


Grade One	SOCIAL STUDIES	2 - 30 minute lessons
Teacher:	 <b>Where Do These Carrots Come From?</b>	<b>CHEP Good Food Inc. The Big Crunch Resources</b>
<p><i>Context: The Big Crunch is coming this October - the goals of the program are to engage students in discussions about healthy eating; to explore the journey of food from farm to table; to learn about local agriculture; and to encourage kids to connect with their food! This lesson is designed to allow teachers to build on the Big Crunch carrot theme in their classrooms while meeting SK curriculum outcomes. These social studies lessons are designed to help students understand the journey that food takes to get to their homes and to begin to understand the value of eating locally grown produce such as the Milden Colony carrots we have grown especially for the Big Crunch!</i></p>		
<p>Outcomes &amp; Indicators:  <b>Dynamic Relationships</b>  <b>DR1.3</b>  <b>Demonstrate awareness of humans’ reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.</b>  Indicators:</p> <ul style="list-style-type: none"> <li>Investigate the process of getting food from source to students’ tables.</li> <li>Trace the geographic origins of food products consumed by students.</li> </ul>		<p>Materials Needed:</p> <p>Activity One:</p> <ul style="list-style-type: none"> <li>Large sheets of paper (one for each group), crayons, glue, scissors</li> <li>Field to Table clipart (available on the CHEP website)</li> <li>A large carrot or a good picture of a carrot (for inspiration)</li> <li>optional: Milden Carrot Harvest video, Farm to Table story books such as <u>Tractor</u> by Craig McFarland Brown</li> </ul> <p>Activity Two:</p> <ul style="list-style-type: none"> <li>World Map</li> <li>Map of Canada</li> <li>Carrot picture</li> <li>Pins or magnets for marking locations</li> <li>optional: fruit</li> </ul>
<p><b>Learning Activity One:</b></p> <ol style="list-style-type: none"> <li>Introduce the topic to the class, “Today, we will be thinking about food. I’m wondering if anyone can tell me where the food they eat comes from?” Answers are likely to include the grocery store, the fridge, the garden, etc. Then explain, the purpose of today’s lesson is to learn about all the places food has to travel before it arrives at school in our lunch bag or at home on our dinner table.</li> <li>Show your students a carrot or a picture of a carrot. As a whole class, have students brainstorm all the things that had to happen to the carrot before it got to the school today. (planting, growing, shipping, processing (ex. washing the dirt off, removing the tops), packing, selling, etc.) Record all the possible answers – try creating a web or a timeline of events. <i>This is a great opportunity to investigate some new vocabulary words – processing, shipping, advertising, etc.</i> Consider reading a story aloud such as: <u>Tractor</u> by Craig McFarland Brown</li> <li>Divide students into small groups. Give each group a large sheet of paper and the Field to Table Clipart Handout. Together, students can colour the images, cut them out and glue them in the order they might belong in. <i>Depending on the level of your students you may choose to use fewer images/steps than the handout provides.</i> (Note: Final collages may vary depending on whether the students think the carrots were grown in their own garden at home, purchased at a farmer’s market, or purchased at a grocery store.)</li> <li>Wrap-up: As a whole class, discuss everyone’s collages. Did each group come up with the same path from farm to table? Why or why not? Does everyone buy their carrots from the same place? Are some pathways longer or shorter than others? Etc. etc. etc.</li> </ol>		

*Extension Activity:* Check out the Youtube link on CHEP’s website: “Harvesting Big Crunch Carrots.” It’s a short video showcasing the process used to harvest carrots from the ground.

with produce stickers still attached

Learning Activity Two:

1. Bring in another carrot, or get out your carrot picture. Make a connection to Learning Activity One – “Last week we talked about the path that a carrot takes to get from the farm to your house – HOW carrots are grown for food.” Do a quick review of the previous lesson. “Today we are going to think about WHERE those carrots come from. When they are still just seeds, long before they get to your house, WHERE DO THEY GROW?” That’s easy - the farm (or the garden)! “And where is the farm (or the garden)?”
2. Explain to your students that much of the food we get at the grocery store is **imported**. Show them a world map. Explain where Canada and Saskatchewan are on the map. Put a pin or marker on the map to represent Saskatoon (or whatever city/town you are located in).
3. Explain that the food we eat here in Canada can come from very far away - Lettuce can come from the United States. Bananas grow in Ecuador. Grapes in Chile. Oranges from China and South Africa. Broccoli from Spain. Mark each location on the map with pins or magnets. (Bonus activity: Have your students check the fruit in their lunches for produce stickers, each sticker will tell you where the produce was grown, look those locations up on the map as well.)
4. Now bring it back to the carrot. This carrot, comes from right here in Saskatchewan. In fact, this carrot, and the carrots we eat during The Big Crunch, are grown just outside of Saskatoon at the Mildren Hutterite Colony. Place a pin for the Mildren Colony (just east of Rosetown, west of Saskatoon). In fact, Canada also grows lots of food that we **export** to other countries – apples, plums, cherries, etc. from B.C., potatoes from PEI, wheat from Saskatchewan, grapes from Ontario, etc. Give each Canadian location a pin as well.
5. Wrap-up Brainstorm: Re-examine the location of each pin. Discuss: Can we think of any reasons why buying fruits and veggies that were grown close to home is a good idea ? Review your map. Talk about just how far some fruits and veggies travel to get to our houses. Try to get students to see the benefits of eating food that doesn’t have to travel so far: fresher food, more money for Canadian farmers, less pollution from transporting, with local growers we have more information about how the produce is grown, etc. etc. etc.).