



BC Agriculture in the Classroom Foundation

Food Literacy and Agriculture in BC

Students will demonstrate their learning about food literacy and BC agriculture through designing their own presentation to teach classmates about one of four main topics.

Subject Levels/ Suggested Grade

Food Studies 10



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Grade and Subject	Curricular Competencies	Content Connections
Food Studies 10	<p>Identify and analyze points of view for a chosen meal design task or process</p> <p>Identify potential consumers and contexts</p> <p>Identify criteria for success, intended impact, and any constraints</p> <p>Engage in appropriate risk taking to creatively respond to challenges</p> <p>Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation</p> <p>Choose an idea to pursue, using sources of inspiration and information</p> <p>Maintain an open mind about potentially viable ideas</p>	<ul style="list-style-type: none"> • Meal design opportunities • Causes and consequences of food contamination outbreaks • Relationship between eating practices and mental/physical wellbeing • Food trends, including nutrition, marketing and food systems • Simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health

Teacher Background

In this lesson, students will demonstrate their learning about food literacy and BC agriculture through designing their own presentation to teach classmates about one of four main topics. This lesson is designed to be an assessment of learning at the end of a larger unit focusing on agriculture and food literacy relating to food studies education. Prior to presenting, students will need to review materials related to their chosen topic through a variety of web resources, including www.bcaite.ca.

As students will be determining their own method of presentation, it would be beneficial for them to complete a project proposal form or interview with the teacher to confirm they are meeting all of the objectives of the assignment.

Materials

- Computers or tablets and internet access for research
- Student handouts:
 - Four Topic Outline Checklist
 - Presentation materials as needed – poster paper, markers, etc.

Procedure

1. Hook: Review agriculture learning that has taken place in the classroom to date, reminding students of key terms and ideas. This could take place through a verbal discussion or a student led brainstorm activity such as Think-Pair-Share or a Whiteboard Splash.
2. Explain to students that they will be creating a final presentation using a format of their choice on one of four topics relating to agriculture and food literacy. Encourage students to be creative in their design, as they will be assessed on project content, research, and presentation.
3. Hand students a copy of the Four Topic Outline Checklist, and have them choose their preferred topic to present.
4. Students will need several work blocks in order to complete their presentations. As they will be creating a bibliography page, it may be beneficial to teach a lesson on citation styles and preparing a bibliography page.

Extension Activities

- Invite members of the agriculture community into your class to present in a panel discussion on one of these topics and how they interact with this element in their careers.
- Tie in the themes of agriculture and food literacy with Canadian Agriculture Literacy Month in March. More information about CALM can be found at <https://aitc-canada.ca/en-ca/news-events/canadian-agriculture-literacy-month>

Credit

This lesson was created as part of the learning requirements of the BCAITC Teacher Ambassador Program. Our ambassadors are teachers with a dedication and passion for agriculture education, who will work with their home communities, the BCAITC Education Specialist, and the BCAITC Executive Director to help deliver information about agriculture in BC, connect teachers with BCAITC resources and programs, and provide professional development opportunities for their regions of the province. For more information about the Teacher Ambassador Program, please see www.bcaitc.ca/teacher-ambassadors.

Agriculture and Food Literacy Final Presentation Options

Name: _____

Date: _____

Choose 1 of the following options for your final presentation topic. All assignment options must include a bibliography. Everyone's research, project, and presentation will look different. This is your turn to shine and teach others about something you want to know more about.

Option 1: Agriculture Land Reserve (ALR)

Create a presentation about ALR. Include:

- A definition and some background info about the ALR (what it is/ when it started)
- A map showing ALR land in BC
- Statistics about BC's ALR - what is it, how was it created, and other facts
- Pros/Cons of the ALR system
- Threats to the ALR system
- Your own opinion (backed by research) on the ALR system

Start your research using the BCAITC Grow BC Map Story about the ALR - available here: <https://esrica-embassy.maps.arcgis.com/apps/MapJournal/index.html?appid=0f44fcbc752a47368d0c56df53173b65>

Option 2: Agriculture in BC

Create a Presentation about one specific sector of agriculture in BC. Include:

- Information about this type of agriculture (how is it done?)
- A map showing where this agriculture takes place in BC
- Statistics about this type of agriculture in BC
- Pros/Cons of this type of agriculture
- Competition outside of BC for this type of agriculture
- Pictures/videos of the sector (crops, animals, producers, etc.)
- Your own opinion (backed by research) about this type of agriculture in BC

Start your research using the BCAITC Grow BC Map to select a commodity - available here: <https://www.bcaitc.ca/grow-bc-commodities>

Option 3: Food Miles

Create a presentation about how far food travels before it reaches consumers in BC.
Include:

- A definition of food miles
- Statistics about food miles in BC
- Picture of a typical meal you might eat including a dairy product, a grain product, a fruit, a vegetable, and a meat product. (Try to choose products which are commonly consumed in BC, but produced elsewhere.)
- A map showing where each product in your meal is from (how many km away)
- A summary of your food miles - could you have made your meal with local foods? How could you make this change?
- Pros/Cons of eating local foods vs. eating imported foods
- Your own opinion (backed by research) about choosing local foods
- In your own opinion can you eat a BC only diet? Why or why not?

Check out a food miles map in the BCAITC resource "Corn and Black Bean Salsa Map" available here: https://www.bcaitc.ca/sites/default/files/resources/salsa_map.pdf

Option 4: Food Waste Audit

Take a moment to consider what food you may waste and how this may affect the BC agriculture economy. Include:

- A definition of food waste
- Your food waste audit details- provide notes and visuals. Do a photo documentary and a written journal of your eating patterns and food waste for 2 days.
- Summary of items wasted/where these items are ending up (compost, garbage)
- What kind of items are you discarding
- Prepare a reflection piece on how this may or may not change your eating practices
- Prepare a reflection piece on how you feel food waste affects the agricultural economy and how it may affect food availability in BC.

The free documentary "Just Eat It" follows a BC couple on their quest to reduce food waste - available to watch here: <https://www.knowledge.ca/program/just-eat-it>

Other video resources could include "The Big Waste: Why Do We Throw Away So Much Food?" https://www.youtube.com/watch?v=1aH7RwODORE&list=PLE_9JbpWj7qTw92Gg7-xfhYS8wwYHa_Uc&index=11&t=0s and this short clip from CBC Marketplace: <https://www.youtube.com/watch?v=QLqkV8cP4xs>

Presentation Rubric:

Student Name:	5	4	3	2	1
Project Completion	The final project is complete and shows advanced creativity	The final project is complete and shows some creativity	The final project is mostly complete and shows some creativity	The final project is partially complete and shows minimal creativity	The final project is incomplete and shows minimal or no creativity
Knowledge of Topic	Student exhibits full knowledge of the topic they chose through written and oral evidence	Student exhibits good knowledge of the topic they chose through written and oral evidence	Student exhibits some knowledge of the topic they chose through written and oral evidence	Student exhibits minimal knowledge of the topic they chose through written and oral evidence	Student exhibits incomplete knowledge of the topic they chose through written and oral evidence
Research	Student has fully completed their research and presented a correctly formatted bibliography	Student has fully completed their research and presented a mostly correct formatted bibliography	Student has mostly completed their research and presented a formatted bibliography with minimal error	Student has minimally completed their research and presented a partially formatted bibliography	Student has not completed their research and bibliography is missing or incomplete
Presentation	Students have a creative and interesting presentation that teaches others effectively about their chosen topic.	Students have a complete and interesting presentation that teaches others about their chosen topic.	Students have a mostly complete presentation that teaches others some information about their chosen topic.	Students have an incomplete presentation that teaches others some information about their chosen topic.	Students have an incomplete presentation that teaches others minimally about their chosen topic.