Good Practice template

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| 1. **Partner contact information** | |
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| **Your organisation** | |
| **Country:** | *AUSTRIA* |
| **Region:** | *STYRIA* |
| **City:** | *GRAZ* |
| **Organisation name:** | *Steirische Wirtschaftsförderungsges.m.b.H. (SFG, Styrian Business Development Agency)* |

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| 1. **Organisation in charge of the good practice**   *[If your organisation is not the one in charge of the good practice, you can indicate the relevant organisation in this section of the form.]* | |
| **Is your organisation the main institution in charge of this good practice?\*** | ***NO*** |

In case ‘no’ is selected, the following section must be completed appear:

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| ***Location of the organisation in charge:*** | *Country* | Austria |
| *Region* | Styria |
| *City* | *Bad Radkersburg* |
| ***Main institution in charge*** | ***VEREIN GlaMUR – Genuss am Fluss (Service Association for cuisine by the river Mur)*** | |

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| 1. **Good practice general information** | |
| **Title of the practice** | ***School for Regionality***  *(= Translation, original name in Austrian-German Language: “Regionalität macht Schule, Ein Projekt von GlaMUR – Genuss am Fluss”)* |
| **Has this good practice been identified in the course of an Interreg Europe project as part of the learning process? (i.e. to be reported under the indicator “number of good practices identified” in the progress report)\*** | *Yes, the good practice has been identified in the course of SMEOrigin project as a part of the learning process.* |

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| 1. **Detailed description** | |
| **Short summary of the practice** | The "Glamur - Genuss am Fluss" association has developed school materials for practical science lessons under the motto "School for regionality". The aim of the project is to familiarise schoolchildren with the topic of regionality. The materials are available to teaching staff and serve as a stimulus, collection of ideas and inspiration for lessons in the 4th grade. The topic of regionality and regional consumption should be brought to life for the children in a playful way and with all their senses. |
| **Detailed information on the practice** | The GlaMUR association works across borders with over 35 different regional businesses from 10 different municipalities in south-east Styria as well as nine partner municipalities from Slovenia and Slovenian businesses. The focus is on promoting regional products.  GlaMUR has launched the "Regionality goes to school" project in cooperation with the regional development organisation and the Kinderfreunde children's association. Teaching materials were developed for the fourth grade of primary schools in the 10 partner communities in the Leibnitz and south-east Styria districts. The aim is to relieve the teaching staff and to familiarise the children with the topic of regionality in a playful way. Topics such as health education, nutrition, sustainability and regionality are anchored in the curricula.The topic of regionality and regional consumption should be experienced with all the senses. The children should be able to taste, smell and see what is being talked about.  An important part of the project is the close co-operation with regional partner companies. Workshops, excursions and visits to the regional partner companies are an important part of the curriculum.  In this way, the children are introduced to the topic of regionality in a playful way and also learn about local production companies and their work processes from the raw material to the end product as part of the project. The aim is to sensitise pupils to the importance and benefits of healthy, regional and sustainable food. |
| **Resources needed (optional)** | Twelve regional product groups have been educationally prepared and graphically designed to familiarise primary school children with them in a playful way.  In close co-operation with the 35 regional businesses, the children and their teachers will be introduced to a variety of products, in particular key regional products such as apples, horseradish, scarlet runner beans, elderberries, oil pumpkins, medicinal and mineral water, milk, honey and bread. |
| **Timescale (start/end date) (optional)** | Time frame (start/end date) (optional)  In cooperation with Landentwicklung Steiermark and Kinderfreunde Steiermark, teaching materials and workshops have been offered in all primary schools in GlaMUR member municipalities since 2019.  The project has got off to a successful start and has been well implemented so far.  It has also been announced that the learning materials developed will be translated into Slovenian in order to organise "mini Erasmus projects" with the schools in the Slovenian partner municipalities. Many other projects are being planned, such as a comic or a children's book. |
| **Evidence of success (results achieved)** | The programme is very well received and inspires more than 5,000 primary school children every year. Under the motto "Hands-on agriculture", children in more than 300 classes at various schools learn about regional products in science lessons.  Several successful workshops have been organised so far.  At a recent workshop, the pupils made their own school grape juice together with Erlkönig grape juice producer Monika Heck. The aim of the workshop was to familiarise the children not only with the production process, but also with the topic of grapes.  In another workshop, "GlamURI and the honey bee" with organic beekeeper Thomas Lorber, the pupils were introduced to the topic of honey and honey production at various stations. In addition to lots of questions, looking and tasting, there was also a tasting of bee products afterwards. |
| **Challenges encountered (optional)** | Globalisation has made it possible in today's society for all products - be it food, clothing or toys - to be available anywhere and at any time.  Through our purchasing decisions, we as consumers can consciously influence which products are sold in our stores. This means that we as consumers have an influence on the environment. The challenge is to make our children aware of the meaningfulness of this process and our decisions when chosen regional food products. |
| **Potential for learning or transfer** | The teaching materials provide you with an excellent basis for integrating the topic of regionality and geographically protected products into school lessons in a way that is appropriate for the target group.  The structure of each individual topic follows the same pattern. Firstly, after a brief introduction to the respective topic, the learning objectives are formulated. Then at least 3 activities are suggested for each topic, which serve as an introduction, develop important content and guarantee success at the end. After these three theoretical parts, the importance of practice for understanding and memorising new impressions and knowledge is emphasised.  It is important to emphasise that in addition to the theoretical part, practical engagement with the respective topics should also be encouraged. A better understanding and greater appreciation of these foods is achieved in particular by visiting farms and familiarising oneself with the production of certain foods and products. The learning objectives are therefore  formulated in such a way that they are achieved not only through the (theoretical/playful/creative) activities alone, but also through a visit to a farm. Although the work materials are intended for fourth grade, it can also be used at lower or higher school levels with various differentiations. |
| **Further information** | [*https://www.glamur.at/*](https://www.glamur.at/)  [*https://www.bildung-stmk.gv.at/service/news/projekte/2022/glamur.html*](https://www.bildung-stmk.gv.at/service/news/projekte/2022/glamur.html) |
| **Image (optional)** | GlaMur | Schüler gehen der Regionalität auf die Spur    Regionalität macht Schule , Bildungsdirektion Steiermark |