

Hike of the consumer – What are we really fed with?

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2. BASIC INFORMATION ABOUT THE MODULE

Quote:

'What you eat in private, will influence the public'

Target age: [class or age] **12-14**

Age for adaptation **high-school students**

Duration:

- preparation **60'**
- activity **2x45' + 140'**

Competencies used in Hungary:

- **mother tongue**
- **sciences**
- **efficient, independent learning**
- **social competencies**
- **initiatives and entrepreneur competencies**

Subjects: geography, biology-health

Keywords

local product, conscious consumption, conscious shopping, CO₂ emission

Summary of activities

Number	Title	Method	Duration	Forms of works	Location
1. activity	Tune up	directed conversation	10'	big group (class)	indoor
2. activity	What is the taste of the real yoghurt like?	sensory practice and analysis	15'	smaller groups	indoor
3. activity	What have I eaten?	research, presentation	20'	smaller groups	indoor
4. activity	How long did it travel?	knowledge-test, internet research	homework	individual	at home
5. activity	Tune up	game	10'	small group	indoor
6. activity	What machines do you use at home?	research, directed conversation	25'	smaller groups, big group (discussion)	indoor
7. activity	Let's get rid of unnecessary items!	analysis, presentation	10'	smaller groups, big group (discussion)	indoor
8. activity	What is practically the local product?	research directed conversation	20' + previous preparation at home	big group (class)	indoor

9. activity	Carbon test	checking	15'	big group (class)	indoor
10. activity	Vegetable from the farmer!	presentation	25' + 20'	big group (class)	indoor
10. activity	The ten km party	Sensory practice and analysis	60'	big group (class)	indoor

3. OUTLINE OF THE MODULE:

Summary

During the module the students get acquainted with the term “local product” and the potentials of making products locally. They learn during the game the difference between local and industrial products in terms of quality, price and caused environmental stress. They go through the machines allegedly facilitating our lives and analyse their necessity. They experience how many unnecessary products are waiting to be purchased by us.

Goals

To make students think about: Is it reasonable to purchase all products originating from distant places (often from other continents)? Why these products are often much cheaper than locally produced things? Do we really need energy-consuming machines: in which fields are they necessary and in which fields are they only wasted energy?

Tools and materials, sources

I. lesson:

2. and 3. activity:

- 4 saucers per group
- teaspoon (suitable for number of children)
- yoghurts (strawberry or apricot, at least two boxes from each type):
 1. advertised ones – e.g. Danone, [product of a multinational company]
 2. non- or less advertised [less advertised own brands of multinational supermarkets, like Lidl, Aldi, Penny, Tesco etc.]
 3. national [from your country, the milk is also from your country] (Please, find a suitable in your country!)
 4. local product – form the local market.

II. lesson:

5. activity:

Ads papers or catalogues – from supermarkets, which sell technical products (Auchan, Tesco, Media Markt, Conrad Electronics, Lidl, Aldi, Spar, Euronics, etc.)

III. lesson:

8. activity:

big papers and markers, or computer and projector

10. activity:

big papers, drawing papers, pens, markers, coloured pencils

11. activity:

tools for cooking, plates, cutlery

Preparations

Copy the tables from the “Student page” – I/2. and I/3.activity and the Carbon test for activity I/4.! One copy per group. Print in one copy and cut the pictures for activity II/6. For activity I/3. write down the price pf the yogurts, the mass of the yoghurt boxes, and calculate the unit prices.

Arranging place (in- or outdoor)

Arrange the tables and the chairs for the groups.

Connection points

All of us go shopping from time to time. Children usually go to food-stores but they often long for electronics, footwear or clothing. They need to know if it matters what they buy: where does it originate from, Does a trade mark mean a guarantee for tenacity and good quality?

Background materials

We vote during shopping. We say yes to the product, which we buy. Products are produced and businesses are built up according to our votes. Thus, it depends on us, what a shop offers. It depends on us, that the local entrepreneur can keep his small shop, or we have to commute to the edge of the cities in the giant multinational supermarket boxes.

Of course the picture is not so clear. Huge lobbies and interests want to influence our decisions. With the growing possibilities of advertising manipulation, and the growing informational overload, they want to raise our desires towards things that we do not need at all. Our responsibility is to recognise and handle these. To do so, we clearly have to know our real needs.

Fortunately, more and more people prefer national, local, high quality, chemical-free food. And the number of producers increases also. Producers and consumers are linked directly in short food supply chains (SFSC). There are more and more local markets. We can obtain healthy season vegetables and fruits by subscribing on a vegetable box scheme, and receiving weekly the fresh vegetables in the boxes. As we know the producer personally, they are also interested in quality products and long-term cooperation.

In the present years, electronic and entertainment devices are going through a massive proliferation and spreading. Our daily life has been flooded with various gadgets and the colourful information is streaming from them. Smartphone usage is causing screen addiction, and sticks us to the source of information stream, while we are suffering from information overload and are getting unable to make reasonable decisions.

Social media has rearranged the social relationships of youth, and imperceptibly highlight cool things to desire, follow and buy. In this media pressure, we have to teach children to select information, to read internet contents with criticism, and consciously choose what they really need.

It is recommended to study the conscious consumer's 12 rules:

Local products:

What is a local product? Everything, which not imported. Which is not shipped from the other side of the country. Which is produced locally. Which is sold within 50 km-s. Homemade pickle from the garden. Fresh bread from the bakery. Fruit from the tree. Shoe from the shoemaker. Violin from the local luthier. Traditional merchandise. Handicraft. What is not a mass product. Not industrial waste for the hypermarkets. What contains at least 51% local material or labour. Food speciality. Household things. Products preserving folk motifs. What is often hardly negotiable, though it would be worse. Local, for locals. To know, what they eat. To know, what they buy. (Magosfa Foundation, 2006).

By buying local products, we support the sustainability of our own environment. We help local economy by every purchase. We help to keep workplaces or facilitate to open new ones. Locally produced profit generates local developments. If we buy the most important things in our environment, we reduce environmental pressure generated from packaging and transport. Our ecological footprint will be smaller. The production of local food is realized in smaller quantities, traditional, close to nature technologies, thus the load of the environment and land is reduced.

Besides environmental and economic benefits, our health can be better protected. Buy seasonal products! Locally produced vegetables and fruits contain less preservatives. They can ripe longer, as they require less transport, than overseas fruits. These foods are fresher, more tasty and aromatic, and contain more vitamins and minerals than the imported ones. The ingredients of local products can be more easily checked; we know what we eat. By preferring landraces we contribute to preserve biodiversity, and to the survival of traditions. (Pannon Local Product Non-profit Ltd.)

Why should we buy local products?

We can build personal relations with the producer. We can ask the ingredients, is there any chemical or allergen in it. Often, we can see and check the production process (we can visit farms, where we can see the

producer during work). Usually we get individual products, with flavours of motifs characteristic to the settlement or region. We support the producer financially (relative, neighbour or friend) instead of merchants or multis. We preserve the workplace of the producer. The producer can establish workplaces for the locals.

Implementation

I. lesson: Search for the local!

1. activity: Tune up:

“Raise your hand if your parents/grandparents...”

- do have a small garden and they grow anything in it
- do have livestock and work them up (meat or milk or egg)
- do bottle marmalade, compote, pickles for wintertime
- buy things from local producers

2. activity: What is the taste of the real yoghurt like?

Divide the class into 4 groups. Number the test yogurts from 1-4. Portion the yogurts in saucers: Each group should receive from all the 4 yogurts. Write the numbers of the yogurts on the saucers. Students should taste the yogurts. Fill the table on the Student's page for each yogurt. Finally try to find out, which yogurt can be which type.

3. activity: What have I eaten?

Now, the small groups should make a short research. Each group should get one unopened box of yogurt, one of the four types. They can open, study and taste it.

Are there any fruit particles in them? How do these particles look like, what consistency do they have? Let's read the ingredients also: Are there any dye stuff and aroma in them? Compare the prices and unit prices of the four types (students can calculate unit prices: we can give the price, and they read the mass from the yogurt box).

Students should fill the lower part of the table for its own yogurt. They can fill the characteristics of the other yogurts during the common discussion. Then discuss from group to group, what is their opinion from their yoghurt? Why are there differences? (bulk manufacture from cheap ingredients + expensive marketing vs. local production from quality ingredients).

4. activity: How long did it travel?

Carbon test:

The production, transportation, operation and disposal of a product stresses the environment. The transportation is one of the largest CO₂ emitter. Give the Carbon test to the children copying from the Student's page! Solve it as a homework! They should find out one more similar product pair, and search the difference between their carbon footprint. Find a calculator website in your language (food carbon calculator), and give the link to students! The calculator in Hungarian is on the next webpage:

www.mtvsh.hu/karbonkalkulator An English calculator:

<http://www.foodemissions.com/foodemissions/Calculator.aspx>

II. lesson: Buy consciously!

5. activity: Tune up

Work in small groups (3 or 4)! Give each group a different ads paper or catalogue in which there are technical items. What items would you buy, if your group would have any money? Desire whatever you want, but one group can choose only 4 items! Enring them with black colour marker. Groups should list the items, write them on the blackboard.

6. activity: What machines do you use at home?

Cut the 16 pictures from the Teacher's page! There are household appliances on them; some of them are useful, some of them are not necessary. Give 4 pictures to each group. They should rank the item, the most useful being the first and the most useless being the last. They can write ideas, how could they replace the device with simpler things, or what did people do formerly, without these devices. Then discuss together: Each group should present their findings, and propose ideas to replace the devices.

7. activity: Let's get rid of unnecessary items!

Look up the list again written on the blackboard in activity 5. According to our recent view, each group should choose two products from its own list (activity 5.), without which they could live a complete life. Delete them from the list on the blackboard. Discuss, what means happiness and real values in our life, and how much importance we assign to own a product.

III. lesson: Local product – local value

Let's organise an alternative party in classroom on one of the afternoons! In the first part we will know more about the local products, in the second parts we will taste them.

8. activity: What is practically the local product?

Give this research previously as homework. Each small group should investigate at home:

- What is a local product?
- What effect does it have to the:
 - a) producer?
 - b) local economy?
 - c) our environment?
- Who receives the profit:
 - a) we buy local product from local producer?
 - b) we buy a foreign product in a hypermarket?
- What can be a local product? List some concrete ones!

Students can use internet (there are some URL below) or newspaper, ask their parents, visit a non-profit organisation, search in local market, etc.

In the classroom discuss the questions, each group can answer one question. Ask pupils about the shopping and eating habits of their own families. Do they buy and use local products? Ask their own opinion about local products.

9. activity: Let's check the carbon test!

Check the carbon tot from lesson I. Discuss the carbon footprint made during transportation, emphasize the CO₂ emission in litres at each product (see the Teacher's page key). Talk about its rule in climate change, and from the personal responsibility of students.

10. activity: Vegetable from the farmer!

Each small group should write a campaign speech (max. 5 minutes) about why is greet to choose the local products for the costumers.

1st group – The product of "Riska" milk farm (milk, cheese, butter, yoghurt)

2nd group – The meat products of "Sow" farm (sausage, bacon, graves)

3rd group – Liz's jam cooking manufactory (fruit jams, spicy jams, mixed jams)

4th group – Uncle Pickles' vegetable garden (seasonal vegetables, processed products, like pickled cabbages, Ratatouille, pickles etc.)

Show your campaign in 5 minutes! You can make poster, write a buzzword. If there will be a relevant event in the school, the groups should show their campaign there.

11. activity: The ten kilometre party

It's time to taste the local products! Make some meal from local products for the class party! If there is any characteristic local recipe or local food, certainly use this! For comparison, it is worth to prepare some instant "artificial food"!

For thoughts, here are some comparison ideas, but prefer local specialities! (Adopt this to your country)

1. Milan macaroni from local tomato vs. packet Milanese
2. traditional pancakes (local egg, milk, flour) vs. powder pancake
3. Bisque from local vegetables vs. packet soup with the same flavour.
4. „Kaiserschmarrn" from local ingredients (egg, milk and flour) – one pocket schmarrni
5. Find own national meals and its instant version!

Of course, there should be several meals, cookies at the party, but there should be at least one version, from local ingredients.

We can make meals together, if there is a cooking facility at the school. Otherwise, we can make a home-party at somebody, or ask parents, to help to prepare the meals, and bring them to school.

Discuss our observations: Which is more tasty? More stodgy? Healthier? Environment friendly? Cheaper? Which one would you eat daily?

For homework:

1. Observe your parents when you go shopping! Do not get bored during shopping: look for things and tricks used to tempt the shoppers, to make them buy the more and more, and things they do not really need.

2. Discuss with your grandparents and your mom: How did the shopping list look like in the past? And now? What did your grandma' used for shopping? And your mom? Formerly, women had a booklet to register expenses. Did your grandma' have one? Has she preserved it? Why did she have it, or why did not? Does your mom have one? Why yes, why not?

At the end of the module description:

Literature, sources:

Find some in national language!

Websites

Find websites in your language! Our Hungarian ones are:

www.tudatosvasarlo.hu

<http://www.humusz.hu/rovatok/folosleges-aruk-foruma>

www.mtvsh.hu/karbonkalkulator

http://www.orszagoshelyitermek.hu/helyi_termek

<http://www.helyboljobb.hu/helyi-termek-eve-2015/>

<http://www.pannonproduct.hu/miert-a-helyit>

4. STUDENT'S PAGES – Easy to copy and give to children

2. activity	1.	2.	3.	4.
Flavour				
Smell				
Consistency				
Colour				

Type of yoghurt	Number of yoghurt:
advertised	
less advertised multi own brand	
national product	
local product	

3. activity	1.	2.	3.	4.
size of fruit particles				
consistency of fruit particles				
artificial dye				
aromas				
preservatives				
best before				
price (national currency)				
unit price (currency/kg)				

I/4. activity:

Carbon test

Guess! How much is your CO2 emission if you buy the next items?

1. One bottle of honey from China	1: 504 grams	2: 2566 grams	X: 10 kilograms
2. One bottle of honey from your country	1: 27 grams	2: 0 gram	X: 1 kilograms
3. Nike shoe from Indonesia	1: 1337 grams	2: 405 grams	X: 5 kilograms
4. Training shoe made in your country	1: 10 grams	2: 504 grams	X: 21 grams
5. One piece of banana from Ecuador	1: 212 grams	2: 305 grams	X: 532 grams
6. One piece of apple from your country	1: 7 grams	2: 104 grams	X: 812 grams
7. One chicken from Brazil	1: 415 grams	2: 3084 grams	X: 2199 grams
8. One chicken from the local market	1: 27 grams	2: 104 grams	X: 216 grams
9. One cheap Agojama drill from China	1: 2700 grams	2: 7,7 kilograms	X: 15 kilograms
10. One Metabo drill made in Germany	1: 1315 grams	2: 2458 grams	X: 687 grams

Conscious consumer's 12 rules

1. You vote with your money!

Shopping is Your free choice. You can decide, what and who you want to support, and what not. You do not have to support environmental pollution, chemical usage, child labour, and the mass production of silly, harmful, and unnecessary things.

2. Waste is the most expensive!

Waste production is useless money wasting for You and your environment. Always think over, how much portion do you throw away from the product, which you buy.

3. Shopping list

Before shopping, list, what You need. Supermarkets use professional techniques to seduce you for unnecessary money wasting. Do not go for 'shelf tricks'.

4. Local

Buy at local markets and shops instead of large supermarkets. Search for the good sites.

5. How much plastic do you bring home?

Take baskets and bags with you. Do not accept plastic bags. Choose simply packed goods. Search returnable or recyclable packing.

6. Look for the original!

Do not go for pretty outlook and cool gas: avoid artificial, additive and chemical rich, industrial products.

7. Read the labels!

Food and cosmetics contain several harmful and unnecessary ingredients. Do not treat yourself with chemicals, neither outwardly nor internally, if you can get something chemical free.

8. Violence free beauty

Choose cosmetics that were tested without animal torture, and do not contain animal ingredients.

9. Long-life usage!

Avoid disposable things. The production of these means much energy waste and environmental pollution.

10. Fresh goods

Choose fresh, national season fruits and vegetables instead of greenhouse, intercontinental, artificially ripened, overpacked and preserved goods.

11. Buy local product

Find things near your home. This way you can support local people, and leave less transport caused carbon footprint.

12. It matters!

If there are still no completely perfect goods, you can search always the better. Be conscious! Look up, who the producer is, what it contains, how it is packed and what its end will be.

II/6. activity:

1. group	2. group	3. group	4. group
			
			
			
			

5. TEACHER'S PAGES – Important materials for the teacher to show or read to students during an activity.

I/4. activity: Key of Carbon test

1. One bottle of honey from China	1: 504 gram	2: <u>2566 gram</u>	X: 10 kilogram
2. One bottle of honey from your country	1: <u>27 gram</u>	2: 0 gram	X: 1 kilogram
3. Nike shoe from Indonesia	1: <u>1337 gram</u>	2: 405 gram	X: 5 kilogram
4. Training shoe made in your country	1: 10 gram	2: 504 gram	X: <u>21 gram</u>
5. One piece of banana from Ecuador	1: 212 gram	2: 305 gram	X: <u>532 gram</u>
6. One piece of apple from your country	1: <u>7 gram</u>	2: 104 gram	X: 812 gram
7. One chicken from Brazil	1: 415 gram	2: 3084 gram	X: <u>2199 gram</u>
8. One chicken from the local market	1: <u>27 gram</u>	2: 104 gram	X: 216 gram
9. One cheap Agojama drill from China	1: 2700 gram	2: <u>7,7 kilogram</u>	X: 15 kilogram
10. One Metabo drill made in Germany	1: 1315 gram	2: 2458 gram	X: <u>687 gram</u>

1st and 2nd question:

Honey from China (1 kg): it travelled 17,988 km and emitted 2566 gram CO₂ (=1428 litre).
It is 95 times more than in the case of honey from your country (27 gram CO₂).

3rd and 4th question:

Nike shoe from Indonesia (800 g): it travelled 12,689 km and emitted 1337 g CO₂ (= 744 litre).
It is 62 times more than in the case of training shoe from your country (21g CO₂).

5th and 6th question:

Banana from Ecuador (250 g): it travelled 13,044 km and emitted 532g CO₂ (= 300 litre).
It is 79 times more than in the case of fruit (apple) from your country (7g CO₂).

7th and 8th question:

Chicken from Brazil: it travelled 12,148 km and emitted 2199g CO₂ (= 1224 litre).
It is 81 times more than in the case of chicken from your country (27 g CO₂).

9th question:

Agojama drill from China: it travelled 17,988 km and emitted 7700 g CO₂ (= 4288 litre).
It is 95 times more if it would be local.

10th question:

Metabo drill from Germany: it travelled 868 km and emitted 687 g CO₂ (= 382 litre).
It is 8,5 times more if it would be local.

II./6. activity:

The approximate priority of household appliances is the following for the 4 student groups:
(1. row: most important, 4. row: unnecessary product):

	1. group	2. group	3. group	4. group
1.	fridge	vacuum cleaner	gas-oven	washing machine
2.	iron	blender	microwave oven	whipper machine
3.	bluetooth speaker	dehumidifier	smartphone	TV
4.	curling iron	digital frame	electric toothbrush	electric peeler