



Where in the World?

In this lesson students will identify what ingredients go into a meal and which ingredients are Saskatchewan grown.

Outcome:

RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.

Indicators:

RW4.2 d. Compile an inventory of Saskatchewan agricultural food and by-products.

RW4.2 e. Identify agricultural products used in daily life in Saskatchewan.

Questions to Guide Inquiry:

1. Where does our food come from?
2. What can we grow in Saskatchewan?
3. What are the benefits to eating locally grown foods?
4. What are the benefits to eating imported food?
5. How can we eat more locally grown foods?



Two
45 minute
periods

Teacher Background

Buying local means buying food and goods that are grown, raised, or produced as close to home as possible. Buying local also means that you are helping to sustain the environment. Transporting food long distances uses an incredible amount of fossil fuel and the packaging to keep it fresh creates much environmental damage. There can be many advantages to knowing where your food is coming from and supporting local growers.

Two websites that give information on buying local food are:

- 🌱 www.buylocalthinkglobal.com/AboutBuyLocal.cfm. This site provides a grower directory as well as a gallery of interesting prairie themed photographs.
- 🌱 <http://foodmiles.saskorganic.com> This site has a local directory to locate local foods. It also has a number of useful articles including Nine Reasons to Buy Local and Ten Simple Steps (to be part of the solution).

In addition, print sources such as Amy Jo Ehman's Prairie Feast: A Writer's Journey Home would provide background information.

Information on webbing can be found at <http://olc.spsd.sk.ca/de/pd/instr/strats/webbing/index.html>

Information on exit slips can be found at <http://lo-inyolanguagearts.blogspot.com/2009/12/teaching-strategy-exit-slips.html>.

MATERIALS NEEDED:

- * Grocery flyers
- * Large world map
- * White paper plates
- * Art supplies
- * Handout 21.1 (exit slip)







Before Activity

Bring in a collection of grocery store flyers and distribute them to pairs of students. Have students concentrate on meats and produce. Each pair will identify the origin of foodstuffs in the flyer. Have students share their findings and, as they do so, indicate on a world map where the food comes from. Have them pay particular attention to locally produced food. Indicate to students they will be examining where their food comes from. They will be determining how much is from this province and how much is imported from another province or country.

During Activity

There are numerous ways the lesson's outcomes can be met either by individual or whole class research.

-  Students will record the locally produced foodstuffs of a meal eaten at home. (For example, this salad has lettuce, carrots, cucumbers, and sunflower seeds. The meatloaf has ground beef, breadcrumbs, and an egg. There's also a baked potato. All could come from Saskatchewan).
-  Students will visit a local restaurant and record their meal's ingredients. (For example, the borscht has beets, cabbage, dill, and broth which could all come from Saskatchewan).
-  Students will accompany their family shopper and record where the produce and meats came from.
-  Have a restaurant meal delivered to your classroom or have a meal on a table at the front of the classroom as the students file in. Identify what food products went into the making of each food type.

After Activity

Activity One

Each student will create a web on a white paper plate indicating the source of the foodstuffs that made up their meal. Local sources are to be identified with a green dot or small Canadian decal. The plates are displayed on the bulletin board.

Activity Two

Discuss the representations with students. What do students notice about the representations? Would the number of dots change according to the time of year? What steps could be taken to buy more locally?

Activity Three

Students complete an exit slip (See Handout 21.1) that has them reflect on what they can do to increase support of local growers and why people should support locally grown food products.



Assessment

Teacher Checklist

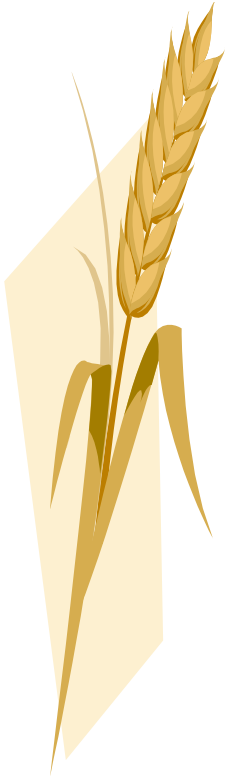
- ✓ Does student identify information from the flyer?
- ✓ Does student research meet the assignment's requirements?
- ✓ Does the student representation reflect the student's previous research?
- ✓ Does student make relevant observations about the display?
- ✓ Does student exit slip reflect knowledge and understanding?

Lesson Resources

Ehman, A. (2010). *Prairie feast: a writer's journey home*. Saskatoon, SK: Coteau Books

Further Investigation

Suggest students visit farmers' markets and look at the food on offer. Encourage them to go at different times of the year to note differences.



Exit Slip

Name: _____

1. One thing I could do to support local products is...

2. I want to support local goods because...



Exit Slip

Name: _____

1. One thing I could do to support local products is...

2. I want to support local goods because...



Culminating Activity: Let's Celebrate Saskatchewan!

Food is celebratory. One way these lessons could be concluded would be for the class to have a Saskatchewan lunch. There are a number of ways to approach this including:

- 🌱 Arrange to have a light meal brought in which has Saskatchewan elements. Students make suggestions as to what food would make it a "Saskatchewan lunch".
- 🌱 Arrange with parents/caregivers to contribute Saskatchewan foods for a Saskatchewan buffet. Suggestions like perogies, lefse, borscht, bannock, or turkey sandwiches on whole wheat bread could be made. Bananas, oranges, and tropical fruit drinks would be noticeably absent.
- 🌱 Students could eat together in the classroom discussing what parts of their lunch have their origins in Saskatchewan. Students could be encouraged to bring in foods from their ethnic backgrounds.



About
45 minutes

