

NAME:



# CONSCIOUS CONSUMERS



## Rewilding Workbook



The Food and Farming Discovery Trust coordinate and communicate existing food, farming and countryside educational activity in Norfolk. They also develop new activity and support educators and providers to enhance the learning outcomes for all young people in Norfolk through food, farming and the countryside.

<http://discoverytrust.org.uk/>



The Science, Art and Writing (SAW) Trust is a science education charity (no.1113386) developed in 2005.

SAW takes a fresh approach to science education, using intriguing images to initiate exploration of scientific research through activities in practical science, creative writing and visual arts, aimed at as wide an audience as possible.

[www.sawtrust.org](http://www.sawtrust.org)



A skills award to support and inspire the next generation into Science, Technology, Engineering, Maths and Medicine (STEMM).

Students aged 13-19 can register through their school or at home and start working towards a bronze, silver or gold level award. Ask your teacher about how you can get involved or visit our website.

[www.ysawards.co.uk](http://www.ysawards.co.uk)



## **A fresh look at agricultural science and food**

This project aims to start conversations about issues of importance to society by looking at overlapping topics of Food Miles, Plant-Based Diets, Personalised Nutrition, Rewilding, Animal Welfare and Climate Change.

There is a lot of information on social media and in the news about these topics but it's often hard to know what to believe when stories seem to contradict each other. This workshop will give you an introduction to some of the key facts and encourage you to look more closely at sources of information available online to determine how reliable they are.

We all have to make choices, particularly around the food we eat and our choices as consumers really do have the power to shape the world we live in.

Following the workshop, we invite you to undertake further research and encourage others to become more Conscious Consumers!



# Rewilding



## What is Rewilding?

"At Rewilding Britain, we define rewilding as the large-scale restoration of ecosystems to the point where nature is allowed to take care of itself. Rewilding seeks to reinstate natural processes and, where appropriate, missing species – allowing them to shape the landscape and the habitats within. It's focused firmly on the future although we can learn from the past."

Source: Rewilding Britain website, 19.08.21

## Why is Rewilding important?

No single organism lives in isolation. They live in ecosystems held together by countless relationships known as the 'web of life'. 'Biodiversity' is the formal term used to capture the variety and complexity of life.

Humanity depends on a thriving natural world to provide us with:



Clean air and water



Pollinating plants



Carbon capture



Food and medicine



Pest control



Materials

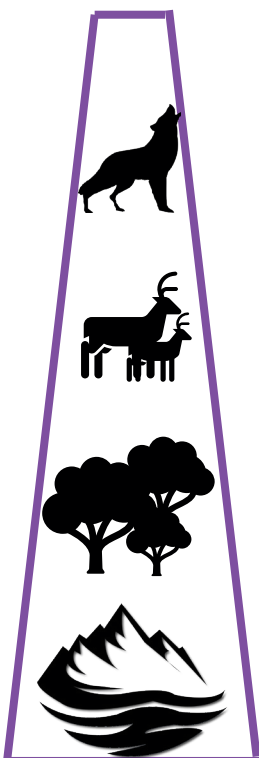
When a species becomes endangered or goes extinct it reduces biodiversity and can change the delicate balance of an ecosystem. The life we now enjoy is threatening biodiversity, which could prove catastrophic.

## Keystone Species

The beaver is a keystone species. So is the wolf. We now know that top predators, including the giant whales in the seas, drive ecological processes from the top of the food chain to the bottom. This is known as a trophic cascade (see the short film *How Wolves Change Rivers* on Youtube for a good example). Keystone species are not all predators, and trophic cascades don't always flow from top to bottom

Certain plants and trees can also act as keystone species, as John Terborgh found through studying tropical regions. Mary Power found bass playing the same role in freshwater streams in the US. Cascades don't always flow from top to bottom.

The discovery of trophic cascades shows that living systems can't function properly where certain species are missing. They become permanently 'downgraded'. That's why the reintroduction of keystone species is a key element of rewilding—to upgrade our ecosystems and boost abundance and diversity.



## Land use for food production

In 2009, the UN Food and Agriculture Organisation warned that the global population would increase by:

**34%**  
by 2050, to  
**9.1 billion**

It added that “in order to feed this larger, more urban and richer population, food production must increase by

**70%**

In the light of the UN’s predictions, advocates of business-as-usual argue that the redirection of farmland towards public goods, such as rewilding, will lead to a massive shortfall in production, and that the solution is to grow more food.

## Can we rewild and produce more food?

Is it possible for farming to be more sustainable yet still produce the amount of food we currently consume and support biodiversity?

## What are your thoughts on Rewilding?

**Before** taking part in the activities:

**After** taking part in the activities:

Rewilding Britain Website

Find out about Rewilding Britain’s strategies, research and case studies.

<https://www.rewildingbritain.org.uk/>

### Useful resources

Rewilding can cause rather than solve ecological problems.

An article from the journal Nature from 2009

<https://www.nature.com/articles/462985b>

National Farmers Union Website

The NFU is the most successful representation body for agriculture and horticulture in England and Wales.

<https://www.nfuonline.com/>

## Activity Sheet One

# Reintroducing Keystone Species

After looking at the case study of the Beaver, consider the following questions and jot down your thoughts:

What did you learn from the materials about how easy it is to re-introduce species into the wild?

Do you think the sources of information were for, against or neutral in discussing re-introduction of beavers?

Are there other keystone species where there are more concerns about the issues with reintroduction? (Hint – Eurasian Lynx)

Who do you think should be involved in making these kinds of decisions?

## Activity Sheet Two

# Food Production

**While you're watching the two videos jot down anything you'd like to find out more about such as particular projects or species.**

**Now answer these questions:**

What new information about rewilding have you found out?

Which approach do you prefer and why?

Why do you think Holkham didn't use the term 'rewilding'? Did they use a different term to explain their approach?

If every farmer followed Knepp's model what would be the issues?

Does Holkham's approach do a good enough job at improving natural habitats?

Are there any other questions you'd like to ask them?

### Activity Sheet Three

## Impact on farming and Assessing Reliability of Sources

Read through the articles using the links in the presentation (or use the paper copies if provided). Make notes on each of the articles using the boxes below – if you need more space just use some extra paper!

Source	Author – are they a reliable writer? Any other relevant notes	Main conclusions – are they for or against rewilding – do they provide both sides of the argument?	Do you think the organisation they are writing for is in favour of or against rewilding – why?	Any other interesting points from the article?
The Guardian				
Farmers Weekly				
Sustainable Food Trust				
FarmingUK				

# Conscious Consumers topics

Now you have completed the Rewilding topic, why not try one of the other Conscious Consumers topics!



**Food Miles**



**Personalised Nutrition**



**Plant-based Diets**



**Climate Change**



**Animal Welfare**