

# Food Systems

Suggested Grade Level 1 - 3



## The Big Idea

Students will begin to explore where our food comes from by looking at each step in the food system. They will begin to observe how food systems provide food in communities around the world.

## Activities

*Total Time: 60 minutes*

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|--|-------------------|
| · Introduction: Brief Discussion                       | · 5- 10 minutes   |
| · Activity 1: "Introduction to Food Systems" video     | · 5 - 10 minutes  |
| · Activity 2: Food Systems Matching                    | · 10 minutes      |
| · Activity 3: "What the World Eats" photo presentation | · 20 - 25 minutes |
| · Wrap-Up & Conclusion                                 | · 5 minutes       |

## Preparation

Download the associated resources;

- "Introduction to Food Systems" video
- "Food Systems Matching Activity"
- "Hungry Planet, What the World Eats" presentation
- "Growing Chefs! Ontario Food Systems Map"
- "Blank World Map" (label countries referenced in the "Hungry Planet" presentation)

## Learning Outcomes

- Students can describe similarities and differences in the ways in which people in two or more communities in different parts of the world meet their dietary needs and how their diets have adapted to and are shaped by location, climate, and physical features of their local environment.
- Using an understanding of food systems, students can describe some aspects of the interrelationship between people and the features of their community.
- Students can demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (D3: Healthy Living).

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## Introduction

Facilitate a class discussion about food. This could include discussing what's in their lunch box, foods they have eaten recently for breakfast or dinner, or what are some of their favourite foods. Ask if the students help in the kitchen at home or participate in grocery shopping.

## Activity 1: Introduction to Food Systems Video

- Watch the *"Introduction to Food Systems"* video with your class.
- After the video, review the *"Growing Chefs! Ontario Food Systems Map"* with students. Using this map, students will begin to identify examples from their own community.
  - eg. local grocery stores, markets, restaurants, farms, factories, food delivery trucks, etc.

## Activity 2: Group Photo Matching Activity

- Students will continue to strengthen their understanding of the different parts of the food system by working in groups to match pictures to the appropriate stage in the food system using the accompanying *"Food Systems Matching Presentation"*.

## Activity 3: "Hungry Planet: What the World Eats" Photo Presentation

Introduction:

- Food systems look quite different around the world! It's important to understand how we get food onto our plate and how that process is different for people around the world.

Show The *"Hungry Planet, What The World Eats"* photo presentation.

- From the photo presentation, have students compare and contrast one week's worth of food from different countries around the world.
- Make observations and describe what is present in each photo including: setting, types of food, landscape, etc.
- Identify similarities and differences from one photo to the next.

Note: Teachers may want to have a world map handy to show the location of each country.

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## Wrap-up & Review

- Review the "Growing Chefs! Ontario Food Systems Map":
  - What steps does food need to go through to get to our plate?
  - Identify how this process may change for countries the class explored.

## Activity Notes

- In many cases, there is overlap in the stages of a food system. Help students by explaining that the food systems map they have explored is a model and that in the real world food systems can be immensely complicated and dynamic.
- The pictures demonstrate a single family or group and are not indicative of every individual in the country or community. It is important to provide context when appropriate.
- Consider finding local field trip opportunities, resources and programs in your area to use as extension activities, such as cooking programs, farmers market/grocery store tours etc. Be mindful of associated cost and potential impact on access and student participation.
- Be sure to foster a safe and inclusive space for all students during discussion. For example, consider food access, cultural background, varying definitions of healthy food, and ensure that food is discussed in a positive manner without judgement.

## Additional Resources

- Book: "What the World Eats" by Faith D'Aluisio and Peter Menzel is available for purchase online and is a great resource to have in the classroom.
- Growing Chefs! Ontario YouTube channel

## Learning Goals

- Identify similarities and differences in what people eat from different communities around the world.
- Gain an understanding of what processes are involved in producing food and who and what is involved in these processes.
- Become familiar with the model of food systems and the various steps food goes through to make it to our plates.

## Success Criteria

- Students demonstrate understanding through group participation.
- Consider establishing more specific success criteria by reviewing grade-specific Healthy Eating curriculum expectations (D3. Making Connections for Healthy Living, D3.1 Healthy Eating).