Think Globally but Eat Locally

Sustainable and Local Food choices

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Primary level of education

SYNAPSES

Co-funded by
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I will implement my scenario in: 5th to 9th grade

The duration of the implementation is: 4 hours

My scenario goals are:

1. **Understanding food chains**
2. **Understanding transport** impact (emissions, quality, chemicals)
3. **Understanding meat and diary industry** impact
4. **Knowledge of local food** sources, **community**
5. **UNDERSTANDING MY ROLE AND HOW I CAN HAVE A POSITIVE IMPACT**

How will I achieve my educational goals?

Through **4 lessons** I will teach students to think about the **food they eat**, the **source** of it and the **impact** it's production and transport has on the **planet and other beings**. They will learn about more sustainable practices and choices they can make every day.

1st lesson: Food chains and transport
2nd lesson: Meat and diary industry, plant based food sources
3rd lesson: Local food sources, seasonality, consument choices
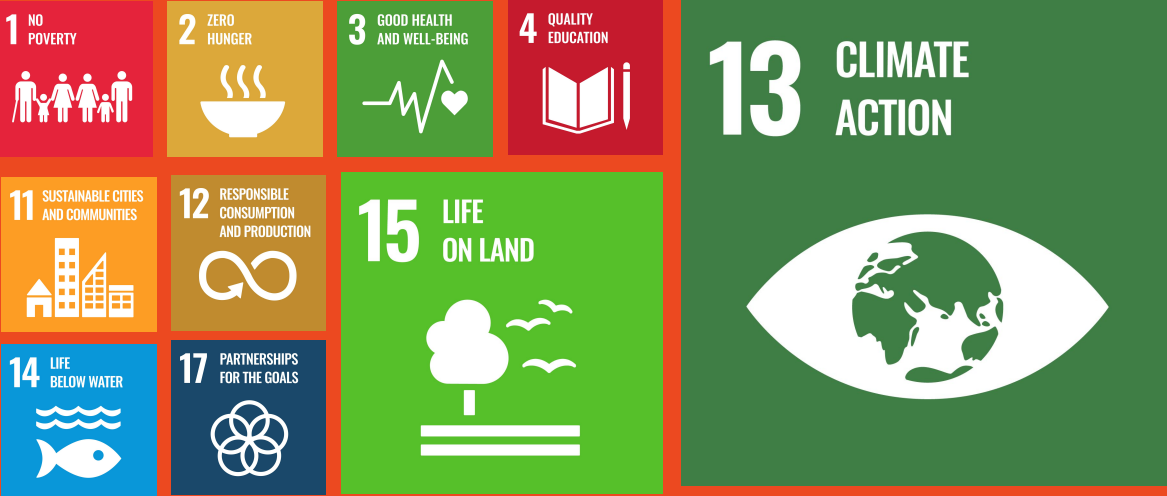4th lesson: Community, alternative food chains

In the end of the lessons each student should uderstand their impact on nature through food choices and will say one goal they want to focus on in the next months (buying seasonal fruit produced locally for example).

Map of the world
Calculating emissions
Videos, pictures
Shop game
Cooking/tasting

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This activity links to the Sustainable Development Goals:

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

13 CLIMATE ACTION

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

15 LIFE ON LAND

14 LIFE BELOW WATER

17 PARTNERSHIPS FOR THE GOALS

The green competences that promoted from my scenario are:

Embodying Sustainable Values	**Valuing Sustainability**	**Supporting Fairness**	**Promoting Nature**
Embracing Complexity in Sustainability	**Systems Thinking**	**Critical Thinking**	
Acting for Sustainability		**Collective Action**	**Individual Initiative**

SYNAPSES

I will collaborate with:

- 1st external stakeholder (local farm, organisation) by doing an activity of doing a virtual tour/video projection of an organic farm and community supported agriculture in our area

- 2nd external stakeholder (scientific organisation, university, reasearch) by using and interpreting data from emissions from transport and animal agriculture

Here is my plan for integrating this scenario in my school this year:

I will propose a programme suggestion to the school leaders.
I will create methodology and theoretical background for the programme.
I will start (hopefully) teaching the programme.

SYNAPSES