

Value of Food

Suggested Grade Level: 1-3



The Big Idea

Students will consider the value of food beyond its nutritional content and its cost by considering how they, and other people, at different stages of the food system interpret the value of food.

Activities

Total Time: 50-65 minutes

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| · Introduction | · 5 - 10 minutes |
| · Activity 1: Introduction to the Value of Food | · 25 - 30 minutes |
| · Activity 2: The Value of Food to Others | · 5 - 10 minutes |
| · Wrap-Up & Consolidation | · 5 minutes |

Preparation

Download the associated resources:

- "Value of Food: Adding Value Through Food Presentation" video
- "My Food Memory" worksheet
- "Growing Chefs! Ontario Food Systems Map"

Learning Outcomes

- Students can demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (D2: Healthy Living).
- 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).
- Grade 1-3 literacy:
 - Generate, gather, and organize ideas and information to write for an intended purpose and audience.
 - Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
 - Using editing, proofreading, publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expressions, and present their work effectively.

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Introduction

“What makes food important to you?” This is what is meant by the value of food. What gives food value? Why is it important to consider the many different ways that foods have value? We are going to explore plating as one way chefs add value to food.

Activity 1: Introduction to the Value of Food

- Watch the *"Adding Value Through Food Presentation"* video to learn about the importance of the appearance and presentation of your food and how professional chefs consider how their food looks in order to add value to dishes they prepare.
- “When you think of your favourite food, what do you think of?” Consider: colour, taste, amount, presentation, setting, who you are with, etc.
- After hearing some responses, discuss how our favourite foods not only taste good, but how they are often tied to a memory or experience. Share your own food memory with the class.
- Using the “My Food Memory” worksheet, have students draw a picture of their food memory. In the space below the drawing, have students describe why this memory is special to them. Encourage students to think about what part food played in that memory.

Activity 2: The Value of Food to Others

- Review the different parts of the food system using the “Food Systems Map”.
- Engage in a discussion about what food means to people that are involved at each step of the food system. Ask students to give examples of people involved in the food system other than at the consumption phase.
 - some examples include: farmers, truck drivers, grocery store workers, chefs, restaurant owners, garbage or compost collectors, workers at a processing facility etc.
- “What does food mean to people at each step of the food system?”
 - e.g. “The food system has lots of jobs for people who deliver food! For them, food isn’t just valuable as something we eat, it’s an important part of their job! This means that it’s how they make money to support themselves and their families and how they spend their time day to day.”

Wrap-up & Review

- “Think of some ways that food has value to use and different people involved at different places in the food system.”
- “After watching the video, what are some ways we can add value to our food at home or at school?”

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Activity Notes

- Food itself has intrinsic value. It is important that the students understand that adding value to food does not mean that food starts with no value. Plating is only one way that value is added to food.
- The take home activity is not necessary for the success of the lesson. Encourage students to take on the take home activity if you feel it is feasible and the students will enjoy it.
- 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

- Growing Chefs! Ontario YouTube Channel
- The GCO YouTube channel has a variety of instructional recipe videos for children. Encourage students to, where they can, try some of the recipes and take pictures to share their creations. If students are making their own food, encourage them to think about how the value of the food changes for them.

Learning Goals

- Students will learn about various ways that food has value and how it can be different for everyone.
- Students will explore the importance of adding value to their food.
- Students will reflect on their food memory and record their ideas in written format.
- Students will explore the value of food to others throughout the food system.

Success Criteria

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