsible tourism</p> <ul style="list-style-type: none"> - https://www.responsibletourisminstitute.com - https://mardesia.com/turismo-sostenible-y-responsable <p>Agrotourism</p> <ul style="list-style-type: none"> - https://stay-erasmus.eu <p>Food tourism</p> <ul style="list-style-type: none"> - https://www.worldfoodtravel.org/what-is-food-tourism <p>Rural tourism</p> <ul style="list-style-type: none"> - https://www.europarl.europa.eu/thinktank/en/document/EPRS_BRI(2023)751464 - https://single-market-economy.ec.europa.eu/sectors/tourism/eu-funding-and-businesses/funding-guide/european-agricultural-fund-rural-development_en

Activity Handout 5

Unit title	Agrotourism and food tourism
No. of Activity: 1.5	Duration: 1 hour
Learning outcomes	Get references about good practices in touristic activities related with multifunctional agriculture
Aim of activity	To identify good practices and success factors on agrotourism and food tourism activities
Name of activity	Agrotourism and food tourism business model: case studies
Material required	Screen Laptop Internet connection
Step-by-step instructions of activity	<ol style="list-style-type: none"> 1. The teacher briefly presents the websites included in the references/sources section to ease the students' research. 2. The students browse those websites to analyse some good practices on agrotourism and food tourism. 3. The students are welcome to find themselves extra examples of good practices browsing Internet. 4. The teacher will assist the whole activity providing help and comments when needed.
References/Sources	Case studies on agrotourism and food tourism <ul style="list-style-type: none"> - https://stay-erasmus.eu/case-studies - https://learning.farmscharm.com/case-studies - https://benvingutsapages.cat

Activity Handout 6

Unit title	Agrotourism and food tourism
No. of Activity: 1.6	Duration: 1 hour 30 minutes
Learning outcomes	Development of a business plan in the fields of agriturism and food tourism
Aim of activity	To apply the theoretical contents explained in previous units in a real example
Name of activity	Agrotourism and food tourism business model: business plan
Material required	Screen Laptop Internet connection
Step-by-step instructions of activity	<ul style="list-style-type: none"> - The teacher briefly introduces the topic: business plan. The training module document itself, PowerPoint presentations specifically designed, or the links provided in the references/sources section can be used as a support for the teacher's explanations. - The teacher presents the Agplan website. - The students browse that website, paying special attention to the video tutorials. - Each student drafts a business plan for an agrotourism or food tourism venture using the Agplan software. Work in groups can be followed if there is no computer availability for every student or when the teacher finds it convenient. - The teacher will assist the whole activity providing help and comments when needed.
References/Sources	Business plan on agrotourism and food tourism <ul style="list-style-type: none"> - https://agplan.umn.edu - https://vimeo.com/showcase/8428877

Activity Handout 7

Unit title	Agrotourism and food tourism
No. of Activity: 1.7	Duration: 1 hour 30 minutes
Learning outcomes	Share and know others agrotourism and food tourism business models to compare differences
Aim of activity	To share the created business plan with the rest of the students to demonstrate the degree of comprehension on the tool and topic
Name of activity	Agrotourism and food tourism business model: business plan presentations
Material required	Screen Laptop Internet connection
Step-by-step instructions of activity	<ol style="list-style-type: none"> 1. The students present the business plans developed using the Agplan website (10-15 minutes each). Questions and comment from the audience are welcome. 2. A discussion on the plan's presentations will be led by the teacher.
References/Sources	Business plan on agrotourism and food tourism - https://agplan.umn.edu

Activity Handout 8

Unit title	Economy and MA
No. of Activity: 2.1	Duration: 15 min
Learning outcomes	Know basic concepts related to economy and MA Create critical thinking about financial statements in MA
Aim of activity	To look the basic concepts related to Economy and MA
Name of activity	Understanding Financial Statements
Material required	Canva/Powerpoint presentation slides. Handouts with examples of financial statements. Whiteboard and markers.
Step-by-step instructions of activity	<p>1. Introduction (5 minutes):</p> <ul style="list-style-type: none"> - Explain the Objective: Briefly introduce the concepts of balance sheets, profit and loss accounts, cash flow, and depreciation. - Set the Context: Highlight the importance of these financial statements in managing agricultural enterprises. <p>2. Presentation (5 minutes):</p> <ul style="list-style-type: none"> - Show Examples: Use a PowerPoint presentation to show examples of each type of financial statement. - Explain Key Elements: Describe the key elements of each financial statement and their significance. <p>3. Discussion (5 minutes):</p> <ul style="list-style-type: none"> - Group Discussion: Ask participants to discuss the presented examples in pairs or small groups. - Questions and Answers: Open the floor for questions and facilitate a discussion to clarify doubts.
References/Sources	Economic textbook (Financial management for agribusiness. Wesley J Obst, Rob Graham and Graham Christie)

Activity Handout 9

Unit title	Economy and MA
No. of Activity: 2.2	Duration: 15 min
Learning outcomes	Learn how some good practices can be develop in near context of MA Collaborate in building the knowledge about cash flow and MA
Aim of activity	To integrate some good practices in cash flow and MA
Name of activity	Managing Cash Flow in Agricultural Enterprises
Material required	Powerpoint presentation slides. Handouts with examples of financial statements. Whiteboard and markers for illustrating key points.
Step-by-step instructions of activity	<p>1. Introduction (5 minutes):</p> <ul style="list-style-type: none"> - Explain the Objective: Present the concept of multifunctional agriculture and its economic implications. - Show Case Studies: Use a projector to display case studies where multifunctional practices have enhanced farm income. <p>2. Brainstorming (5 minutes):</p> <ul style="list-style-type: none"> - Form Small Groups: Organise participants into small groups. - Brainstorm Ideas: Ask each group to brainstorm ideas on how to integrate multifunctional aspects into traditional farming practices. <p>3. Discussion and Presentation (5 minutes):</p> <ul style="list-style-type: none"> - Discuss Challenges and Benefits: Facilitate a discussion within each group about potential challenges and benefits. - Present Innovations: Have each group present their innovative ideas to the class
References/ Sources	Articles on cash flow management in agriculture.

Activity Handout 10

Unit title	Economy and MA
No. of Activity: 2.3	Duration: 15 min
Learning outcomes	Promote ideas for the development of economical alternatives in MA Enhance the use of creativity to innovate in the fields of economics and MA
Aim of activity	To develop innovative ideas and creativity to address the economy in MA
Name of activity	Understanding Depreciation in Agricultural Assets
Material required	Canva/Powerpoint presentation slides. Handouts with examples of financial statements. Whiteboard and markers for illustrating key points.
Step-by-step instructions of activity	<p>1. Introduction (5 minutes):</p> <ul style="list-style-type: none"> - Explain the Objective: Present the concept of multifunctional agriculture and its economic implications. - Show Case Studies: Use a projector to display case studies where multifunctional practices have enhanced farm income. <p>2. Brainstorming (5 minutes):</p> <ul style="list-style-type: none"> - Form Small Groups: Organise participants into small groups. - Brainstorm Ideas: Ask each group to brainstorm ideas on how to integrate multifunctional aspects into traditional farming practices. <p>3. Discussion and Presentation (5 minutes):</p> <ul style="list-style-type: none"> - Discuss Challenges and Benefits: Facilitate a discussion within each group about potential challenges and benefits. - Present Innovations: Have each group present their innovative ideas to the class
References/ Sources	Handbook of Agricultural Economics. Bruce L. Gardner and Gordon C. Rausser

Activity Handout 11

Unit title	Economy and MA
No. of Activity: 2.4	Duration: 15 min
Learning outcomes	<p>Understand the concept and economic relevance of multifunctional agriculture thanks to knowing good practices</p> <p>Develop innovative solutions for integrating multifunctional practices into traditional farming</p>
Aim of activity	To go deep into some examples of successful implementation of multifunctional agriculture in Economy
Name of activity	Integrating Multifunctional Aspects in Agricultural Economics
Material required	<ul style="list-style-type: none"> - Case studies on successful implementation of multifunctional agriculture. - Flipchart and markers. - Laptop and projector for displaying case studies.
Step-by-step instructions of activity	<p>1. Introduction (5 minutes):</p> <ul style="list-style-type: none"> - Explain the Objective: Present the concept of multifunctional agriculture and its economic implications. - Show Case Studies: Use a projector to display case studies where multifunctional practices have enhanced farm income. <p>2. Brainstorming (5 minutes):</p> <ul style="list-style-type: none"> - Form Small Groups: Organise participants into small groups. - Brainstorm Ideas: Ask each group to brainstorm ideas on how to integrate multifunctional aspects into traditional farming practices. <p>3. Discussion and Presentation (5 minutes):</p> <ul style="list-style-type: none"> - Discuss Challenges and Benefits: Facilitate a discussion within each group about potential challenges and benefits. - Present Innovations: Have each group present their innovative ideas to the class
References/Sources	Research papers on multifunctional agriculture in Europe and other regions.

Activity Handout 12

Unit title	Digitalization in the agroforestry and livestock sector
No. of Activity: 3.1	Duration: 10 min
Learning outcomes	Understand the application of digitalization in agriculture Develop analytical skills for case study evaluation about digitalization technologies and MA
Aim of activity	Improvement of knowledge in Domotics
Name of activity	Presentation of the different digitalization technologies applied to the agroforestry sector.
Material required	Teaching material: Power point slides. Scientific articles.
Step-by-step instructions of activity	<p>Presentation of the case study:</p> <ul style="list-style-type: none"> - Domotization of a small agricultural holding. <p>Introduction:</p> <ul style="list-style-type: none"> - Make a brief presentation of the case study. - Analyse the current situation of the case study. - Present the different technologies, methods and procedures of digitization in the case at hand.
References/Sources	<ul style="list-style-type: none"> - https://agbaragriculture.com/cultivos-hecus/digitalizacion-explotaciones-agricolas/ - https://agrozapians.com/automatizacion-de-tareas-en-agricultura-transformando-el-futuro-del-sector-agricola/

Activity Handout 13

Unit title	Digitalization in the agroforestry and livestock sector
No. of Activity: 3.2	Duration: 5 min
Learning outcomes	Develop planning skills to create strategies to be adopted by applying digitalization
Aim of activity	Analyse and plan the case study.
Name of activity	Analysis and planning of the case study.
Material required	Laptop, Internet connection, Teaching material. Specialized software.
Step-by-step instructions of activity	<p>Critical analysis of the case study.</p> <p>Current situation. Planning of the actions to be carried out</p> <p>Participants must carry out an analysis of the current situation of the case study and foresee solutions by applying digitalization technologies, methods and procedures.</p> <p>Participants, in groups, must elucidate the strategies, procedures and workflows associated with the problem posed in the case study and the possible solutions to be adopted by applying digitalization.</p>
References/Sources	Availables in the module 3

Activity Handout 14

Unit title	Digitalization in the agroforestry and livestock sector
No. of Activity: 3.3	Duration: 55 min
Learning outcomes	Learn how some domotics strategies in farms can be applied
Aim of activity	Develop, adapt and implement solutions to the case study.
Name of activity	Realisation and development of digital solutions to the problem posed in the case study.
Material required	Laptop, Internet connection, Teaching material. Specialised software.
Step-by-step instructions of activity	<p>Domotization of a small farm.</p> <p>Participants must apply procedures and develop workflows using specific software to automate the agricultural operation.</p> <p>To do this, they must carry out a domotization design for the farm's irrigation system.</p> <p>Installation of devices, necessary automations.</p> <p>Make the settings for the connection of said devices with a platform, web, on a server or in the cloud.</p>
References/ Sources	Availables in the module 3

Activity Handout 15

Unit title	Digitalization in the agroforestry and livestock sector.
No. of Activity: 3.4	Duration:10 min
Learning outcomes	Acquire ideas and different initiatives related to the study cases
Aim of activity	Present and evaluate the procedures and/or preparation phases as well as the solutions provided to resolve the case study
Name of activity	Exhibition, dissemination and evaluation of the results obtained from the case study.
Material required	Laptop, digital screen, internet connection...
Step-by-step instructions of activity	Domotization of a small farm Participants must present their results, conclusions and choose the systems, procedures and methods to implement a real solution to automate small farms.
References/Sources	Availables in the module 3

Activity Handout 16

Unit title	Renewable energies in the rural environment
No. of Activity: 4.1	Duration: 20 min
Learning outcomes	Understand the different types of renewable energy Evaluate the environmental impact of renewable energy
Aim of activity	Analyse and determine the renewable technology that best adapts to the context
Name of activity	Renewable energy and its environment
Material required	Documents on renewable energy, blackboard, activity sheets
Step-by-step instructions of activity	<p>Critical analysis and determination of the renewable technology that best adapts to the characteristics of the environment.</p> <p>Documents are delivered on the characteristics of different renewable technologies, explaining their adaptation to different contexts, their main characteristics, their environmental impact and the expected benefits of their use.</p> <p>Forming groups of 3-4 people, each group must read and analyse the documents, exchanging information between them. It is interesting that the documents are distributed among each member of the group and subsequently explain the information to the different members, generating positive interdependence. At the same time, the teacher will explain those aspects that he considers most relevant.</p> <p>Finally, the groups must complete a sheet showing practical cases</p>
References/Sources	Availables in the module 3


Activity Handout 17

Unit title	Renewable energies in the rural environment
No. of Activity: 4.2	Duration: 20 min
Learning outcomes	Know deeper the photovoltaic installation in MA context
Aim of activity	Identify the different parts of an isolated photovoltaic installation and know the sizing of the main elements
Name of activity	Sizing of an isolated photovoltaic solar installation
Material required	Documents on the elements that characterise an isolated photovoltaic installation, whiteboard, projector, activity sheet
Step-by-step instructions of activity	<p>Documents are delivered on the characteristics and the different elements that make up an isolated photovoltaic solar installation, in which the installation is graphically and schematically exposed and the functionality of each of them is defined.</p> <p>To check the students' understanding, the teacher shows a series of diagrams of isolated photovoltaic installations in which some element is missing and the groups must determine which element is missing and what consequences it would have on the installation.</p> <p>On the other hand, different applications in rural areas will be shown and the groups will have to size the photovoltaic installation, showing what power the main equipment for the installation should be.</p> <p>Finally, the groups must complete a sheet showing practical cases</p>
References/ Sources	Availables in the module 3


Activity Handout 18

Unit title	Unit 4: Renewable energies in the rural environment
No. of Activity: 4.3	Duration: 20 min
Learning outcomes	Develop knowledge and skills to design and install a solar photovoltaic installation with a wind turbine
Aim of activity	Identify the different parts of an isolated photovoltaic installation and know the sizing of the main elements
Name of activity	Complement a solar photovoltaic installation with a wind turbine
Material required	Documents on wind energy, whiteboard, projector, activity sheet
Step-by-step instructions of activity	<ul style="list-style-type: none"> - Documents are delivered on the basic characteristics of a wind turbine and the schematic of an installation, paying special attention to self-consumption wind turbines. Based on this first introduction and the practical cases of the previous activity, it will be analysed which cases are susceptible to the incorporation of a wind turbine as a power source in addition to the photovoltaic installation. - Each group must complete the activity sheet justifying in which cases a wind turbine will be incorporated and identifying what equipment should be added to the installation and of what power
References/ Sources	Availables in the module 3

Activity Handout 19

Unit title	Renewable energies in the rural environment
No. of Activity: 4.4	Duration: 15 min
Learning outcomes	Fix the knowledge worked in the unit about renewable energies in the rural environment
Aim of activity	Self-assess understanding of the unit
Name of activity	RE Self-assessment
Material required	10 question quiz on the unit, computer or pen
Step-by-step instructions of activity	<p>A self-assessment multiple choice questionnaire is provided that can be completed in Google Form or on paper, depending on availability</p> <div style="text-align: right;">  <p>Or use QR code</p> </div>
References/Sources	https://www.menti.com/almyiwdwfebK

Activity Handout 20

Unit title	Compatibility of activities in MA
No. of Activity: 5.1	Duration: 15 min
Learning outcomes	Develop collaborative learning about different activities in MA
Aim of activity	Motivate learner to learn about MA
Name of activity	Brain storm in MA
Material required	Laptop, digital screen, internet connection...
Step-by-step instructions of activity	<p>Brain storm using Mentimeter https://www.menti.com/alggj25i8kuc</p> 
References/ Sources	https://www.mentimeter.com/

Activity Handout 21

Unit title	Compatibility of activities in MA
No. of Activity: 5.2	Duration: 15 min
Learning outcomes	Promote analytical thinking, strategic planning, and practical application in farm resource management
Aim of activity	Learner improves their resources management knowledge in Multifunctional Agriculture
Name of activity	MA farm prospect analyse
Material required	MA farm prospect, laptop, digital screen, internet connection...
Step-by-step instructions of activity	<p>MA farm resources analyse</p> <ul style="list-style-type: none"> - The learners are presented with a case of a farm in the “Sierra de Huelva” (500 Ha), where they have cork oaks producing cork, cattle, a farmhouse with 10 rooms that has a small ethnographic museum. It has a small tractor and a trailer, a hayloft. The personnel dedicated to the operation are the owner and her spouse. - Learners analyse the company, classifying the available resources, measuring shortages or excess. - Learners propose added activities indicating those resources that can be needed <p>Follow-up Questions. Set of questions for reflection</p> <ul style="list-style-type: none"> - Has the possibility of including hunting activities been taken into account? - Is the human resource sufficient for the entire activity? - How is the company's marketing planned? Has it been taken into account in the activities?
References/ Sources	Availables in the module 3

Activity Handout 22

Unit title	Compatibility of activities in MA
No. of Activity: 5.3	Duration: 25 min
Learning outcomes	Emphasize strategic planning, resource management, and critical thinking in the context of farm activity scheduling
Aim of activity	Improvement of trainers' management abilities in MA
Name of activity	Productive Planning of a MA farm
Material required	MA farm prospect, laptop, digital screen, internet connection...
Step-by-step instructions of activity	<p>Planning MA Farm activities</p> <ul style="list-style-type: none"> - From the previous activity A5.2, and in groups of 4 people, learners plan the company's activities. - Creation of annual schedules. - Creation of Gantt charts with resource allocation of all types <p>Follow-up Questions. Set of questions for reflection</p> <ul style="list-style-type: none"> - Have financial resources been taken into account? - How has the allocation of resources been prioritised in case of space/time incompatibility? - Is it possible to plan new productions with the same resources? <p>Are resources underused at any given moment? Money, human resources, real estate...</p>
References/ Sources	<ul style="list-style-type: none"> - https://www.gantt.com/ - Availables in the module 3

Activity Handout 23

Unit title	Compatibility of activities in MA
No. of Activity: 5.4	Duration: 20 min
Learning outcomes	Boost critical thinking, strategic planning, and collaboration in the context of agricultural business management
Aim of activity	Acquiring reformulate planning abilities in MA
Name of activity	Reformulate business plans to improve results in MA
Material required	
Step-by-step instructions of activity	<p>Planning improvement in MA</p> <ul style="list-style-type: none"> - A simulation of the results of a company with MA is presented to learners. - Results are analysed and evaluated by participants - Proposal of improvement in the activities - Discussion about new proposals - New enterprise planning in accordance to proposal of improvement - Sharing business plans <p>Follow-up Questions. Set of questions for reflection</p> <ul style="list-style-type: none"> - If you had greater financial resources, would you modify the activity plan <p>Has the company's environment been taken into account and taken advantage of all the externalities that it offers?</p> <p>Have resources been allocated to improve the lives of employees and their families?</p> <p>A SWOT analysis of the new activities has been carried out?</p>
References/ Sources	<ul style="list-style-type: none"> - https://planempresa.ipyme.org/InfGeneral/PlanDeEmpresa (Spanish) - https://www.forbes.com/advisor/business/simple-business-plan-template/ - https://www.gov.uk/write-business-plan

Activity Handout 24

Unit title	Unit 6: Social demands and activities in MA
No. of Activity: 6.1	Duration: 10 min
Learning outcomes	Introduce main concepts related to social demands and MA
Aim of activity	To warm up / to introduce the main concepts
Name of activity	Mentimeter Quizz (Warm up)
Material required	Mobile devices / Mentimeter app
Step-by-step instructions of activity	<p>Introduction of the topic: “Social demands and Multifuncional Agriculture” /initial assessment (2 minutes):</p> <ul style="list-style-type: none"> - Explaining the activity and the target to achieved with that exercise - Connecting students’ mobile devices to the Mentimeter APP <p>Making some reflective open questions about the different social demands (5 minutes):</p> <ul style="list-style-type: none"> - Presenting the task on the screen and collecting students’ answers - Making reflections about the different social demands which the MA must to address showed on the screen <p>Collaborative results discussion (3 minutes):</p> <ul style="list-style-type: none"> - Summarising and prioritising the social demands which have to be meet by the Multifuncional Agriculture
References/ Sources	<ul style="list-style-type: none"> - Sánchez-Zamora, P., Gallardo-Cobos, R., & Ceña-Delgado, F. (2014). Rural areas face the economic crisis: Analyzing the determinants of successful territorial dynamics. <i>Journal of Rural Studies</i>, 35, 11-25. - https://doi.org/10.1016/j.jrurstud.2014.03.007

Activity Handout 25

Unit title	Unit 6: Social demands and activities in MA
No. of Activity: 6.2	Duration: 30 min.
Learning outcomes	Increase the awareness of understanding, collaboration, and critical analysis regarding the social responsibilities of multifunctional agriculture
Aim of activity	To expand the knowledge and to raise the awareness of social demands in MA
Name of activity	Interactive presentation including practical examples and case studies + Socratic Speech development
Material required	Google slides Reflexives Questions list
Step-by-step instructions of activity	<p>Activity's introduction (5 minutes):</p> <ul style="list-style-type: none"> - Explaining the activity and the target to be achieved with that exercise - Students are distributed into small groups of 3 people approx. <p>Socratic Speech Development (20 minutes):</p> <ul style="list-style-type: none"> - Slides are presented with different topics based on the social demands to be addressed by the MA (Contribution to the viability of rural areas / Protection of cultural and heritage values / Protection against rural depopulation / Protection of landscape values / Promotion of biodiversity / Reduction of soil erosion / Promotion of women's participation / Promotion of food self-sufficiency / Recovery of forest cover / Promotion of social organisation). - A reflected answer must be delivered by the groups negotiating the real relevant contents useful for the class-group. - Taking a general consensus prioritising the social demands faced by the MA based in their urgency <p>Final assessment (5 minutes):</p> <ul style="list-style-type: none"> - Summarising and prioritising the social demands which have to be met by the Multifunctional Agriculture regarding the class-group's choices
References/ Sources	<ul style="list-style-type: none"> - Towards Multifunctional Agriculture for Social, Environmental and Economic Sustainability: https://www.globalagriculture.org/fileadmin/files/weltagrarbericht/IAASTDBerichte/IssuesBriefMultifunctionality.pdf - Darnhofer, I. (2014). Resilience and why it matters for farm management. <i>European Review of Agricultural Economics</i>, 41(3), 461-484. https://doi.org/10.1093/erae/jbu012

Activity Handout 26

Unit title	Social demands and activities in MA
No. of Activity: 6.3	Duration: 30 min
Learning outcomes	Develop collaborative learning about the social demands in MA
Aim of activity	<p>To delve into knowledge about the social demands that the MA must address</p> <p>To promote scientific and critical thinking</p> <p>To develop digital and public speaking skills in dissertations</p>
Name of activity	Group Research, digital dissertation and collaborative Padlet design
Material required	<p>Laptops or computers or mobile devices</p> <p>Internet connection</p> <p>Padlet digital tool</p> <p>Articles or data bases</p>
Step-by-step instructions of activity	<p>Activity's introduction (5 minutes):</p> <ul style="list-style-type: none"> - Explaining the activity and the target to achieved with that exercise - Students are distributed into 6 groups of people approx. <p>Researching about the chosen topics (30 min):</p> <ul style="list-style-type: none"> - Choosing one or two topics about social demands in MA - Exploring and researching about the topics - Designing the collaborative padlet with different material (Photos, articles, etc) to go further knowing the social demands <p>Showing the collaborative work (5 min):</p> <ul style="list-style-type: none"> - Highlighting the most relevant information related with social demands in MA showed on padlet digital tool
References/Sources	https://www.techtarget.com/searchdatamanagement/feature/To-p-open-source-databases-to-consider

Activity Handout 27

Unit title	Unit 6: Social demands and activities in MA
No. of Activity: 6.4	Duration: 10 min
Learning outcomes	Understand how to develop a social campaign in MA
Aim of activity	To sum up the principal social demand in MA
Name of activity	Recording a short video (Reel / TIKTOK)
Material required	Mobile devices / Video editor software - catcopy- / Social network. TIK TOK / Instagram
Step-by-step instructions of activity	<p>Activity's introduction (2 minutes):</p> <ul style="list-style-type: none"> - Explaining the activity and the target to achieved with that exercise - Students are distributed into 6 groups of people approx. <p>Recording the audiovisual creations (7 minutes):</p> <ul style="list-style-type: none"> - Choosing the relevant information and the motto for the awareness campaigning - Recording the video <p>Showing creations to the class (3 minutes):</p> <ul style="list-style-type: none"> - Watching the audiovisual product and publishing in our social networks (TIK TOK & Instagram)
References/ Sources	Availables in the module 3