



Journey TO YOUR GOOD HEALTH

Begins in Your Community

K-4 Package 2



Grades 1 - 4

The Journey to Your Good Health Begins in Your Community

This package focuses on all of the good foods available locally in Ontario and how they contribute to your good health.

This package is designed to meet the curriculum expectations from Kindergarten to grade 4. Curriculum expectations from social studies and health and physical education and science are focused on, language and the arts expectations support the activity. Literacy strategies will be used to support student learning. Each activity will consider the Common Themes - including big ideas, skills, processes, strategies and products.

Kindergarten expectations	Grade 1 expectations	Grade 2 expectations	Common themes	Grade 3 expectations	Grade 4 expectations
<p>Science and Technology</p> <p>-an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings;</p> <p>-conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills</p> <p>-demonstrate an understanding of and care for the natural world</p>	<p>Science and Technology</p> <p>-demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things;</p> <p>-investigate changes that occur in a daily cycle and in a seasonal cycle;</p> <p>-describe how living things, including humans, adapt to and prepare for daily and seasonal changes.</p>		<ul style="list-style-type: none"> -big ideas -skills -processes -strategies -products -local community - buying local - healthy eating 		
<p>Health and Physical Education</p> <p>-demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being</p>	<p>Health and Physical Education</p> <p>-identify healthy eating habits;</p> <p>-identify the stages in development of humans and of other living things;</p> <p>-recognize safety risks and safe practices;</p>	<p>Health and Physical Education</p> <p>-identify healthy eating practices and use a decision-making model to make healthy food choices;</p> <p>-describe parts of the human body, the functions of these parts, and behaviours that contribute to good health;</p> <p>-outline safety rules and safe practices;</p>		<p>Health and Physical Education</p> <p>-describe the relationship among healthy eating practices, healthy active living, and healthy bodies;</p> <p>-outline characteristics in the development and growth of humans from birth to childhood;</p> <p>-list safety procedures and practices in the home, school, and community;</p>	<p>Health and Physical Education</p> <p>-explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size;</p> <p>-identify the physical, interpersonal, and emotional aspects of healthy human beings;</p> <p>-use living skills to address personal safety and injury prevention;</p>

The Journey to Your Good Health Begins in Your Community

Each activity will be broken down into three activities, the first one will provide students with an introduction to the topic and background information. This activity will be completed prior to the visit to the Royal Agricultural Winter Fair's, Journey to Your Good Health exhibit. The second activity will be for the day of the visit to the Fair, this activity is designed to work in conjunction with the stage performance that students will be seeing during their visit to the Royal Agricultural Winter Fair. The final activity is designed as a culminating activity to pull together what students have learned from both the pre-visit and the visit.

PRE-VISIT

Activity

This activity is designed to help students make the connection between the food that they eat and the local communities that produce that food. Note this activity may take more than one day to complete.

PLANNING NOTES

- Purchase some foods (fruits and vegetables), or get grocery store flyers which show foods produced in Ontario and elsewhere.
- Make copies of BLM - Grocery Store Flyer - Local vs Imported, Ways to Store Locally Produced Food

Teaching and Learning Strategies

1. Divide the class into small groups; give each group a food that was produced in Ontario, and one that was imported from outside of Canada. Have students brainstorm a list of reasons why they are different (without telling them the difference is local and imported) Bring the students together to get a combined list of differences. If the students have not figured out the key difference explain it to them.
2. Have students compare the two pieces of food, using criteria developed by the class.
3. Discuss the term "in season". With the students make a list of foods that are currently in season in Ontario.
4. Make a list of foods available by season in Ontario.
5. Distribute grocery store flyers to the groups, have them make a list of foods, or cut out the pictures of foods that were locally grown and imported, using BLM - Grocery Store Flyer - Local vs Imported.

6. Discuss the ways in which we can store foods from Ontario when they are not in season.
 - a. Freezing
 - b. Canning
 - c. Root vegetables and fruit that go into cold storage
7. Distribute BLM - Ways to Store Locally Produced Food, go over it with the class, and put examples in each column. Students will complete the BLM for homework.

Assessment and Evaluation Strategies

1. BLM's will be checked for completion.

Extension Suggestions

The class may take a field trip to the grocery store or to a farmer's market to look at locally produced foods.

Name: _____

Grocery Store Flyer - Local vs Imported

Make a list of foods from the flyer that are locally produced and those that are imported.
For the imported foods put the country that they are imported from beside the food

Locally produced foods	Imported foods
	Food - country

1. Are there more foods produced locally or imported? _____

2. Are the imported foods the same variety as the foods that are locally produced?

3. Are the local foods in season? _____

4. Are the local foods easily stored when not in season? _____

Name: _____

Ways To Store Locally Produced Foods

Look at the foods in your home, are there foods that were produced in Ontario that are not in season that have been stored? Make a list or draw a picture of those foods in the correct column.

Freezing	Canning	Cold Storage

VISIT

Activity

Students will visit the Royal Agricultural Winter Fair, while at the Fair they will visit the exhibits around the Fair and a stage show at the Journey to Your Good Health exhibit.

PLANNING NOTES

- Make copies of BLM for both students and supervisors.
- Ensure that supervisors know what is expected of students at the Fair, and that they understand the instructions of the BLM.

Teaching and Learning Strategies

1. Before leaving for the field trip, ensure that all students have copies of the BLM - Produced in Ontario.
2. Upon arrival at the Fair, ensure that all supervisors know when and where to meet for the stage show at the Journey to Your Good Health Exhibit.
3. While groups are visiting exhibits at the Fair they will complete the BLM - Produced in Ontario.

Assessment and Evaluation Strategies

1. BLM will be checked for completion.

Extension Suggestions

n/a

Name: _____

Grown in Ontario

While you are visiting the Royal Agricultural Winter Fair, you will see foods that are produced in Ontario and in Canada. Use the chart below to make a list, either with words or pictures of foods that you saw.

Vegetables and Fruits	Grains
Milk and alternatives	Meat and alternatives

POST-VISIT

Activity

In this activity students will use mapping skills to see where their food comes from. They will use Food Miles, to understand the environmental impact of consuming imported foods.

PLANNING NOTES

- This activity may be difficult for younger students (K- gr. 1), teachers may wish to do this as a class, or to limit this activity to strategies 1 - 6.
- Make copies of BLMs
- Ensure access to the internet for either the teacher or the students.

Teaching and Learning Strategies

1. Ask students to share foods that they found during the visit to the Fair that were produced in Ontario. Make a list on the board or overhead.
2. Using a map of the world, (either on a bulletin board or on an overhead) put the names some of the foods on the map of Canada, in the area of Ontario.
3. Refer back to the BLM - Grocery Store Flyer - Local vs Imported, add the imported foods to the map.
4. Ask students to consider the environmental impact of importing foods from outside of Ontario.
5. Introduce the concept of Food Miles, www.lifecyclesproject.ca.
6. Provide students with an example of a food that is locally produced and one that is imported, calculate the Food Miles saved and the greenhouse gas emissions saved.
7. Distribute the BLM - Saving Food Miles (note: for lower grades, teacher may need to do this activity with the students on chart paper)
8. Have students create a product that will explain why it is important to buy local (see BLM for instructions).

Assessment and Evaluation Strategies

1. BLM will be checked for completion.
2. Buying Local product will be evaluated using the rubric provided.

Extension Suggestions

Obtain a copy of All About Food, from www.oafe.org, refer to the maps within that show the different foods that are grown in the provinces across Canada.

Name: _____

“Buying Local” Culminating Activity

Now that you have visited the Royal Agricultural Winter Fair and learned more about the foods that are produced in Ontario and Canada, you will create a product that will show people what foods are available locally, how to store them when not in season and why it is important to use local foods.

Your choice of products include:

- a booklet
- a story
- a speech
- a skit
- a powerpoint presentation
- a poster
- a brochure

Your product must include the following:

- a list of local foods
- a definition of in season, and a list of foods by season that are produced in Ontario
- a list of ways to store foods when they are not in season
- an example of Food Miles saved, and why buying local is important for the environment

Name: _____

“Buying Local” Rubric

Criteria	R- does not meet criteria	Level 1	Level 2	Level 3	Level 4
Demonstrates an understanding of which foods that are produced locally	Little or no understanding of which foods that are produced locally	Limited understanding of which foods that are produced locally	Some understanding of which foods that are produced locally	Considerable understanding of which foods that are produced locally	A high degree of understanding of which foods that are produced locally
Demonstrates an understanding of how buying locally is important for the environment	Little or no understanding of how buying locally is important for the environment	Limited understanding of how buying locally is important for the environment	Some understanding of how buying locally is important for the environment	Considerable understanding of how buying locally is important for the environment	A high degree of understanding of how buying locally is important for the environment
Expresses ideas with clarity	Expresses ideas with little or no clarity	Expresses ideas with limited clarity	Expresses ideas with some clarity	Expresses ideas with considerable clarity	Expresses ideas with a high level of clarity
generates, gathers, and organizes ideas and information to write for an intended purpose and audience	generates, gathers, and organizes ideas and information to write for an intended purpose and audience with little or no effectiveness	generates, gathers, and organizes ideas and information to write for an intended purpose and audience with limited effectiveness	generates, gathers, and organizes ideas and information to write for an intended purpose and audience with some effectiveness	generates, gathers, and organizes ideas and information to write for an intended purpose and audience with considerable effectiveness	generates, gathers, and organizes ideas and information to write for an intended purpose and audience with a high degree of effectiveness