

SDG 15 Seeding Sustainability

MM4 Growing and Foraging



MM4: Growing and Foraging

Experimentation and Exploration

Lesson 5: The Food Calendar

Subjects: CSPE, English, Geography, Horticulture, Science

Lesson Title and Summary: The Food Calendar

Buying produce in season means that there is no need for long-term storage or artificial growth. Buying locally produced food supports local businesses.

This lesson enables learners to become more familiar with local growing and foraging through the use of food calendars. There is opportunity for discussion and to engage in research as part of a group.

Vocabulary: Food Calendar, Local, Seasonal

In this lesson, the learner will:

- explore the usefulness of calendars
- identify the concept of and need for a seasonal food calendar
- research available foods in their local area
- collate findings
- combine findings to produce an open source (working) food calendar which can be updated

Materials

- Calendars (students' own)
- Internet Access
- Lesson Materials: Food Calendar Discussion Cards - one set per group (cut up)
- Worksheet: Eat Seasonably Flora in Fashion - Research



MM4: Growing and Foraging

L5: The Food Calendar



ACTIVITY INSTRUCTIONS

This lesson is best conducted over a number of lessons to ensure learners have adequate time for discussion and research. Allow a minimum of 2 hours if including the upload of the research.

Pre-class activity(optional)

Request that learners bring a copy of a calendar used within their household.

Activity 1: Whole Class Lead in (5 mins)

1. As a whole class, briefly engage learners with some lead in questioning. Ask them to think about and share ideas:
 - What is a calendar?
 - What is it used for?
 - Why is it useful?

Activity 2: Discussion Cards (15 mins)

1. Divide learners into groups of 3 - 4.
2. Instruct learners that they are to brainstorm and discuss ideas on the theme of a food calendar using THE FOOD CALENDAR DISCUSSION CARDS (one set of cards per group).
3. Instruct learners to have a brief chat prompted by card questions.

Activity 3: Engaging in Research (60 mins)

Ask learners to refer to LOCAL IS LUSH WORKSHEET (LESSON 1) in which they compiled a list of fruit and vegetables grown locally.

1. Invite learners to pick the name of a month of the year from a “hat” or other container.
Depending on the number of groups some groups may choose more than one month. E.g., If you have 30 learners in 5 groups of 3, then give each group two months of the year and the teacher takes the remaining two to offer as an example.
2. Inform learners that they will discuss and plan what fruit and veg to research for their chosen months.
3. Direct learners to WORKSHEET: EAT SEASONABLY FLORA IN FASHION- RESEARCH.
4. Go through the instructions. Check for understanding. Clarify where needed.
5. Learners engage in discussion and planning and commence research using the questions on the work.

Activity 4: Uploading Research (15 - 30 mins)

1. When it is time, the groups will be directed to upload their contribution to the class 'Food Calendar' and share their findings with the other groups.

MM4: Growing and Foraging

L5: The Food Calendar



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 - to gather reflections

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, omit the “optional whole class lead in” and reduce the time spent on discussion cards and concentrate on Activity 3.

Extension: For a longer lesson, spend more time on the research gathering information in groups. Activity 4 - The research can also be uploaded to the class Food Calendar, or depending on time completed at home or within another class.

Option B: Direct learners to consider some of the links in the media box - including seasonal resources and sample calendars, particularly discussing the design aspects of the calendars.

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

Grow it yourself, Ireland Directory <https://giy.ie/veg-directory/>

Example Seasonal Calendars

- <https://stopfoodwaste.ie/wp-content/uploads/2020/01/Print-Seasonal-Calendar-2020-2.pdf>
- <https://stopfoodwaste.ie/wp-content/uploads/2018/11/Final-Seasonal-Calendar.pdf>
- <https://www.waresofknutsford.co.uk/free-downloadable-british-produce-seasonal-calendar/>
- <https://alisonbick.co.uk/portfolio/seasonal-food-calendar-cornish-food-box/>
- <https://imgur.com/gallery/5wtBR>

Seasonal Food Resource: Stop Food Waste <https://stopfoodwaste.ie/resource/whats-in-season>

- Slow Food Ireland <https://slowfoodireland.com/seasonal/>
- Bord Bia <https://www.bordbia.ie/whats-in-season/>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Visit local growers and ask them what they are growing and when they plant / harvest.

Supermarket and grocery visits - ask to speak with their buyer about seasonal produce.

Interview growers and farmers - see supporting skills [SDG 8 Micro-module 4 - Podcasts / Interviews](#)

Invite a local designer or printer to talk to the class about designing visual material.

MM4 L5 WS: FOOD CALENDAR DISCUSSION CARDS

15 LIFE ON LAND



What is a food calendar?



What information might you find on a food calendar?



Why would we need/ want a food calendar?



Who might find a food calendar useful?



Why is it good to know what's in season?



How might buying and eating local seasonal foods impact our world?



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MM4 L5 WS: EAT SEASONABLY FLORA IN FASHION

15 LIFE ON LAND



You are tasked with finding out what is grown and when. To discover what's in season, let's walk the Flora Catwalk!

In your groups you are going to create a section of a FOOD CALENDAR.

Each group will research food in one month of the year. If you completed the Local is Lush Worksheet, (Lesson 1 from the 'Growing and Foraging' micro-module) then you may use the information you gathered there.

Task 1: Discussion & Planning

You are to find out:

- What month you need to search.
- Where you will find a pictorial reference or a photograph of each item you include.
- How you can best organise your findings? How will you display your findings so that they are informative and visually appealing?
- How your group will share notes - consider a digital document that is easily edited, updated and shared.
- What fruit and vegetables are grown locally in the month(s) you are assigned. Find at least 2 fruit types and 2 vegetable types.

Task 2: Gathering information

1. Decide what 2 fruits and 2 vegetables your group will research.
2. Set to researching and gathering information.
3. Collate findings as a whole group.

In your research consider the following and discuss with your group. Perhaps consider dividing tasks between you.

- What is the common name and the scientific name of the fruit or vegetable you are researching?
- What is the name of said fruit or vegetable in another language (e.g., Irish, French or Chinese)?
- Where is it grown?
- What information can you find on:
 - Planting?
 - Growing?
 - Harvesting?
- What varieties are there and what varieties are recommended?

