

# SDG 15 Seeding Sustainability

## MM4 Growing and Foraging



### MM4: Growing and Foraging

### Experimentation and Exploration

### Lesson 1: Discovering Local

Subjects: CSPE, English, Geography, Horticulture, Science

#### Lesson Title and Summary: Discovering Local

There are many benefits to growing local produce. It helps to boost local economy, contains the most nutrients when picked ripe and is typically cheaper when purchased directly from the local producer in season.

Learners will gain an awareness of what is grown and produced in their local area by engaging in research. They will work individually and collaboratively to source information, synthesise it and present their findings.

#### Vocabulary: Agricultural Production, Consumption, Food chain, Grower, Local, Produce(verb and noun), Seasonal

#### In this lesson, the learner will:

- gather information relating to individual consumption of local produce
- build knowledge and understanding of the varieties of fruit and vegetables grown / available locally at different times of the year
- research local seasonal fruit and vegetables available in the local area at different times of the year
- work collaboratively in groups to conduct initial research and collate findings
- present initial findings to peers

#### Materials

- Flipped Classroom Worksheet: 100 miles of Local Produce
- Worksheet: Local is Lush
- Wipe Board. Flip chart/ Paper, Markers
- Internet access
- Access to a shared working document for uploading and storing findings



# MM4: Growing and Foraging

## L1: Discovering Local



### ACTIVITY INSTRUCTIONS

#### Flipped Classroom Task - 100 miles of Local Produce

*This is a flipped class in which the learners will work independently out of class.*

*Create a shared document template in which the learners can upload their findings. Give learners access to shared class documents to upload findings. Learners should upload their findings to the class shared document before the lesson. Give learners Flipped Classroom Worksheet: 100 miles of Local Produce to complete.*

#### Activity 1: Discussion- discovering local (10 mins)

*These discussion prompts consolidate what learners have discovered in the Flipped Classroom Task.*

#### Activity 2: Guided Research (30 mins)

*In their groups, learners will need access to the Internet, fruit and vegetable reference encyclopedias or books (optional). NOTE: Similar to their work in Flipped Classroom Task: 100 Miles of Local Produce, learners are tasked with finding out what various fruits and vegetables are available locally and seasonally within their county.*

1. Instruct learners that they will receive a worksheet and they are to read through the whole worksheet carefully.
2. Distribute the Local is Lush Worksheet.
3. Ask learners to decide which tasks should be done/discussed as a whole group and which tasks can be divided among group members to be done individually.
4. Check their understanding of the terms local and seasonal and conduct a quick comprehension check if needed. Inform learners they have 20-25 mins to complete Tasks 1-2 on the worksheet.

#### Activity 3: Presenting Findings (10 mins)

Groups take it in turns to present their findings to the class (from Flipped Classroom Task & Local is Lush worksheet.).

- Listeners are to take notes and add to their findings any new information
- Learners then refer to notes in their reflection

*NOTE: Presenting findings can be done as either,*

- *Group peer-to-peer information share*
- *Whole class presenting*

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### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Use Post-its or a mentimeter survey - [www.mentimeter.com](http://www.mentimeter.com) - to gather reflections

### EXTENSION / REDUCTION ACTIVITIES:

Reduction (40 min lesson): For a shorter lesson, specific fruit and vegetable types can be allocated or the number to find be limited and less time spent on information gathering, and presenting.

Extension (80 min lesson): For a longer lesson, more time can be allocated to collating the information and preparing to present as well as longer presentation time. Presentation of findings can be done as one group at a time to the whole class or group to group rotations.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Grow It Yourself Directory <https://gij.ie/veg-directory/>

Seasonal Food Resources:

- <https://www.soilassociation.org/>
- <https://stopfoodwaste.ie/resource/whats-in-season>

Example Calendar: <https://stopfoodwaste.ie/wp-content/uploads/2020/01/Print-Seasonal-Calendar-2020-2.pdf>

People, Growers and Farmer Partnerships

- <https://farmsafely.ie/a-new-way-of-farming-community-schemes-changing-rural-ireland/>
- <https://www.irishtimes.com/life-and-style/a-new-way-of-farming-community-schemes-changing-rural-ireland-1.2760464>
- <http://www.talamhbeo.ie/>

Food Proclamation of Ireland <http://www.leitrimorganic.com/wp-content/uploads/2014/02/Food-Sov-Ireland-Proclamation.pdf>

### LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Supermarket/Grocers/Butchers/Fishmongers/ Farm visits

Visit local growers and interview them on seasonal growing.

# MM4 L1 WS: 100 MILES OF LOCAL PRODUCE FLIPPED CLASSROOM TASK



You are tasked with finding out what food is available locally within your area. Specifically what is within a 100 miles from your town/city and within the borders of your country.

*It is recommended you find 1 - 2 items per category, e.g. fruit: strawberries and apples.*

## Step 1: Identify the 100 mile radius from your current location

What's your location?: \_\_\_\_\_

Find out and insert your 100 mile radius map below using  
<https://www.freemaptools.com/radius-around-point.htm#header>

**Insert map here**

# MM4 L1 WS: 100 MILES OF LOCAL PRODUCE FLIPPED CLASSROOM TASK

15 LIFE  
ON LAND



## Step 2: Start your research

### Categories:



Find out:

- What items are available locally (within the 100 mile radius) in each category?
- What companies offer “field/farm to fork”? Use these key words in your search: farm to fork strategy; sustainable food production; sustainable food processing and distribution; sustainable food consumption; food loss and waste prevention.
- What companies offer “tide to table”? Use these key words in your search: sustainable seafood production
- Where are they located exactly and where can they be delivered to?
- What products are produced/ grown/ offered in the local radius?
- What services do they offer?

**Step 3: Upload your findings to the class shared document as directed by your teacher**

## MM4 L1 WS: LOCAL IS LUSH



*Tip!: To manage time effectively, read the whole worksheet before starting the tasks.*

### Task 1: Vocabulary Key Terms

In groups, talk about the meaning of the following words and create your own definitions.

Local produce:

Seasonal produce:

### Task 2: Initial Research (group work)

Working in groups:

1. Find out what fruit and vegetables are grown locally and what months they are available in your area (within your county or within 100 mile radius).
2. Combine your findings from the Flipped Classroom Task (100 Miles of Local Produce) and do an online search for further examples.

Your findings should include:

- List all the fruits and vegetables you can find locally grown and available.
- What month they are available in.
- Be specific in your list, including specific varieties (such as a yellow pear tomato or a sun gold cherry tomato).
- Where are they grown and who is/are the growers?

### Task 3: Collating Findings & Task 4: Share your findings

Collate your findings and prepare them to be presented and shared with your classmates.

- Consider the best way to present the information that works both to be visually attractive and as a quick reference, e.g. consider a table or chart.
- Organise your combined findings for presentation so that each group member has an opportunity to speak.



# MM4 L1 WS: LOCAL IS LUSH



MONTH	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
FOOD						
VARIETY						
WHERE GROWN						
GROWN BY						
	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
FOOD						
VARIETY						
WHERE GROWN						
GROWN BY						

