



# School Food Education Project



PARTNERS IN FOOD & AGRICULTURAL EDUCATION

## Classroom Journal

- June 2018 -

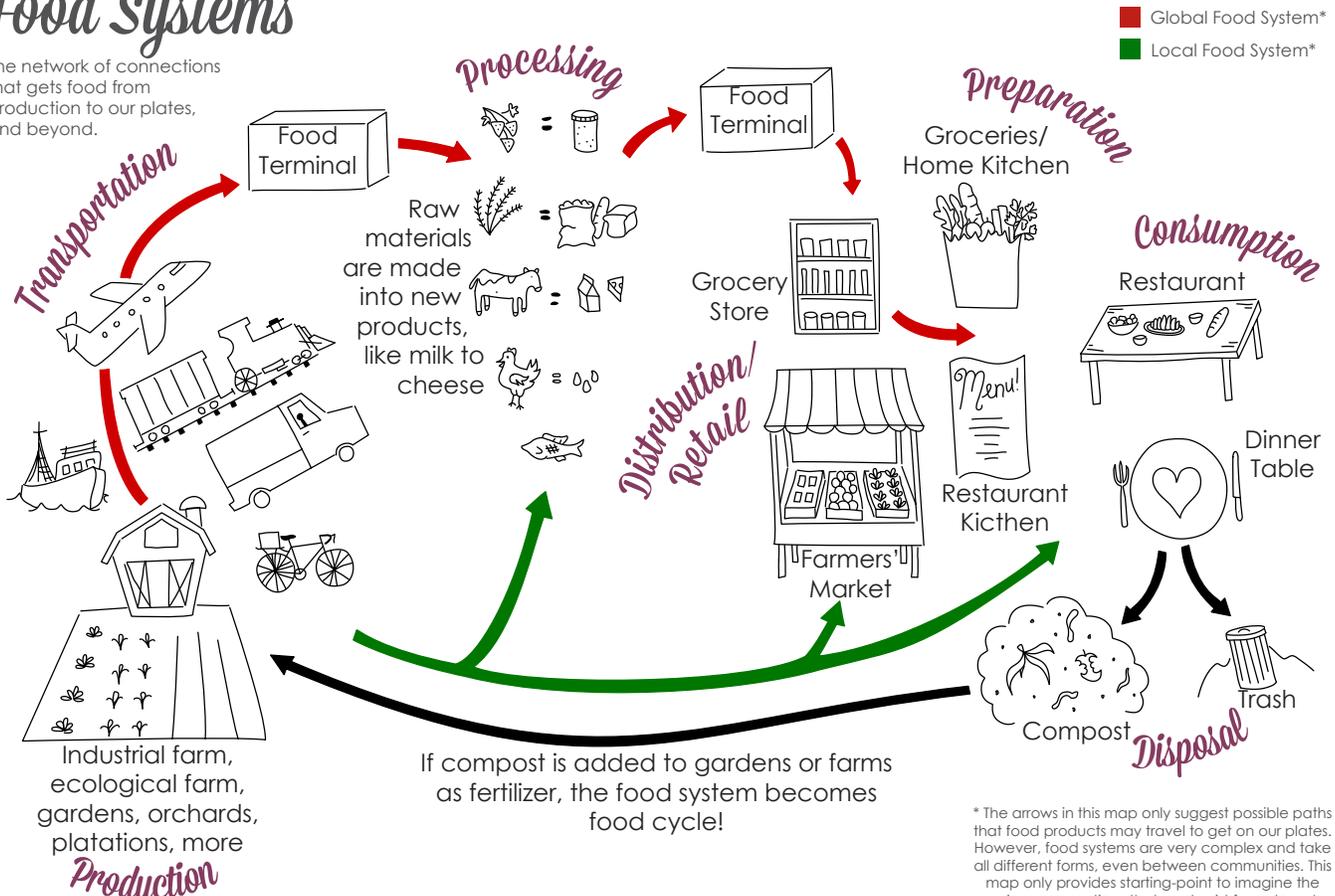
Over the past year, Growing Chefs! Headquarters has hosted over 1400 students ranging from grade 4 to grade 8 for HQ FIELD TRIPS!

The program is intended to foster critical thinking by challenging students to consider the impacts of their food choices on personal and community health, the natural environment and global and local economies.

The field trip program is constructed around a simple model of food systems, highlighting four components which are common to all food systems: **Production**, **Preparation**, **Consumption** and **Disposal** - check it out below!

### Food Systems

The network of connections that gets food from production to our plates, and beyond.



# FIELD NOTES

## FROM THE FOOD EDUCATION ASSISTANT

Hi! My name is Jenn and I am a Food Education Assistant and part of the summer staff at Growing Chefs! I was beyond excited to be given the opportunity to work for such an amazing organization. I get to teach children of all ages about wholesome healthy food? What a great gig! I have always been passionate about food and love to share my knowledge with others, but I admit, teaching a group of eager students seemed a little daunting. Although I was pretty nervous, my first day leading the program on my own went smoother than I could have imagined!

In the Learning Garden, the kids can see first-hand the production phase of the food system. I start the lesson by holding up a pineapple. They are surprised that the pineapple came all the way from Honduras. This is such an exotic and far away place some of the students haven't even heard of before! We talk about the different types of transportation the pineapple may have taken to get from Honduras to us. Then I ask the students what they think the term "processing" might mean. I get a variety of eager answers. We decide processing could be anything to get the pineapple ready for consumers. After processing, the pineapple needs to be distributed to stores for sale and we talk about the different stores where we could buy a pineapple. I then ask them if they would like to bite right into the pineapple as-is. They seemed disgusted! They tell me that they would take off the leaves, cut off the skin and throw away the core. Next, is my favourite part of the food system: eating! And as for disposal, it was to my delight that most of the children considered composting before throwing it in the garbage.

I then hold up an Ontario carrot and we talk about where in Ontario it may have been grown. The children give me great ideas on how the local food system might be different than the global food system. They have some really great opinions on which is better, with majority favouring local. The local food system might be better because "the food doesn't have to be transported as far," "it might be more fresh," and "it keeps money in our own communities." As for the global food system it is "helpful for when we have winter in Canada." I ask the students, "do you like to eat pineapple? Mangos? Chocolate?" (They were pretty excited about chocolate!) Through our conversation,



students learn that without the global food system, we wouldn't have all of these fun and delicious foods! Together we learn that it is important to understand the value of both local and global foods.

We go on to do a soil exploration and then plant some bean sprouts. The kids love discovering all of the different fruits, vegetables and herbs we have planted in our garden. One of their favourite things was taste-testing different types of basil. Soon it is time for them to head inside and wash their hands to prepare for their next lesson. I get a huge "thank you!" from the students on their way inside and I couldn't have felt more accomplished for leading my first session.

I love this activity because it makes kids consider all parts of the food system. Showing them the whole picture is a great way to spark their interest in learning more about food. I think it is important that children grow up knowing where their food comes from, the different ways we impact the food system, how to prepare food, how to taste food, and how to dispose of food in an environmentally friendly way.

At the end of the day the students were asked "what did you learn today?" A little girl answered, "I loved learning about where food comes from and how it gets to us." My heart was so happy knowing I had made an impact! I am so excited to continue teaching students all about food systems and wholesome, healthy food at Growing Chefs!



# HOW DO WE FIT IN?

Look how Growing Chefs! programming contains the aspects of our local food system!



## HQ FIELD TRIP

# OFFICIAL RECIPE!

yum!

yum!



## Creamy Asparagus Risotto

### Ingredients:

- 1/4 cup butter, cubed
- 2-3 green onions, finely chopped
- 1-2 cloves garlic, minced
- 1/2 bunch asparagus, sliced and blanched
- 1 1/2 cups arborio rice
- 1 L vegetable stock, simmering
- 1/2 cups parmigiano reggiano, grated
- 1/2 lemon, juiced
- salt and pepper
- olive oil

### Instructions:

Melt 1 tbsp butter in a heavy-based saucepan, sweat down the white part of green onions and garlic until softened.

Add in the risotto rice and stir until coated in butter and translucent.

Add about a ladleful of hot stock at a time, stirring until the stock has been absorbed.

Keep adding stock until rice is al dente (just about cooked), then add the asparagus and green onion. Add one more addition of stock and cook until absorbed.

Remove from the heat and stir through the parmigiano reggiano and lemon juice and remaining cubed butter. Season to taste.

Serve sprinkled with parmigiano reggiano and a drizzle of olive oil. Enjoy!

# Thank You!



With your support, over 30 schools came to visit us this past year!

Our fall field trip schedule is already more than half booked!

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