

OVERVIEW

Our project "Local Food, Global Change" is dedicated to teenagers and aims at changing their minds by proving that eating local, organic or garden food can be trendy, funny, ecofriendly and healthy. We found it relevant for our project to be in keeping with the UNESCO decision to make 2014 the International Year of Family Farming. This theme will also make students want to express themselves and communicate thanks to modern languages. It will also make them leave the classrooms and learn outdoors.

It has three main objectives. First of all, it tries to modify teenagers' usual opinions on local or organic food and on food coming from one's own garden. Most teenagers tend to think this kind of food is old-fashioned, unattractive or tasteless. They usually prefer imported or highly processed food such as cheap food, fast food or ready-cooked meals which are produced in very urbanized and industrialized areas. On the contrary, our project gets teenagers to think about the basic definition of food as a product derived from nature or agriculture and originating from the countryside where almost all of our schools are localized. It makes them discover forgotten or traditional fruit, vegetables or dishes and entices them to consume them on a more daily basis by inventing new eating habits or recipes. It's also a great opportunity for teenagers to learn about agriculture which is a key economic sector where they can find inspiration for their career plans.

Second, the project seeks to turn teenagers into well-informed and modern European citizens by making them realise that local, organic or garden food is actually at the centre of today's new eating habits and can be valued on the international level. This kind of food contributes in many ways to the protection of the environment which is one of the most important stakes of the 21st century. It is mainly eco-friendly as it fosters the biodiversity that can be found in our different European countries and struggles against the uniformity of fast food that contributes to a negative form of globalization. It also values the students' own cultural heritages, provides a sense of pride and selfconfidence. It helps them to grow up into European citizens who are happy to share the products of their culture with other European friends. Contrary to imported food, local food doesn't need polluting transport. We also want to sensitize teenagers to the advantages of organic food such as the implementation of sustainable development through, for example, the absence of chemical fertilizers. Organic farming also enhances the taste of fruit and vegetables. Sustainable development has now become a key school subject which is part of all curricula throughout Europe.

Third, we'd like our students to understand that local, organic and garden food can have a positive impact on their healths. Of course, by protecting the environment, they protect themselves. They also learn to become more critical and demanding about the quality of what they eat. They open their minds on the variety of the existing food and the sanitary benefits it provides. Eating local food may curb the current problem of obesity among teenagers as it turns them away from the big fast food restaurants which are worldwide famous.

The great majority of our partner schools stands in rural areas where farming is a key economic sector. Thanks to our project, we'd like our students to feel less isolated and transform their geographical background into an asset that they can promote and that connects them to the rest of Europe and the world.

AIMS

The project has three objectives: 1)the promotion of local and organic food so as to develop a positive image of this type of agriculture which is a sector providing tastier food than cheap imported food or highly processed food but also a sector full of job opportunities and fostering 21st century new eating habits 2) give teenagers the opportunity to behave as European modern citizens and present their culinary and cultural heritages to other European friends by using French and English as foreign languages and documents created thanks to ICT 3)sensitize teenagers about environmental and health issues.

IMPACT

Students will improve their linguistic skills and be more self-confident when they express themselves in English or French. They will also recover their motivation for learning these languages. They'll try to include more local organic food in their daily diet. Thanks to our project, students will form a better opinion on local food and will promote it. They 'll understand the links between local food and sustainable development and health. They will have discovered a wide range of professions that might have an influence on their careers' plans.Their IT skills will be improved or enhanced. They'll be more aware of what being a member of the EU means.

For the participating schools, our partnership will give an opportunity to implement their internal projects'lines about the opening to the international level. They need to help students become citizens of the world and make them grow into young adults who can study, travel or even work abroad. They also seek to make children autonomous by giving them the opportunity to evolve in all the authentic situations offered by our project.

Students with Special Needs, such as those suffering from academic failure or dyslexia, will benefit from a more challenging, specific and stimulating learning environment in our project's framework. They'll be able to practise their English or French with a European friend in a non-formal way and give free rein to their creativity and their specific abilities in the activities suggested by our project. All this will help them be more confident and rebuild their hope, interest and trust in school education.

For the different staff in the participating school communities, our partnership will enrich their professional experiences as it will open them to other ways of working with children and managing projects. It will make them discover different school systems and learn from them. For the teachers in particular, in addition to the exchange of teaching methods that is always helpful, the project will give more sense to their lessons and make the students more attentive during the classes. The relation between students and teachers will improve, be more efficient and stronger. Teachers will give another dimension to their lessons and have the opportunity to teach outside the classrooms, which also makes education more effective.

PLAN OF ACTIVITIES

1. Agriculture is fun"

Students will write and present tales about some fruit or vegetable they like or know about and/or try to grow. They may also deal with how they these fruit and vegetables into some products. This output will stay in the libraries of our partner schools and will be read by any student willing to improve their French or their English as foreign languages. This piece of creative writing must include a story with a plot, characters and a setting inspired from the partners of our project. This work will take the form of a printed Word document including pictures. Students will have to write in English or French and translate the difficult words into their national languages.

1-01-2015- 15-05-2015

2. 2016 Erasmus+ Calendar "Local Food,Global Change"

this calendar will be the result of the collaboration of 5 partner countries since it will contain recipes and tips provided by the students from the five schools. Copies of these calendars will be given as gifts to the communities of parents, teachers and staff of each participating school. They will also be given to colleagues in other schools in Martinique and Europe.

1-12-2014- 30-10-2015

3. Erasmus+ Recipe books "Local Food, Global Change"

A book in English or French compiling all the recipes presented or tasted during the mobilities of our project.

15-06-2015- 30-06-2016

4. "Local Food, Global Change" brochures

These brochures are small activity books made up of quizzes, crosswords and other types of educational games in relation to the knowledge derived from the visit of the local food production units. They'll be made in English or French as foreign languages and in the national languages of the receiving organizations. They'll be used by any other child/teenager who will visit the place. They'll be given to the managers of the local food production units.

01-12-2014-30-06-2016

5. Gardening contest "Local food, Global Change"

his activity will address children who work on a voluntary basis and can include students with special needs. Students will have to grow fruit, vegetable or herbs of their choice from March 2015 onwards. They'll have to take pictures of the plants they grow and draw up personal comments in English or French as foreign languages. This will feed the slides of their Powerpoint presentations that they'll show at the next transnational meeting.

02-03-2015- 30-09-2015

6. "Local Food, Global Change" Video contest

Students will invent a short scenario (2 minutes max) where they play a scene in English with a funny or earnest tone to entice young people to eat local food. Each school will present a video during the last learning meeting.

01-03-2016- 01-06-2016

7. "Local Food, Global Change" theatrical play coordinated by the Italian school

A small theatrical play setting students in a bar talking about the positive aspects of eating local or organic food.

01-09-2015- 15-12-2015

8. The European Language Portfolios

They are documents in which students participating in the project or have learned one or more languages - whether at school or outside school - can record and reflect on their language learning and intercultural experiences.

Its main aims are:

- to help learners give shape and coherence to their experience of learning and using languages other than their first language
- to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels
- to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad)

In an ELP all competence is valued, whether it was gained inside or outside formal education.

2014-2016 and onwards

MEETINGS

TRANSNATIONAL MEETINGS

Romania- January 2015

Italia- Mai 2016

LEARNING MOBILITIES

Martinique, mai 2015

Italy, December 2015

Romania, February 2015