

Lesson Plan

The Story of Food

<http://usc-canada.org/storyoffood/>

Questions to consider

Where does our food come from?

How has our food changed over time?

How can our food choices affect the environment?

1. After watching the video, compare and contrast how food, agriculture and food processing have changed over time, using the t-chart below.

Food in past	Food in present

In the video, it is suggested that we can help by choosing to buy local, organic and/or fair trade food. Define these terms.

Local:

Organic:

Fair trade:

Find out more about your food

Part A

1. Think of a topic or question about food production you would like to know more about and do a bit of research on the internet. You may want to try these websites:

<http://tiki.oneworld.net/food/food2.html>

<http://usc-canada.org/storyoffood/>

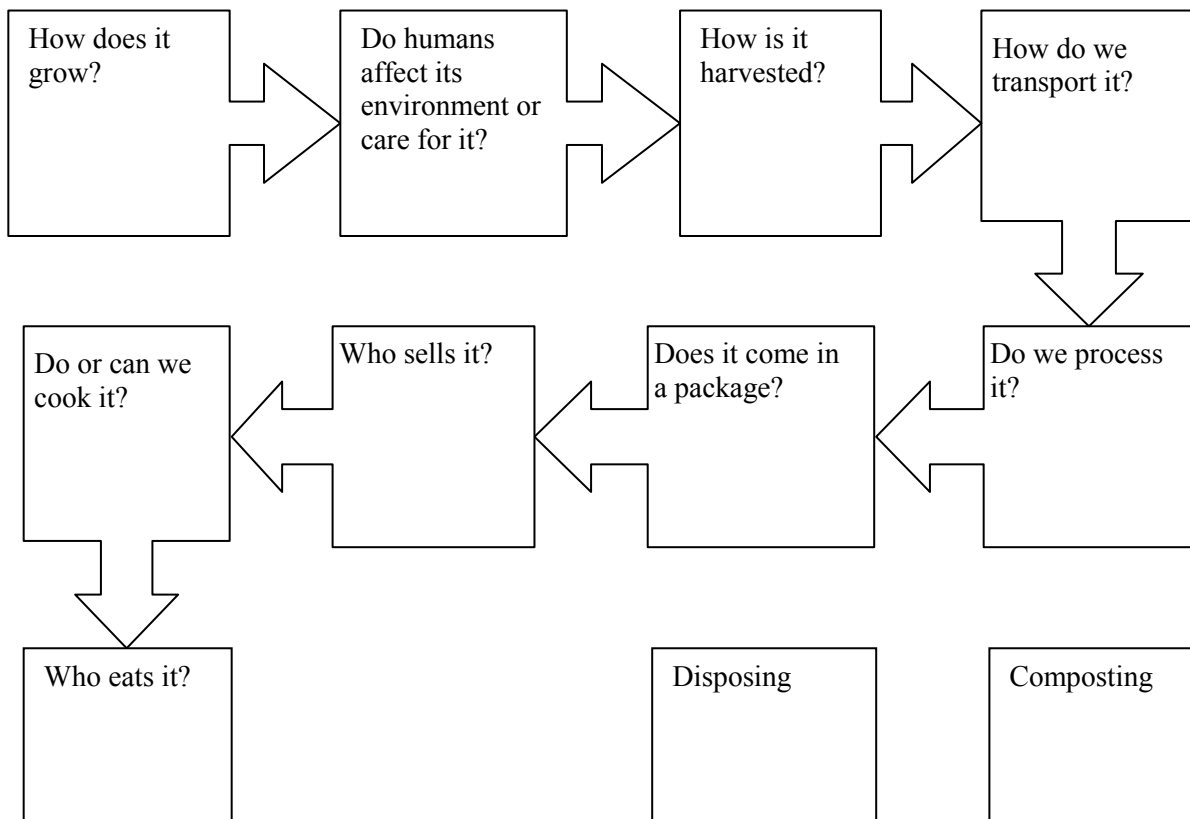
<http://www.dauidsuzuki.org/what-you-can-do/food-and-our-planet/>

<http://encyclopedia.kids.net.au/page/gm/GMO>

<http://www.thematrix.com/interactive>

Write a couple interesting things you learned and share them with a partner.

2. Pick a food and fill in some details in the food supply chain below. Circle the producer, consumer and decomposer in this chart. (Hint: They might not be in the boxes)



Part B

Come up with four questions you could ask someone about where your food comes from (e. g. at the Metcalfe Fair, at the grocery store, on a farm)

1. _____

2. _____

3. _____

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1. After watching the video, compare and contrast how food, agriculture and food processing have changed over time, using the t-chart below.

Food in past	Food in present
<ul style="list-style-type: none"> - More nutritious - Came from a farm - Lots of varieties of same plant - People took extra food to close markets - How nature made the seeds - Food did not travel very far - Cared for soil 	<ul style="list-style-type: none"> - Faster and easier - Labels show synthetic ingredients - Less nutritious - In grocery store - Only one variety available in supermarket - Processed food all comes from the same plant - corn - Now we have huge supermarkets - Re-designed seeds - Designed pesticides to go with the re-designed seeds - Food travels 1000s of miles now - Polluted water and sick soil - Grow fuel for cars - 1 in 6 die from too much food - 1 in 6 die from too little

In the video, it is suggested that we can help by choosing to buy local, organic and/or fair trade food. Define these terms.

Local: If we think of circles, the middle would be our house and the other circles could be city, region, country etc. Products made close to home.

Organic: Food grown or raised without pesticides or chemicals by farmers who use techniques to minimize their effect on the natural environment.

Fair trade: It means workers and producers were paid a just amount for their products. Often from developing countries.

Sustainable agriculture: a way of raising food that is healthy for consumers and animals, does not harm the environment, is humane for workers, respects animals, provides a fair wage to the farmer, and supports and enhances rural communities.

Find out more about your food

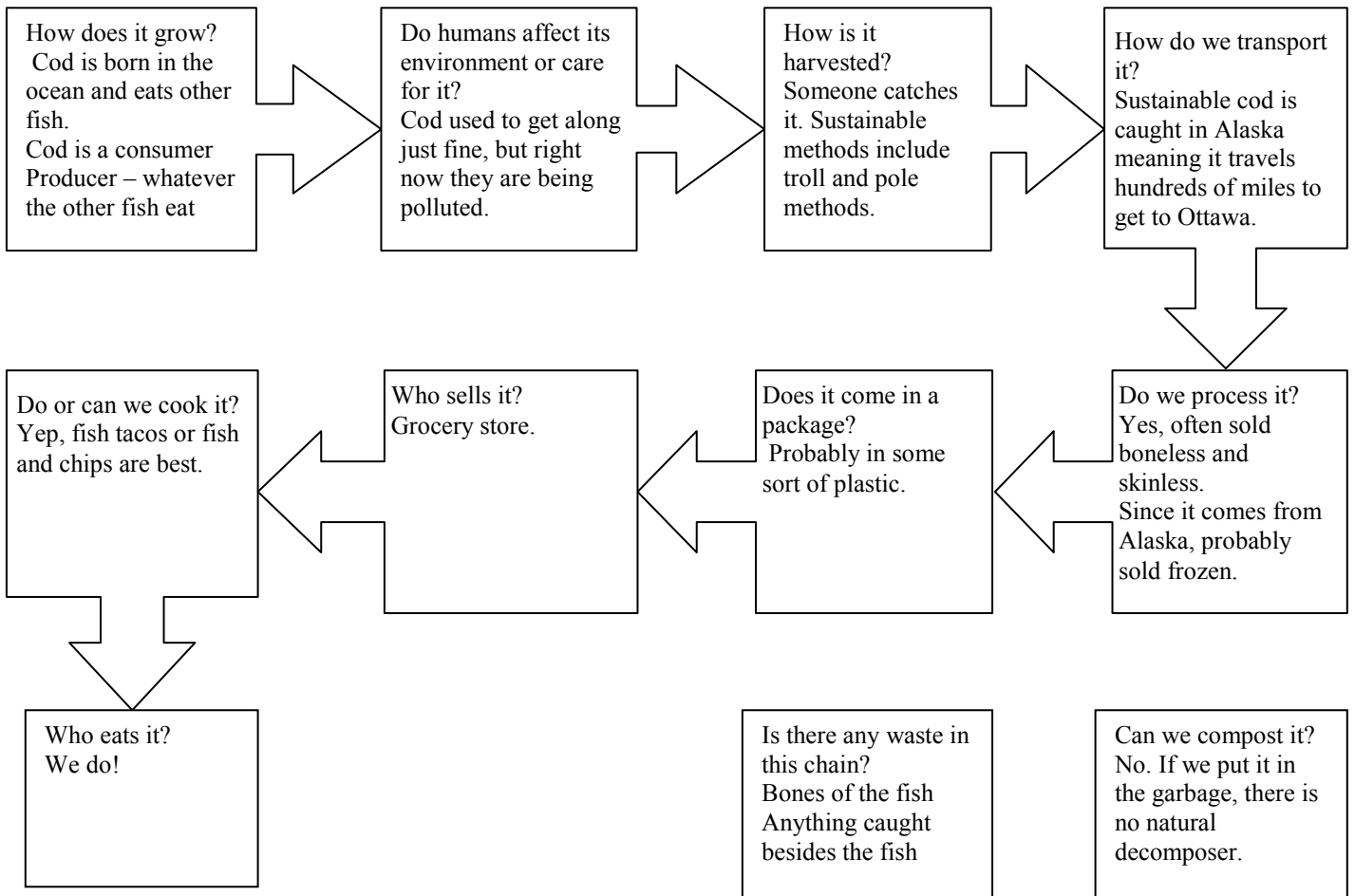
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<http://encyclopedia.kids.net.au/>
<http://www.thematrix.com/interactive>
<http://www.factmonster.com/>

Write a couple interesting things you learned and share them with a partner.

2. Pick a food and fill in some details in the food supply chain below. Circle where the producer, consumer and decomposer would go in this chart. (Hint: They might not be in the boxes)



Part B

Come up with four questions you could ask someone about where your food comes from (e.g. at the Metcalfe Fair, at the grocery store, on a farm)

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2. _____

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4. _____



Choose 5 foods from your kitchen. Check the package to find out where they were made.
Draw a dot with the name of the food beside it. Then draw a line between the place the food was produced and Ottawa.
How many miles do you think our food travels? What stops does it make along the way?

Unit Plan

Unit: Food for Thought (A critical examination of our food system)		Strands: Gr. 7 - Social Studies – Physical Geography Gr. 7 – Science – Life Systems
<p>Essential Question:</p> <ul style="list-style-type: none"> - Where our food comes from and how can our food choices affect the system? <p>Big Ideas:</p> <ul style="list-style-type: none"> - Our food choices affect the environment. - Our food fits within complex food chains. - Ask questions and do research about the food you put in your body. <p>Essential Skills:</p> <ul style="list-style-type: none"> - Use graphic organizers. - Secondary research skills. - Infer information from websites. - Use scientific vocabulary. - Create questions based on their research. 		<p>Description of Cumulative Task:</p> <p>Students will produce questions they would like to ask about their food. They will arrive at these questions by doing some research on a food topic of their choice and completing a food supply chain.</p>
Enabling and/or Other Assessment Tasks		
Learning Skills: Initiative	<p>Title: Where does it come from?</p> <p>Diagnostic: Students will bring in a food product from home. At the beginning of class, students will write everything they know about that product.</p> <p>Formative: After completing the next exercise in class, they will add any new knowledge they have learned about that food or questions they now have about it. This exercise will function as an exit card.</p>	<p>Curriculum Outcomes/Standards:</p> <ul style="list-style-type: none"> - See below
Learning Habits: Organization	<p>Title: Past and Present</p> <p>Formative: Fill out a chart of past and present based off the video “The Story of Food” by USC.</p>	<p>Curriculum Outcomes/Standards: Life Systems</p> <p>Overall: 1. assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;</p> <p>Specific: 1.1 assess the impact of selected technologies on the environment (students will learn about the impact of GMOs and pesticides on the environment and also talk about ways to minimize those impacts)</p>

<p>Learning Habits: Responsibility Initiative</p>	<p>Title: Food Detectives</p> <p>Formative: Use a world map to illustrate where some of the foods in your kitchen come from.</p>	<p>Social Studies Patterns in Physical Geography <u>Overall</u></p> <ul style="list-style-type: none"> • explain how patterns of physical geography affect human activity around the world. <p><u>Specific:</u></p> <ul style="list-style-type: none"> • explain how patterns of physical geography affect human activity around the world. (Students are identifying places that are favourable growing regions for certain crops).
<p>Learning Habits: Independent Work Organization</p>	<p>Culminating Task: Researching your food</p> <p>Students will produce questions they would like to ask about their food. They will arrive at these questions by doing some research on a food topic of their choice and completing a food supply chain.</p>	<p>Science Life Systems Overall:</p> <ol style="list-style-type: none"> investigate interactions within the environment demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment. <p>Specifics</p> <p>2.4 use appropriate science and technology vocabulary, including <i>sustainability, biotic, ecosystem, community, population,</i> and <i>producer</i>, in oral and written communication (researching a topic that interests them using this vocabulary)</p> <p>2.5 use a variety of forms to communicate with different audiences and for a variety of purposes (communication with store keepers)</p> <p>3.5 describe how matter is cycled within the environment and explain how it promotes sustainability (identifying producer, consumer and decomposer)</p>

Extensions and Additions: This unit would benefit from a lesson on labelling. The research could also be extended by taking the children on a field trip to the grocery store where they would need to ask various personnel the questions they formulated during their research. After this field trip, they could reflect on the question: How do grocery stores hide or show the various parts of our food system?