



SAY YES TO SEASONAL FOOD!

INTRODUCTION

In grocery stores, fruits and vegetables tend to be local almost the same all year round. But is this the reality in farms and nature? Should we choose our foods according to the seasons?

In this Open Learning Scenario, the students will meet with farmers and discover the benefits of eating seasonally. They will go to local grocery stores and compare the availability of seasonal food and non-seasonal food. In the co-creation process, they will discuss the impacts on health and the environment of seasonal vs non-seasonal food.

With the information gathered, students will create a Seasonality Calendar, enriched with the nutritional value of the fruits and vegetables, and share it with the community.

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 seasonality of the food they buy and if they know what it means.
5. Discuss with the students if they are aware of the impact to the health and environment, of the seasonality of food they eat.

AIMS

- To identify the meaning of seasonal food
- To discuss the benefits of seasonal food
- To raise awareness about the importance of non-seasonal food for health and the environment

SOCIETAL ACTORS

- Families
- Farmer and owners of grocery stores
- Nutritionists
- School community

KEYWORDS

- Seasonal food, nature's cycles, health and environmental benefits, food diversity

AGE RANGE

- 10-12 years old

SUBJECTS

- Citizenship / Civic participation
- Natural sciences

INTO THE COMMUNITY

6. Take your students to a local farm that produces seasonal fruits or/and vegetables
7. Ask the students to interview the farmer about the seasonality of the farm production and the farmer's view on the importance of seasonal food.
8. Take your students to a local grocery store and ask them to take notes of the seasonality of fruits and vegetables presented. They can also interview the owner of the shop about the topic.
9. Back to the classroom, ask students to discuss the findings based on what they analysed and on the interviews.

THE CO-CREATION PROCESS

10. Discuss with students which societal actors can help them to discuss further the issue of seasonality production.
11. Organize with the students the approach to the societal actors for a co-creation event.
12. Organize with the students the co-creation event – it can be at school or at the societal actor workplace.
13. During the co-creation event, discuss the impacts on health and the environment of seasonal food vs non-seasonal food.

THE (SUGGESTED) SOLUTION

14. One solution for the problem is to develop a visually attractive Seasonality Calendar and share it with the community.
15. A prototype for this solution can be a sketch of this calendar, which can be done in an interdisciplinary way, with the help of art and science teachers.
16. Help students developing the calendar and test it with representatives of the target audience to find out if the prototype needs to be changed or improved (eg. more visual support, etc.).
17. After developing the final version of the prototype, distribute the calendar among the families and the local community.

TOPICS

- **Citizenship / Civic participation:** Sustainable development
- **Natural Sciences:** Environmental sustainability and human health

SUSTAINABILITY COMPETENCES

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

SET-UP

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

MATERIALS

- Camera
- Registration form (Seasonal vs Non-Seasonal)
- Questionnaire about seasonal food benefits