



GO LOCAL!

INTRODUCTION

Whenever we go to a local market or a supermarket, 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 among producers and sellers for the importance of increasing the amount of local produce for sale in markets.

THE ISSUE

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

INTO THE COMMUNITY

5. Take your students to a local market.
6. Delineate an area of the market and ask half of the classroom to take notes of the geographical origin of fruits and vegetables.
7. Ask the other half of the classroom to talk to vendors in the market about the way they choose the produce to sell.
8. 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 available in a local market
- To address the environmental impact of food transportation
- To discuss the importance of consuming local or regional food
- To raise awareness among produce sellers to the importance of increasing the availability of local produce

SOCIETAL ACTORS

- Produce sellers
- Food producers
- Food distributors
- Companies related with distribution and sale of food

KEYWORDS

- Carbon footprint, food geographical origin, local produce

AGE RANGE

- 13-16 years old

SUBJECTS

- Biology
- Citizenship / Civic Participation

THE CO-CREATION PROCESS

9. Discuss with students which societal actors can help them to reflect on the issue of selling and buying local produce.
10. Help student to invite the identified societal actors for a co-creation event about the importance of promoting local produce.
11. 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.
12. During the co-creation event, discuss the impacts of non-local food consumption and possible solutions to promote the availability of local produce.

THE (SUGGESTED) SOLUTION

13. One solution for the problem is to develop an awareness campaign aimed at the food sellers about the importance of increasing the amount of local produce they sell.
14. A prototype for this solution can be an infographics with data about the availability of local vs. non-local produce.
15. Help students developing the infographics 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.).
16. After developing the final version of the prototype, distribute the infographics among the sellers from the market.

TOPICS

- **Citizenship / Civic Participation:** Sustainable development
- **Biology:** Carry out responsible citizenship interventions (feasible and substantiated) aimed at preventing/minimizing/remedy the problem under study and promote the use sustainable use of natural resources.

SUSTAINABILITY COMPETENCES

- Assessing economic aspects
- 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)