



## EAT LOCAL!

### INTRODUCTION

Whenever we go to a local market, do we ever think about the geographical origin of the food we are buying? How much of the fruits and vegetables we consume are from our region or country?

In this Open Learning Scenario, the students are going to evaluate the geographical origin of the fruits and vegetables from a local market, and organize a campaign to raise awareness for the importance of eating local produce.

### THE ISSUE

1. Watch the video “More knowledge, better food choices” with your students.
2. Explore with the students the interactive aspects of the video.
3. Ask your students which are the issues being addressed in the video.
4. Ask your students if they ever think about the geographical origin of the food they eat.
5. Discuss with the students if they are aware of the impact to the environment, if any, of food transportation.

### INTO THE COMMUNITY

6. Take your students to a local market.
7. Delineate an area of the market and ask half of the classroom to take notes of the geographical origin of fruits and vegetables.
8. Ask the other half of the classroom to interview the visitors of the market about the geographical origin of the produce they buy.
9. Back to the classroom, ask students to discuss the findings based on the analysed produce and on the interviews.

### AIMS

- To identify the geographical origin of the vegetables and fruit we consume
- To address the environmental impact of food transportation
- To discuss the importance of consuming local or regional food
- To raise awareness among the school and local community to the importance of choosing local produce

### SOCIETAL ACTORS

- Families
- Visitors of the local market
- Representatives of the local community

### KEYWORDS

- Carbon footprint, food geographical origin, local produce, food availability

### AGE RANGE

- 10-12 years old

### SUBJECTS

- Citizenship / Civic participation

## THE CO-CREATION PROCESS

10. Discuss with students which societal actors can help them to discuss the issue of buying local produce.
11. Organize with the students the invitations to the societal actors for a co-creation event about the importance of buying local produce.
12. Organize the co-creation event to take place in the school space, guaranteeing it is an informal moment where the students have the same voice as any other participant.
13. During the co-creation event, discuss the impacts of non-local food consumption and possible solutions to promote the consumption of local produce.

## THE (SUGGESTED) SOLUTION

14. One solution for the problem is to develop an awareness campaign aimed at the school and local community about the importance of increasing the consumption of local produce.
15. A prototype for this solution can be a leaflet pinpointing the benefits to the environment when the consumption of local produce is increased.
16. Help students developing the leaflet and test it with representatives of the target audience to find out if the prototype needs to be changed or improved (eg. more data, more visual support, etc.).
17. After developing the final version of the prototype, distribute the leaflet among the school community (eg. families) and the local community.

## TOPICS

- **Citizenship / Civic participation:**  
Sustainable development

## SUSTAINABILITY COMPETENCES

- Collaborating and connecting
- Critical thinking
- Developing creative solutions
- Valuing the environment

## SET-UP

- The first part of the activity is developed outside school, on a local market
- The rest of the activity can be developed in school context

## MATERIALS

- Camera or cell phone
- Registration form (with a column for the name of the product and another for the geographical origin)
- Interview forms (with questions selected by the students)