





Title: Fresh products from local growers

SHORT FACTS

Target group 	Rural women (who are involved or want to engage in agriculture or agricultural produce supply chains) of all ages, 8 – 12 participants
Setting 	Workshop: short lecture, PowerPoint presentation/video, group work, individual work, plenum, discussions, demonstrations ■The emphasis is on self-assessment and reflection
Duration 	Teaching block of 4 hours with breaks 1 st session: 120 minutes 2 nd session: 60 minutes 3 rd session: 60 minutes
Equipment 	<ul style="list-style-type: none"> ● Internet connection ● Presentation equipment (PC / laptop, projector) ● Student's mobile or pad or laptop ● Stationery (pen, paper, felt-tip pens, markers, etc.) ● Smart board / flipchart board ● Post-it ● Worksheets

A BRIEF INTRODUCTION TO THE TOPIC OF THE TEACHING UNIT

Food from local production is part of the concept of sustainable consumption. Local food systems and short food supply chains (SFSC) also favour interaction and direct links between farmers and consumers, thus promoting the development of confidence and awareness of social capital. These can result in the development of community sense, co-existence and even cause behavioural changes in eating and shopping habits, enhancing social and environmental awareness.

People have eaten local food for most of human history, but in recent decades, food travels from fields further and further before it reaches the plate. An increasingly globalised industry is leading to broader sourcing, imports and exports, of more exotic food products – with a smaller number of large companies offering pretty uniform products a year-round supply, resulting in a large drop in local food outlets and weakening the local food economy. Such trends cause a loss of employment opportunities, skills and social ties, together with a long-term decline in the farm gate value of production, jeopardising the viability of many small farms and significantly impacting food culture. At the same time, encouraging small farmers, diversifying farms, developing microbusiness and improving access to local markets allow consumers access to healthier, fresher and less processed foods.

The learning unit aims:

- to provide participants with Sustainable Lifestyles Skills of consumption and production (SCP) linked to sustainable farming and eating locally
- to equip learners with stewardship skills and use resources to move food from farm to fork, including knowledge of sustainability, nutrition, seasonal foods and food preservation

Sustainable Lifestyles Skills are combined through the context of sustainable consumption and production (SCP) patterns and linked to sustainable farming and eating locally.

Objectives:

- to promote the availability of healthy, local, organic, fresh and low-impact seasonal foods
- to enlighten learners' awareness of the need to boost the local economy and offer fresh food in the local market
- to promote change in the community based on local resources, which brings innovation and a new vision in the field of nutrition culture, sustainability and personal development

Preparation

Research

How to make food choices meaningful to shift narratives?

- ✓ Initiate actions that contribute to increasing awareness and critical reflection about consumption, human-nature interdependency and sustainable living
- ✓ Awareness-raising and promoting diet diversification and the nutritional, environmental and economic benefits of locally grown food
- ✓ Support nutrition education using culturally and socially appropriate nutrition messaging, which can create a demand for locally grown food

TIP: To successfully conduct a training/workshop, keep the following in mind:

- Prepare the necessary materials (worksheet, stationery, presentation equipment, flipchart board, etc.) and provide the participants with needed materials for work
- Provide a comfortable learning environment with appropriate conditions for carrying out all planned activities
→ Develop a stimulating and creative learning environment - experiences in such another environment help participants see themselves and the world in a new way and give them the will to change their usual behaviour
- Prepare a plan of activities

Recommendations for preparing a plan of activities:

- based on your knowledge of essential concepts and characteristics of your target group. **Be well acquainted!**
- specific enough, but also allows some last-minute changes if the situation requires them. **Be concrete but also flexible!**
- the duration of each activity to fit into the overall duration of the training, including enough breaks. **Think about the schedule and limited time!**

Method / Process description

Session 1

- Welcome word (10 minutes)
 - Getting to know – "Hello My Name Is" | Icebreaker game, Name game – introduction to the group (10 minutes)
 - Common board – Expectation test and reflection | Introduction to the topic through the eyes of the participants – introductory evaluation: Wall writing (30 minutes)
 - Introduction to the topic | The trainer gives information about the lesson subject to participants and defines the objectives of the sessions. Trainees are invited to add in their own objectives and to set priorities for their own learning (10 minutes)
 - Trainer explains lesson unit – Fresh products from local growers – using large screen (45 minutes)
- Coffee break (15 minutes)

Session 2

- Game energiser – Warming up for further work (10 minutes)
- Learners work in small groups and complete the worksheet: Increasing the Availability of Locally Grown Food (30 minutes)

The worksheet with an explanation is available for download.

- Demonstration of the scheme “Increasing the Availability of Locally Grown Food” (20 minutes)
- Discussion/comments on presented schemas “Increasing the Availability of Locally Grown Food” (10 minutes)

Session 3

Break (10 minutes)

- Mirror games – or walking in someone else's shoes (30 minutes)
 - ✓ The local food concept greatly vary – try to define it according to the needs of consumers
- Introduce participants to enter the role of consumer: If they are wondering if a customer would respond to something or not, put them in customers' shoes. Bring them to think about what makes them trust someone enough to buy from them or what has caused them to abandon a purchase before they complete shopping?

We are all consumers and know what customers want. Let them face it. Let them think outside the supermarket. What can they put on the stand and offer to consumers that supermarkets or even local food co-ops cannot?

Each of them has piles of cucumbers, loads of zucchinis, heads of romaine lettuce and a bunch of beets. What will they offer that is different or unique? Is it rare lettuces, microgreens, heirloom tomato or uncommon herbs and value-added products such as elderberry syrup, dried herbs and mixed roots bags with instructions/ideas for cooking them?

- Participants briefly share with the group how they can put into practice what they have learned | Reflect and evaluation dimension (10 minutes)

TIP: Include activities that will allow the participants to use their creativity. Encourage discussion and development of ideas.

Recommendation for improvement and additional activities:

Programs based on learning through experience and experimental learning:

- organising workshops in the form of interactive experiments (problem-solving and searching for innovative solutions), including activities that take place in nature
- organising activities followed by various open events, such as public debates, meetings, film screenings (open-air cinema screenings during the summer), exhibitions, conducting "Spring and Autumn Festival" with various workshops, cultural events and promotions of local producers (eating local food)

Learning Material/ References

Suggested resources and worksheets:

See links:

- ["Rural Women to Sustainable Food and Farming - Fresh Food from Farm to Table" \(RWSFF\)](#)
- [RWSFF – Rural Women to Sustainable Food and Farming | Training of Trainers \(ToT\)](#)
- [The Guide Access to Fresh Foods](#)
- Worksheet “Fresh products from local growers” (see attached)