

What's Your Food Story?

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(Summer 2014)

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Suggested Subject Area(s):

Foods and Nutrition 8

Language Arts 7, 8

Mathematics 7, 8

Physical and Health Education 7, 8

Summer Institute for Educators 2014

Since 1997, the BC Agriculture in the Classroom Foundation has partnered with the University of British Columbia's Faculty of Education's Office of External Programs; The Department of Curriculum and Pedagogy to deliver a Summer Institute; a third year level course in curriculum design. Participants are educators from a variety of primary, intermediate, and secondary disciplines and from many regions of the province. For the past several years, this course has been opened to any Teacher interested in bringing agricultural awareness, understanding of the food system, and integration of food and agricultural literacy into their classrooms.

As a result of visits to local farms and through intensive classroom work participants developed a variety of units drawn from the agricultural, environmental, economic and nutritional concepts featured in the provincial IRP's to share with other educators around the province.

The BC Agriculture in the Classroom Foundation is supported by the BC Ministry of Agriculture, the BC Ministry of Health, private donors, as well as the agricultural community in our province. Participants were sponsored for their farm tours as well as their meals (prepared by our Summer Institute chef using fresh and delicious local products). Visit the BC Agriculture in the Classroom website at www.atic.ca/bc for further information on this and our many other exciting programs or to order additional resources for your classroom.

www.atic.ca/bc

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Ministry of Education Curriculum Draft (2014)

Subjects that can be covered:

Physical and Health Education 7 - Students will develop competencies needed to be healthy and active citizens.

- Analyze factors that influence our health decisions
- Identify and describe factors that influence personal health choices; goal-setting, and decision-making
- Design a plan to achieve a specific goal
- Describe ways to access and evaluate information and support services for a variety of health topics
- Describe strategies for promoting wellness

Physical and Health Education 8 - Students will develop the competencies needed to be healthy and active citizens.

- Demonstrate an ability to apply a goal-setting or decision-making model to a specific situation
- Assess the content, origins, and purpose of information about safety and health topics
- Describe strategies for promoting wellness

Language Arts 7

- Develop and defend an opinion or point of view
- Demonstrate comprehension of visual texts with specialized features and complex ideas
- Support thinking using relevant evidence, personal connections, and background knowledge
- Use language creatively to express ideas, evoke emotion, and create impact
- Engage actively as readers and listeners to construct meaning, deepen thinking and comprehension, and promote inquiry

Language Arts 8

- Explore stories from a variety of cultures, including Aboriginal cultures, to gain an appreciation of identity, family, and community
- Engage actively as listeners and readers to make meaning and develop thinking and comprehension
- Express thoughts, feelings, opinions, and ideas through oral, written and visual presentations and contribute as a member of a classroom community
- Use the writing process to create written forms
- Explore a rich variety of texts, including story, to deepen learning and develop a broader understanding of self, family, community and the world
- Appreciate the universal importance of story in Aboriginal and other cultures
- Consider different perspectives, beliefs and points of view in Aboriginal, Canadian, and other cultural texts

Mathematics 7

- Communicate concretely, pictorially, symbolically, and using spoken and written language to express, describe, explain, represent, clarify, modify, reinforce, apply, defend and extend mathematical ideas

Mathematics 8

- Communicate in many ways (concretely, pictorially, symbolically, and using simple spoken or written language) to express, describe, explain, represent, and apply mathematical ideas
- Develop mathematical understanding through concrete, pictorial, and symbolic representations

Ministry of Education IRP's (2010)

Subjects that can be covered:

Foods and Nutrition 8

- C1 describe the importance of nutrition and other factors that contribute to health
- C3 use product labels to identify and compare the nutritional value of a variety of food products
- D1 describe factors that influence personal food choices

Health and Career Education 7

- C1 analyze factors (including media and peer) that influence personal health decisions
- C3 demonstrate an ability to access community information and support services for a variety of health issues

Health and Career Education 8

- Set personal goals for attaining and maintaining a healthy lifestyle
- Analyze influences on eating habits, including family, peers, and media

English Language Arts 7:

- A1 use speaking and listening to interact with others
- A3 listen critically to understand and analyze ideas and information
- A4 select and use various strategies when interacting with others
- A5 select and use various strategies when expressing and presenting ideas, information, and feelings
- A6 select and use various strategies when listening to make and clarify meaning
- B7 select and use various strategies after reading and viewing to confirm and extend meaning
- C1 write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions

English Language Arts 8:

- A1 interact and collaborate in pairs and groups
- A2 express ideas and information in a variety of situations and forms
- A4 select and use a range of strategies to interact and collaborate with others in pairs and groups
- A10 speak and listen to synthesize and extend thinking
- C4 create thoughtful representations that communicate ideas and information

Mathematics 7:

- B1 demonstrate an understanding of oral and written patterns and their equivalent linear relations

Mathematics 8

- A3 demonstrate an understanding of percent greater than or equal to 0%

Unit Plan - What's Your Food Story?

Originally created by Christy Shea and Andrea Courage (Summer 2014)

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Education Specialist, BCAITC (Fall 2014)

Terms covered: eating habits, ecosystem, local vs. global, food miles, factory emissions, greenhouse gases, child labour, input, output, consumption, human resources, natural resources

*Please note: This unit could also be taught alongside the BC Agriculture in the Classroom's School Fruit and Vegetable Nutritional Program (BCSFVNP) <http://sfvnp.ca/>

Rational for the Project:

"Healthy sustainable communities, that recognize their interdependence, have the capacity to define their economic roles and connect with other communities. Thus redesigning education for the purpose of creating ecological sustainable communities is one of the most critical needs of today's society at both global and local levels" (Locke, Russo and Montoya, 2013).

Modern society - urbanized, globalized, industrialized – seems to have lost touch with one of the most basic sustaining life forces: our food. As a result, many children make poor food choices, as they lack awareness around the ethics involved in maintaining our current food system. Since the food system is such an integral part of our ecosystems and greater environment, it makes sense to include education around food and agriculture in the curriculum. Teaching children about their natural environment and all the interactions involved (industrialization, agriculture, food systems, biology, societal and consumer needs and wants, etc.) has been shown to "shape future attitudes towards the natural world" (Damerell, Howe and Milner-Gullandi, 2013). In addition, studies have proven that children are passing this information along to their parents, thus affecting attitudes in other generations as well (Damerell, et al., 2013).

There is optimal opportunity to incorporate food systems into our educational practice (where our food comes from and choices we make around food) as it relates to personal health, environmental health, and local economic health. Across all curriculum, students can learn about where their food comes from and what it takes to produce it (Social Responsibility), how their food choices affect their own health and the environment (Health and Science), and how to deal critically and effectively with the issues connected to the food system (Social Studies - critical thinking) since "the community and its environmental and social health are necessary building blocks in an interdependent globalized world" (Locke et al., 2013). Using learning outcomes from the 2014 draft BC Curriculum, this unit includes 8 cross-curricular lesson plans that can be broadened or simplified to suit any teacher's time constraint needs. In addition to being locally focused, lessons ask students to reflect on their own personal eating and purchasing habits and to explore how their decisions around food have an impact on the ecosystem both locally and globally. It has been designed to incorporate hands-on, interactive and problem-solving activities that are both meaningful and enjoyable. By the end of this unit students will have a greater understanding of where their food comes from, what it takes to produce it, the consequences of various food choices on personal health and the environment, and a greater ability to think critically about food choice. Finally, students will make personal connections to the food they consume, which will in turn encourage making healthy food choices that will positively impact the ecosystem as a whole.

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Lesson 1: Mapping Your Diet

Materials/Preparation:

- Computers, iPads, internet access
- Poster Paper, Markers
- Banana and apple, or other produce, preferably with label on it

Introduction/Objectives:

Students will be able to identify where their food comes from and how far it has travelled from farm to plate.

- Ask students to identify where their articles of clothing come from. Have them check a partner's labels on shirts etc. They can also check the labels on their shoes.
- Move from "store" to country of manufacture and materials required to make it. (record responses on board)
- Hold up a fruit or vegetable. Ask students where it came from. Again move from "store" to country of origin. (record responses on board)
- Discuss/brainstorm what it means to have products we use come from so far away where we live: effects on environment of travel and production (factory emissions, greenhouse gases, low paid workers, child labour), effects on local farmers and producers, reasons WHY we sometimes consume food that does not grow locally, etc. (record responses on board)

Application/Activity:

- Intro: In pairs students create a mind map on the topic of food and nutrition. The word "FOOD" can go in the middle of the page; around it have students write what they already know about the food they eat or what they think they know about the food they eat
- For example, the name of at least 10 foods they eat, where they think they come from, how each is or might be produced, how it is harvested, nutritional value if known, which of the 4 food groups each belongs to, etc.
- Share one or two examples with the class or with another partner/set of partners. As a class try to speculate which of the food examples travelled the farthest, which foods have the most and least nutritional value, etc.
- Lesson: Students choose 5 foods that they normally eat, or have eaten in the last week. At least one must be a fresh produce item. (see handout for further instructions)
- Research where their food items came from. They can use the internet, check with their grocery store, and read labels. (use class time to research on internet)
- Calculate the number of kilometers each food travelled from farm to their community. Students can use http://lifecyclesproject.ca/initiatives/food_miles/ to help with this.

Evaluation/Assessment:

- Evaluate handout for completion of findings
- Evaluate responses to questions in extension activity

Homework/Assignment:

- Prepare a poster that shows their findings. This should include a general map of the world showing where their food items came from with an arrow to the community it ended up in.

Closure/Extension:

- Are any of the foods you eat grown or raised in your community?
- What are the potential effects on the environment of the production and travel of each of your food items? What are the potential social and economic effects? (on local farmers, on workers abroad)
- Write a persuasive paragraph convincing others to buy and eat locally OR create a YouTube for Education video persuasive advertisement.
- Create a class hashtag and tweet out or Instagram Ah ha moments throughout the unit.
- Check out our website: aitc.ca/bc for a free download of a great salsa resource to connect to this lesson:
 - Corn and Black Bean Salsa Map - This resources asks the question: *How Far Did Your Corn and Bean Salsa Travel?* Use the recipe included to make an easy and delicious Salsa and then find out just how far those ingredient travelled to get to your classroom. Also available in class sets.

Food for a Day

Name: _____

Part 1 Instructions:

Pick 5 foods from all of the food you ate in the last few days. Find out where that food came from (there could be more than one location), what the nutritional value is of that food (some nutrients you should be looking for are: fats, sugars, carbohydrates, vitamins, minerals, protein, calcium, and fiber), and the distance that food travelled to get to your city (use a map of the world and the scale on the map, estimate how many kilometers that food has travelled).

You may find the following websites helpful: <http://nutritiondata.self.com/> and/or http://lifecyclesproject.ca/initiatives/food_miles/

Food Item	Where is this food from?	Nutritional Value	Kilometres travelled

Lesson 2: Create A Menu Using BC Grown Foods

Materials/Preparation:

- Computer and projector, internet access
- Small poster paper, markers, pencils, pencil crayons
- Benefits to Eating Local and My Local Meal Plan Handout
- Copies of downloadable BC map from http://sfvnp.ca/sg_userfiles/grow_bc_map_colour.pdf

Introduction/Objectives:

Students will be able to identify foods grown in BC, create a menu using BC grown foods, and understand benefits of using locally grown foods.

- Refer back to their findings from lesson 1. Allow students to share their findings from yesterday's posters with the class.
- Discuss how far some of our food travels to reach our plate (on average in North America, each food item travels at least 2400km from farm to plate).

Application/Activity:

- **Intro:** Share story of Alisa Smith and James MacKinnon who experimented for one year of eating food grown within 100 miles of their home
http://en.wikipedia.org/wiki/The_100-Mile_Diet
- **Ask:** Why don't we all stick to eating locally grown food? Why do we purchase food from abroad/ other countries, especially when we can obtain that same food item in BC (i.e. apples)? Have groups brainstorm suggested answers to these questions. (share with class)
- **Show** YouTube clip of "Do You Know Where Your Food Comes From? Eat Real. Eat Local"
<http://www.youtube.com/watch?v=dIsEG2SFOvM>
- **Activity:** Students will research what foods are grown in BC, and create a one-day menu using only these foods. (see handout below)
- In their groups, have students use the following website to record list of **BC grown produce**
http://sfvnp.ca/sg_userfiles/Teacher_Guide_jun2013.pdf (see pages 7 - 11)
- They must also find and record reasons for buying and eating locally. Use following sites:
<http://localfoods.about.com/od/finduselocalfoods/tp/5-Reasons-to-Eat-Local-Foods.htm>
http://msue.anr.msu.edu/news/7_benefits_of_eating_local_foods
- Complete side 1 and show work to teacher before moving on to side 2.
- In their groups, students design a one-day menu (breakfast, lunch, dinner, dessert) that uses only BC grown food items on a larger poster sheet.

Evaluation/Assessment:

- Teacher observation of student list of reasons for buying and eating locally.
- Collect individually completed handouts and final menu project.
- Evaluate menu for its thoroughness, presentation, appetizing factor, inclusion of only BC grown food.

Homework/Assignment:

- Create your own due date for the completion of the menu

Closure/Extension:

- Create/present a skit that demonstrates the health benefits of eating BC grown food.
- Make a video of themselves making their meal and commenting on benefits of eating locally grown food. (Students can pretend they are on the Food Network.)
- Prepare one of the meals on their menu to share with class during a potluck.

Foods Grown in BC

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

My TOP 5 Reasons For Buying and Eating Local Food

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

My Local Meal Plan

BREAKFAST:

LUNCH:

DINNER:

DESSERT:

Lesson 3: Visit A Local Farm And Pizza Party!

Materials/Preparation:

- Fieldtrip forms, bussing, volunteers
- Classroom Kitchen
- Pizza making ingredients/recipes

Introduction/Objectives:

Students will visit a local farm. They will then make a pizza with local ingredients.

- Before teaching this lesson, the teacher should find a simple recipe for making pizza dough, or purchase pre-made shells

Application/Activity:

Class 1:

- Take a field trip to any local farm in your community that caters to school groups
- Receive a tour of the farm and learn what is produced there
- Each student should come up with one good question to ask the farmer/tour guide

Class 2:

- Work in groups of 4-5
- Create a recipe for a pizza using toppings with only locally grown produce (the school can fund this lesson or have students bring in their own ingredients)
- Before entering kitchen, go over safety rules and proper hand washing techniques etc.
- Each group will make a small pizza using the school kitchen

Evaluation/Assessment:

Observe and evaluate student participation and collaboration at the fieldtrip as well as while they create and make their pizzas (Social Responsibility).

Homework: Bring in the toppings required for your local pizza

Closure/Extension:

Funding for ingredients: If you are not a Foods teacher, you may obtain funding from your school PAC, Administrator, or even have a fundraiser with your class

- Be sure to book the school kitchen in advance
- You can also take a fieldtrip to a local farmers market to purchase your ingredients
- Please note that some ingredients needed to make the pizza may not be in season and local (great discussion topic)

Lesson 4: Life of Pie and the Food System

Materials/Preparation:

- Computer and projector, internet access
- Lined paper, pen
- If possible, create a circle/pie diagram, cut into 7 pieces, with the below terms written on each 'slice' (terms are a part of the food system)

Introduction/Objectives:

Students will be able to work with the food system distribution model.

- Ask students to identify what things are always needed when making a pie from start to finish. (record answers on board)
- If they only identify ingredients, help them add other 'inputs' such as oven, electricity
- Hold up your circle/pie diagram with the 7 terms and briefly discuss each term
- The teacher can check out this website for further information about the Food System and ideas of how to teach it: http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/ingredients_of_the_food_system.html
(go to Ingredients of the Food System, Downloads)

Application/Activity:

- **Intro:** Divide class into 7 equal groups
- Students will research what is involved at each stage of the food system, depending on the term they receive (see below)
- Check out this PowerPoint (especially page 7) to get started:
http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/_pdf/Ingredients_of_the_Food_System-Slides.pdf
- At end of class, students will report back to class what they learned about their stage
 - **Group 1 - INPUT**
 - Q: What inputs are necessary to produce your pie?
 - A: rich soil/earth, good quality air, clean water, energy, labour, equipment, fields).
Extension questions/activities: soil and ingredients, PH, natural disasters, global warming and pollutants that might prevent or hinder this process, web of life activity.
 - **Group 2 - PRODUCTION**
 - Q: How is each food ingredient grown, raised, harvested? Where might it have been grown and raised? Which ones are in their "whole" form and which ones are processed?
 - Extension questions/activities: Discussion on whole versus processed foods and impact on environment. Our own personal healthy versus non-healthy food decisions.

- **Group 3 - TRANSFORMATION**

Q: All of these ingredients are transformed into a pie and then distributed to grocery stores. Is your pie processed? Were there additional ingredients required? Is it packaged? What is the material used for packaging? What is involved in the packaging process?

Extension questions/activities:

What would be the reasoning behind these changes to the original pie ingredients? Who does this benefit? Explain your reasoning. Who might be involved in this process? i.e. scientists, researchers, corporations, government etc.

- **Group 4 -DISTRIBUTION**

Q: How was your pie transported from where it was grown to where it was transformed to where it was purchased? What kinds of resources were required to do this?

Extension questions/activities:

Develop a marketing strategy for selling your pie (marketing research, labeling, packaging, audience, advertising, cost vs profit etc.).
Types of transportation-environment and financial costs to consumer and society as a whole.

- **Group 5 - FOOD ACCESS**

Q: Where are you most likely to purchase this product? Can most people afford this product?

Extension questions/activities:

Where do you buy your food? Why there? Survey your class to find out their top reasons.

- **Group 6 - CONSUMPTION**

Q: Can this food be consumed as is, or does it need more processing or preparation? What kinds of resources are involved?

Extension questions/activities:

Preparation of food and energy needed.

- **Group 7 - OUTPUTS**

Q: What is left once this food is consumed? (eg. Packaging, peels, seeds, waste?) How is what is left is disposed? Can the outputs become inputs?

Evaluation/Assessment:

- Evaluate participation/on-task behaviour during group research time
- Assess group responsibilities taken while reporting back to the group
- Respectful listening while other groups presenting

Homework/Assignment:

- Finish research as home and be ready to present your findings next class

Lesson #6: Life of Pie and the Food System con't...

Materials/Preparation:

- Computer and projector
- Markers, chart paper, index cards with food system terms and questions
- Food System Behind the Label handout (found in: *Get Growing! Activities for Food and Garden Learning, 2010*)
- Internet access in case of extension activity or more information on food systems

Introduction/Objectives:

Students will be able to identify the various stages of food from the inputs necessary to create the food product to the outputs, or what is left, after the food has been consumed.

- **Part 1** – Groups will present their findings on yesterday's Food System terms
- **Part 2** - Before this lesson the teacher must create their own version of a 'fruit pie' story to share as a sample with the class. Write out major ingredients and inputs (i.e. oven), needed to make a pie. (See below for instructions)
- Share your fruit pie storyboard with the class.
- Write this quote on board and read out loud. "The INPUTS to PRODUCE FOOD which is TRANSFORMED for DISTRIBUTION and made ACCESSIBLE for CONSUMPTION leaving OUTPUTS which may become HUMAN AND NATURAL RESOURCES which work with INPUTS..."
- Disentangle the above quote in light of your fruit pie storyboard.
- Discuss and point out the stages of your system; highlighting specific words from the quote.

Application/Activity:

- In pairs, students will be asked to choose a favourite fruit used in pies.
- Using the ingredient list provided (you can get creative and add more) tell the story of how *your* pie came to be on the shelf at your local grocery store. Use terms from the quote above (Add the capitalized words to your storyboard) Add pictures.
- Use markers and chart paper provided.

Evaluation/Assessment:

- Evaluate participation/on-task behaviour in paired storyboard activity
- Demonstrates understanding of tasks as seen in their presentations
- Shows application of knowledge acquired through the lesson on their final group activity

Homework/Assignment:

- Complete the storyboard and be ready to present next class
- Ask students to think about stories from their personal life in the present or past that connect to means of producing, accessing, preparing, storing, and consuming food.

- Where did you grow up? Favourite memories surrounding food? How was it served? Favourite recipe? Where did your family get the food from? Favourite shop/grocer? Did you grow your own food? Did you gather, hunt, fish for your food? Go to farm or fisheries? How was food stored? Prepared? Eaten? Changes over time? Common food customs/traditions during celebration?
- Be prepared to share next class

Closure/Extension:

- Share your pie story with the class in a dramatic way. Use various tones and literary elements in a plot line format (ie. introduction, rising action, climax, falling action, and conclusion).
- After presentations, add what you might have missed to your pie story. Ask questions: What might you add to your system based on other classmates' pie sequence of events? What words used are the same or different? I.e. Grown, packaged, sold, consumed, transported, stored, shipped, ingredients etc.
- Do a project on one area of the food system. How it is or isn't sustainable? Environmental impacts?

Lesson #7: Family Food Stories

Materials/Preparation:

- Lined paper, pen

Introduction/Objectives:

Students will increase their awareness of how food helps us to connect to each other, our culture, and our land.

- Last class, students were asked to gather stories from their upbringing to gain a greater understanding of the past and present means of producing, accessing, preparing, storing, and consuming food.
- In small groups of 2-3 students will share a story/event about food that was important or salient to them. What is their personal connection to this story and how it relates to food?
- Share a few stories with the whole class

Application/Activity:

- Based on this activity, students will compile a list of **10 questions** that might be helpful in evoking more engaging responses for their interview assignment.

Possible Questions:

- Where did you grow up?
- What are your favourite memories surrounding food?
- How was it served?
- What is your favourite recipe?
- Where did your family get the food from?
- Who is your favourite shop/grocer?
- Did you grow your own food?
- Did you gather, hunt, fish for your food?
- Did you ever go to a farm or fisheries?
- How was food stored? Prepared? Eaten?
- What changes have you noticed over time?
- What are some common food customs/traditions during celebration?
- In pairs, practice these questions in an interview setting (using audio equipment such as iPods etc.). Perhaps consider interviewing another class.

Evaluation/Assessment:

- Compilation of interview questions: engaging, original, well-thought out
- Organization in completing interviews and being ready to tally as a class

Homework/Assignment:

- Find two people from two older family generations to interview.
- Record data (answers to each question which will be added to class tally)

Closure/Extension:

- In pairs, present a 'fake' interview with some made up and bizarre answers in front of the class

Lesson #8: Family Food Stories con't...

Materials/Preparation:

- Computers
- Lined Paper, pens

Introduction/Objectives:

Students will increase their awareness of how food helps us to connect to each other, our culture, and our land.

- Students will read an excerpt from Stó:lô Nation Resource Department regarding their connection to their food and environment:

"Xá:ls, the three sons and daughter of Red Headed Wood Pecker and Black Bear, came into the world to make it right. They traveled through as Stó:lô territory transforming people and things into their permanent state. At each village Xá:ls visited, they transformed people into what are now referred to as resources: salmon; sturgeon; beaver; stones; mountains; trees; etc. These resources were once people and are therefore still considered to be our relatives. The original people's life force, or shxweli, still exists within them. ("Xá:ls pronounced "kals" but the "k" has the back of the throat gluteal sound.)

"Kwkwetlem culture is similar to other Aboriginal people, especially other Stó:lô and Northwest Coast groups, we are a unique people with specific cultural traditions and political interests unlike anyone else's. We take our name from the red fish that historically travelled up the Coquitlam River. Kwkwetlem means "Red Fish up the River". Our elders' stories explain that we have always been here. Archaeology confirms continuous occupation of our traditional territory for at least 9,000 years, since the last ice age." (As cited in Kwkwetlem First Nation website, Retrieved July 30th, 2014)

Questions for further understanding:

Who are the Stó:lô people? When do you think this story was created? How might these people view their environment? What are their connections to nature? In your opinion, what are their values and/or beliefs? What can be implied about their relationship with food? (this can be done verbally as a whole class discussion or you can put these questions onto a handout)

Application/Activity:

- Students will create a class tally/data table for each response they received from their interview homework assignment.
- They will calculate the frequency for each response and with the most common answers, write it as a percentage. (Turn class data into percentages)
- Students will extend these percentages and represent the percentages in pictorial form (bar graph or pie graph). These concepts can be further practiced in Math class.
- Draw bar graph comparing answers from different generations.
- Students may also compare these two generations results in terms of the relationship these people had with their food, with food production, and with the land.

Evaluation/Assessment:

- Ability to accurately recount other person's story
- Ability to compare data using a bar graph
- Telling your story in an engaging and meaningful way while incorporating two older family generations' stories.

Closure/Extension:

- Think about how certain historical events may have influenced these changes and in what ways. Consider possible positive and negative impacts of these events on our relationship with food.
- Express meaning behind quote, how it might relate to past/present traditions, and relationships with food.
- Turn your interview questions into a narrative story about your family food traditions. Focus on family traditions, customs, and cultural influences.
- Develop personal story about food, incorporating two older generations into final story. Can be told in various ways (oral, written, storyboard etc.)