



## **Focus on Strawberries**

### **The Heart Berry**

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Students will be introduced to strawberries through a mindful eating activity. They will then learn about how strawberries are produced in British Columbia through a video tour of a BC Strawberry Farm. Then, students will complete a life cycle activity to further explore how strawberry plants grow and produce the popular berry we love to eat, use in jam and other dishes!

#### **Subject Levels/ Suggested Grade**

ADST: Food Studies 9

Food Studies 10-12

Culinary Arts 10-12

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and *Field to Fork Challenge 2022*

*Lessons adapted from Common Ground: The Strawberry Project Handbook*

Grade and Subject	Curricular Competencies	Content Connections
ADST: Food Studies 9	<ul style="list-style-type: none"> <li>Evaluate the personal, social, and environmental impacts.</li> <li>Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts.</li> </ul>
Food Studies 10	<ul style="list-style-type: none"> <li>Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Food trends, including nutrition, marketing, and food systems.</li> <li>Simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health impacts.</li> </ul>
Food Studies 11	Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment.	
Food Studies 12	Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment.	
Culinary Arts 10	<ul style="list-style-type: none"> <li>Explore the impacts of culinary decisions on social, ethical, and sustainability considerations.</li> <li>Evaluate the influences of land, natural resources, and culture on the development and use of culinary ingredients, tools, and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Food products available locally via agriculture, fishing, and foraging.</li> </ul>
Culinary Arts 11	<ul style="list-style-type: none"> <li>Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies</li> </ul>	<ul style="list-style-type: none"> <li>B.C. agricultural practices.</li> </ul>
Culinary Arts 12	<ul style="list-style-type: none"> <li>Examine and critically evaluate how culinary decisions impact social, ethical, and sustainability considerations.</li> <li>Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Social, economic, and environmental effects of food procurement decisions.</li> </ul>

## Teacher Background

British Columbia produces 1.2 million kilograms of strawberries every year. Strawberries in BC are commercially grown in the Fraser Valley, North Okanagan and on Vancouver Island. Strawberries do grow in all parts of BC, and there are 3 native wild strawberry varieties that grow in BC as well. There are two main varieties of strawberries grown commercially in BC, the June-bearing variety and the ever-bearing variety. Strawberries are loved by consumers in BC!

## Materials

- Strawberries, one for each student
- *Mindful Eating Teacher Script*
- [BC Strawberry Farm Tour Video](#)
- Computer/Projector
- Whiteboard/chart paper and markers
- Student Handouts
  - *Strawberry Farm Tour Video Response Sheet*
  - *Strawberry Lifecycle*
  - *Strawberry Lifecycle Key*

## Procedure

### Hook:

1. Handout a strawberry to each student, and have them place it in front of them on their table or hold it carefully in their hand. Read through *Mindful Eating Teacher Script* and have students complete the activity with you.
2. After they have completed the activity ask:
  - a. What parts of the mindful eating activity did you enjoy?
  - b. Which part did you not enjoy or find difficult?
  - c. How did it feel to slow down your eating and enjoy the food?

### Body:

1. Handout a copy of the *Strawberry Video Response Sheet* to each student. Ask students to pre-read the questions, and tell them to be thinking of them as they view the [BC Strawberry Farm Tour Video](#).
2. After viewing the video give several minutes for students to complete their response sheet and then discuss any questions they still have as a class.
3. Tell students that strawberries are unique because they:
  - a. Are not actually a berry, they are part of the rose family like apples and plums.
  - b. Strawberries are the only fruit which wear their seeds on the outside.
  - c. Strawberries are grown in every province in Canada.
  - d. In many Indigenous cultures in North America, they are called the “heart berry”, because of their shape. They also symbolize love, forgiveness and reconciliation.
4. Distribute a copy of *The Strawberry Lifecycle* to each student or pair of students.
5. Give them time to complete, and then project the answer key so they can check their work.

### Wrap up:

1. Write “The Heart Berry” on the board or in the center of a large piece of chart paper, and as students leave have them write one thing they learned about strawberries on the board/chart.

### Extension Activities

- Explore [BC's Strawberry Story](#)
- Complete lessons in [Common Ground: The Strawberry Project Handbook](#)

- Play [A Race Around the Strawberry Patch Game](#)
- [Fresh Story: Strawberries](#)
- [BC Strawberry Recipes](#)

### **Credit**

BC Strawberry Farm Tour Video: <https://vimeo.com/786714130/31c739d58d>

BC's Strawberry Story:

<https://bcaitc.maps.arcgis.com/apps/MapJournal/index.html?appid=5ed7c0212f3e47ef9d4d16a5a4c741f4>

Common Ground: The Strawberry Project Handbook: <https://bcaitc.ca/resources/common-ground-strawberry-project-handbook>

A Race Around the Strawberry Patch Game: <https://bcaitc.ca/resources/race-around-strawberry-patch-board-game>

Fresh Story: Strawberries: <https://bcaitc.ca/resources/2020-fresh-story-strawberries-intermediate>

BC Strawberry Recipes:

[https://bcaitc.ca/recipes?search\\_api\\_fulltext=strawberries&field\\_recipe\\_ingredients=All&field\\_recipes\\_program\\_event=All](https://bcaitc.ca/recipes?search_api_fulltext=strawberries&field_recipe_ingredients=All&field_recipes_program_event=All)

## Mindful Eating Teacher Script

### TEACHER:

Begin by connecting with your breath and body. Plant your feet firmly on the ground, and sit up straight in your chair, becoming aware of your experience in this moment. With your awareness in this moment, notice any thoughts, sensations, or emotions you are experiencing. Notice your breathing and close your eyes, taking a deep breath in through your nose, and out through your mouth. Tune in to the sensations you have in your body. You might be feeling hungry or full; perhaps you are thirsty or craving a specific food. Notice these sensations without judgment, simply building awareness for the information your body provides.

Now, bring your attention to the item of food. Hold it in the palm of your hand or between your thumb and forefinger. Imagine that you are an alien from outer space and you have never seen anything like this before. Notice its colour, shape, and size. Let your eyes scan every inch of it, looking into the cracks and crevices, observing any asymmetries or unique features. Imagine everything that helped get this item into your hand: the sunshine, water, and soil that fuelled the plant's growth, the people who harvested each plant with care, the knowledge and innovation behind the farming, transportation, storage, and delivery of this food. Fill yourself with a sense of gratitude for everyone involved in the cultivation and preparation of this food item.

Now, close your eyes and turn your attention to the sensation of the food in your hands. Move the item between your fingers and feel its texture. Explore any ridges or folds and notice its temperature. Is it cool, wet, smooth, or sticky? Or maybe it's bumpy. Bring the item to your nose, holding it a couple of centimetres away. With every inhalation, become aware of any smells or aromas. Does this smell cause any memories to arise? Notice any sensations or reactions in your body in response to the smell. You may find your stomach growling or your mouth watering in preparation for the food.

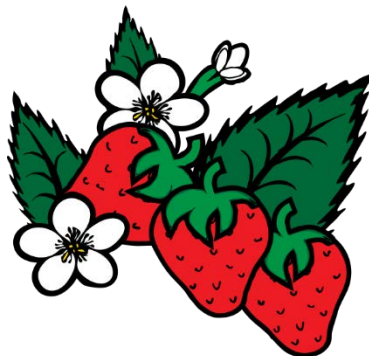
As you bring the item to your lips, notice how your arm and hand perfectly position it in your mouth without conscious thought. Do not chew yet. Instead, allow the food to just be in your mouth, exploring it with your tongue or rolling it around to different parts of your mouth. Continue to breathe and build awareness of any physical sensations or reactions within your body. When you are ready, take one or two slow bites and focus on the sensations in your mouth; the burst of flavour and waves of taste that follow as you chew; the sound of the food squeaking or your teeth. Notice how the sensations and flavour change over time. Then, explore how the object itself is changing, dissolving, and slowly disappearing. Detect the intention to swallow when it first arises. When you do finally swallow, imagine the path the food follows from your mouth, down your esophagus, to your stomach. Notice any sensations that linger in your mouth.

Then, reconnect with your body and breath. What sensations are you experiencing at this moment? To close this practice, return to your breath. Inhale deeply (pause and breathe in through your nose) and exhale, releasing any negative energy (pause and breathe out through your mouth). Take two more deep breaths in and out (pause and model two breaths). When you are ready, open your eyes and bring yourself back to this classroom.

# Strawberry Farm Tour Video Response

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>What is this video about?</b>	
<b>3 Facts heard during the video:</b>  1.  2.  3.	
<b>What was the most interesting thing you heard in the video?</b>	<b>A question I still have:</b>
<b>Something I learned about strawberry farming:</b>	



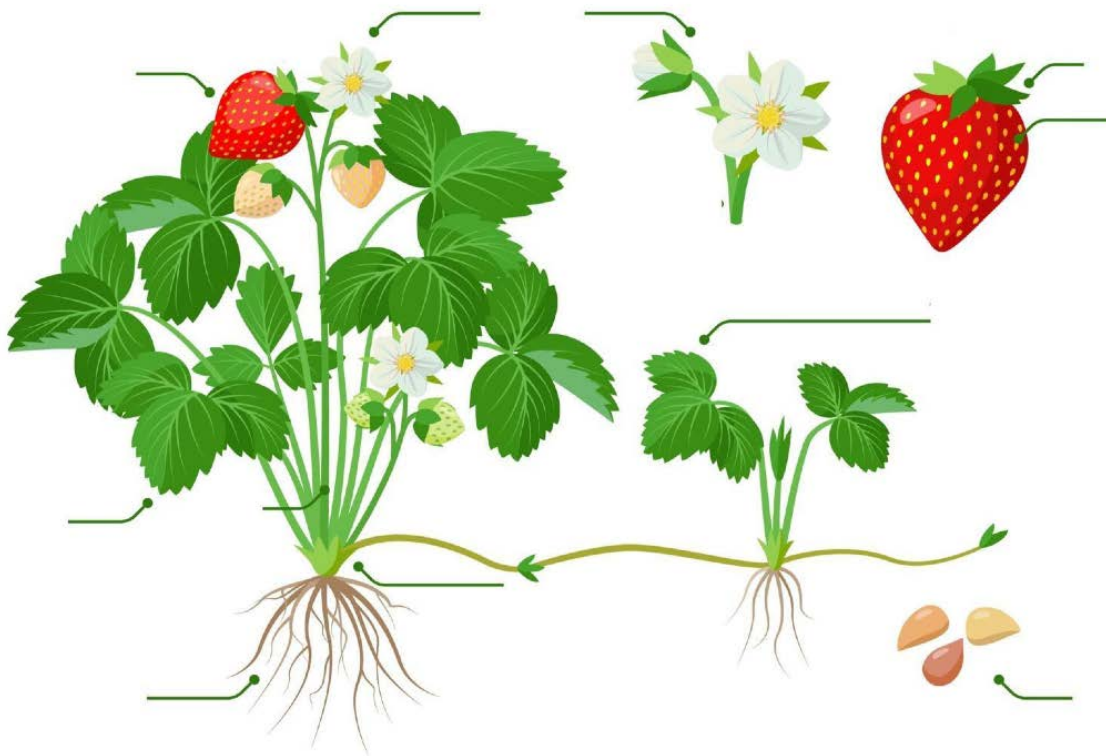
## Strawberry Lifecycle Handout

Strawberries come in all different shapes and sizes. Some varieties are as big as the palm of your hand, whereas wild strawberries are usually tiny and only about the size of your fingernail.

Strawberries are grown in every province in Canada and throughout BC, from the Peace River area to southern BC and Vancouver Island. They grow and ripen quickly and are one of the first fruit crops of the summer. Strawberry plants are called perennials. This means that they rest during the winter months and start to grow again as soon as the soil warms in early spring. That's the best time to plant the new runners or **seeds**. Each runner or seed becomes a **seedling**, and as the seedling's **stems** spread and grow bigger, they develop flower buds and **leaves**. The part of the plant just above the hairy roots but below the green shoots is called the **crown**. Strawberry plants are planted with their crown above ground so that the new growth gets light and fresh air. The **roots** grow downward, holding the plant securely in the soil while absorbing water and nutrients. White **flowers** open when they're ready for bees, or the wind, to pollinate them. When the **flower petals** fall, a strawberry forms from the bud. Soon a ripe red **fruit** will be ready for picking and eating!

Use the bolded, underlined words to label the plant parts below. You may use each word more than once.

### STRAWBERRY PLANT PARTS





# Strawberry Lifecycle KEY

## STRAWBERRY PLANT PARTS

