



Finding Food Locally

Lesson #2

CURRICULUM CONNECTIONS

MATERIALS

- Agri-trekking Interactive Resource
- **Good Things Grow in Ontario — What Does Local Mean to You?** Video: <https://www.youtube.com/watch?v=l-gx9C18AwE>
- Computer access for each student or each pair of students
- A copy of Appendix A: *Local Food Scavenger Hunt* worksheet for each student or pair of students

Health and Physical Education, Grade 7

C. Healthy Living

C3. 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.

Health and Physical Education, Grade 8

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Language, Grade 7

Media Literacy

3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Language, Grade 8

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LEARNING GOAL(S)

- Students will develop a workable definition of local food.
- Students can identify where and how to find local food in their region.
- Students can communicate their understanding of local food to others through a variety of media texts.

HOOK

- Show students the video **Good Things Grow in Ontario - What Does Local Mean to You?** from Foodland Ontario's YouTube channel: <https://www.youtube.com/watch?v=l-gx9C18AwE>
- Key thoughts from video: Local means quality
Support farmers and their families
Local is fresher and tastes better
Homegrown in Ontario
- Discuss as a class: *What is local food? Is there criteria for a food to be considered local?*

HOOK CONT'D

- Write the term **locavore*** on the board and ask students to brainstorm possible meanings. Once you have discussed what locavore means with students, ask: *Is it possible to be a locavore in Ontario? Why or why not?*

***Locavore:** One who eats foods grown locally whenever possible.

ACTIVITY

- Have the students navigate to the online Agri-Trekking Interactive Resource. If this is the students' first time using the resource, provide a quick tutorial of the layout.
- Handout copies of the *Local Food Scavenger Hunt* worksheet (see Appendix A). Working individually or in pairs, students will navigate to their local county (or one assigned by the teacher) to complete the *Local Food Scavenger Hunt*. They may also wish to do additional research.
- Instruct students they will use the information from the scavenger hunt and additional sources to create a media text promoting eating local food in their school community. (*This activity can be completed individually, in pairs or as a group*). For additional local food resources, provide students with the Foodland Ontario website, <https://www.ontario.ca/foodland/foodland-ontario>. Examples of media texts could include: pamphlet, flyer, web cartoon, series of social media posts, etc.
 - ◇ Media text should include:
 - ◆ Benefits of eating local
 - ◆ Examples of what is grown in their local community
 - ◆ Catchy slogan or phrase to grab the attention of the viewer
 - ◆ Where to find local food
- Display the completed media texts around the classroom for a gallery walk, allowing students a chance to look at their classmates work. End with a discussion. Ask students: *Why do people choose the food they do? Could eating local be one of these factors? Why or why not?*

ASSESSMENT

Assessment **for** Learning:

- Record anecdotal notes during introductory activity to track what students know about local food and what they still need more information about.

Assessment **of** Learning:

- Use the *Local Food Scavenger Hunt* worksheet to assess students' ability to gather information from a variety of sources.
- Use the media texts to assess students' knowledge and understanding of local food. Assess students' ability to produce texts of different forms and communicate meaning.

EXTENSIONS

Scavenger Hunt Part 2:

- Using the *Local Food Scavenger Hunt* (see Appendix A) worksheets, have students do another local food scavenger hunt, this time in a different county. Students can compare their findings to the first scavenger hunt.

Healthy Locavore Challenge:

- Using Canada's Food Guide and the information gathered earlier in the lesson, students create a one-day meal plan for a person their age.
- The meal plan must be exclusively made from local foods and meet their daily guidelines from the food guide.
- To challenge the group, teachers can restrict the foods by season.

Local Food Scavenger Hunt

Directions: Visit the local food website of your county to find the following information. If you can't find the information, you might have to do some of your own research.

Question	Answer	Check ✓
Write down the title of your local food website		
Write three fruits or vegetables in season right now		
Write down the name of a farmers market close to where you live		
Write down the closest farm to where you live		
Find a farm or farmers market that sells: 1) meats/fish 2) fruits/vegetables 3) a dairy product 4) a processed product (honey, jam, etc)		
Why is eating locally a positive thing?		
Write down as many foods as possible that can be grown/produced in your region		
BONUS: Locate a recipe made with local foods		

CHALLENGE: Visit a local farm or farmers market and buy some local products!