



Activity:

Now and Then, Here or There

Students will investigate where some common foods are grown/raised and the distance it must travel to reach them. They will also investigate the changes in food that have happened over the past several generations. By the end of the lesson, students should be able to identify several agriculture products that are grown in British Columbia and recognize current food products that their parents and grandparents may not have eaten.

Suggested Grade/Subject Levels

Applied Design, Skills, and Technologies (Foods 8-12, Culinary Arts)

Physical and Health Education 8 and 9

Science (9, Environmental Science 11/12, Science for Citizens 11)

Social Studies (10, Human Geography 11, Social Justice 12, Urban Studies 12)

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Teacher Guide

The following are the curricular competency and content connections for the courses that we suggest using this activity for:

Subject Area	Curricular Competency	Content
Applied Design, Skills, and Technologies	<ul style="list-style-type: none"> Evaluate personal, social, and environmental impacts and ethical considerations Identify the personal, social, and environmental impacts, including unintended consequences of the choices they make about technology use Identify how the land, natural resources, and cultural influence the development and use of tools and technologies 	<p>Foods 8</p> <ul style="list-style-type: none"> Social factors that affect food choices, including eating practices local food systems <p>Culinary Arts 10</p> <ul style="list-style-type: none"> food products available locally from agriculture, fishing, and foraging <p>Culinary Arts 11</p> <ul style="list-style-type: none"> ethical, social, and environmental issues related to commercial waste management and recycling BC Agriculture practices <p>Culinary Arts 12</p> <ul style="list-style-type: none"> Social, economic, and environmental effects of food procurement decisions <p>Food Studies 10</p> <ul style="list-style-type: none"> Simple and complex global food systems and how they affect food choices, including environmental, ethical, economical, and health impacts <p>Food Studies 11</p> <ul style="list-style-type: none"> Issues involved with food security <p>Food Studies 12</p> <ul style="list-style-type: none"> Food justice in the local and global community Factors involved in regional and/or national food policies Development of a food philosophy by an individual or group
Science	<ul style="list-style-type: none"> Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world Demonstrate an awareness of assumptions and bias in their own work and secondary sources Consider social, ethical, and environmental implications of the findings from their own and other's investigations 	<p>Grade 9</p> <ul style="list-style-type: none"> Sustainability of systems <p>Environmental Science 11</p> <ul style="list-style-type: none"> Sustainability in Local Ecosystems <p>Science for Citizens 11</p> <ul style="list-style-type: none"> Health science (nutrition and lifestyle) Global science (agriculture practices and processes: environmental impacts and impacts of personal choices) <p>Environmental Science 12</p> <ul style="list-style-type: none"> Land Use and Sustainability (land management and personal choices)
Social Studies	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, 	<p>Social Studies 10</p> <ul style="list-style-type: none"> Human-environmental interaction <p>Human geography 11</p>

	<p>and analyze ideas; and communicate findings and decisions</p> <ul style="list-style-type: none"> • Recognize implicit and explicit ethical judgements in a variety of sources • Make reasoned ethical judgements about actions in the past and present, and determine appropriate ways to remember and respond 	<ul style="list-style-type: none"> • Global agricultural practices • Increased urbanization and influences on societies and environments <p>Social Justice 12</p> <ul style="list-style-type: none"> • Connections between self-identity and an individual's relationship to others in society <p>Urban Studies 12</p> <ul style="list-style-type: none"> • Urban planning and urban design • Contemporary issues in Urban Studies
Physical and Health Education 8 and 9	<ul style="list-style-type: none"> • Assess factors that influence healthy choices • Identify and apply strategies to pursue personal healthy-living goals 	<ul style="list-style-type: none"> • Marketing and advertising tactics aimed at children and youth, including those involving food and supplements • Potential short-term and long-term consequences of health decisions, including those involving nutrition • Sources of health information

Teacher Background

There has been a general disconnect in today's society; we fail to see the connection between the foods

we eat and where they come from. Many students may have never visited a farm or understand how food gets from the field to their fork.

Agriculture is a general term that refers to the production of food, fiber, and other goods through farming and forestry. Agriculture in Canada today ranges from organic herb farms on Vancouver Island to what fields on the prairies. There is such a variety in what is grown or raised and how it is grown or raised that there is no such thing as a typical farm. Broadly speaking, there are four main areas of agriculture activity:

- Livestock and Poultry – farm animals
- Forage – plants grown to feed livestock and poultry
- Grain – cereal grasses such as wheat or oats
- Special Crops – anything else that is planted, such as flowers, fruits, or vegetables

Each of these agriculture activities produces a variety of products for consumers to buy. Each of these products is called a commodity. For example, raising livestock produces a variety of products for consumers to buy. Each of these products is a commodity. For example, raising livestock produces commodities such as milk, wool, and beef.

Materials

- Worksheet: Here and There, Now and Then
- Computers with access to the internet
- Feed Frenzy, DVD segment

Web Resources

BC Agriculture and Seafood Industry and Sector Profiles and Fast Stats.

<http://www2.gov.bc.ca/gov/content/industry/agriculture-seafood/statistics/industry-and-sector-profiles#faststats>

BC Ministry of Agriculture, Food and Fisheries: This ministry is committed to providing support for a competitive and profitable industry providing safe, high quality food for consumers and export markets. Includes links to stats on agriculture, aquaculture and Food in BC. www.agf.gov.bc.ca/

Agriculture and Agri-Food Canada: This site has a variety to information on agriculture in Canada. www.agr.gc.ca

Extension Suggestions

Invite a grandparent or senior citizen to talk to the class about the foods they ate when they lived in British Columbia or another Canadian province. This could include an elder from a local First Nations community. How were their experiences different that what the students see today?

Presentation Suggestions

1. Since this activity is best done with student Internet access, make sure that you sign up for the computer room or the traveling computer cart. If you don't have computers with Internet access, copy pages from the Web Resources page that will

help students complete the chart and answer the questions.

2. Bring several food items to class. Ask the class if they know where they are grown or raised. Use a mix of items. For example, you might be able to have fresh produce from a local farm, produce from the USA, Mexico, or South America, canned food from several other countries.
3. After students have tried to figure out where each came from, tell students where each came from. Tell students that research has shown that every food item on the plate of the average North American has traveled about 1500 miles (2400 km) to move from the farm where it was grown or raised to get to your plate.
4. Show the Feeding Frenzy, DVD segment. Have students compare the differences between a farm in three fifty year time periods - 1908, 1958, and 2008. How are the ways that we get food different than First Nations people?

Suggested Answers to Questions on Student Sheets

1. Which agricultural products only come from countries other than Canada? (Student answers will vary. Rice, spices, sugar, chocolate (cocoa), coffee and tea are all agricultural products that come mainly from other countries.)
2. Which agricultural products only come from other provinces than British Columbia? (Student answers will vary. Besides the things listed in question 1, most of the other products also come from British Columbia. Some provinces are known for their agricultural products, such as Alberta beef, Saskatchewan grain, or Prince Edward Island potatoes and lobster.)
3. Which agricultural products come within 160 km of where you live? (Student answers will vary, depending on where they live.)
4. Why do you think we import agricultural products from other countries? What are the benefits for both them and us? (We import some agricultural products because they can't be grown or raised in Canada – e.g. cocoa, bananas, etc. We also import agricultural products because they can be raised or grown more cheaply in some countries – e.g. China and Mexico. It benefits us because we can get cheaper food and things that are out of season. It benefits the other countries farmers because they can sell products that might not be bought at home.)
5. What do you think might be a problem with buying food products that are raised or grown outside of British Columbia? (There is an energy cost associated with the transportation of food from one country to another. There may also be problems with food quality, food regulations, labour practices, etc. in foreign countries.)
6. If you could only eat agricultural products that were raised in British Columbia, what food would you miss the most? Why? (Student answers will vary.)
7. Ask your parents or your grandparents what agricultural and food products that they now eat that they didn't eat when they were your age. Were there differences in what they ate in different seasons? (Responses will vary. Many older people may speak of fewer food choices when they were young. This was especially true in the winter, when root crops and canned vegetables were the only things they could get. There has also been an increase in food from other cultures.)

Credit:

This lesson was originally found in the unit plan "Choosing Tomorrow's Menu" by Jim Wiese, available at www.bcaitc.ca/resources.

Now and Then, Here and There

Name: _____ Date: _____

The list below includes many food and agricultural products. Place a mark in the appropriate column if the food or agricultural product is grown or processed within 160 km of your community, elsewhere in BC, in another province in Canada or somewhere else in the world. Some of the products may be raised, grown or processed in several places.

You will need to research where these foods come from using the Internet. The following websites are a good place to start for information on agricultural products in British Columbia and Canada.

BC Agriculture in the Classroom Foundation: Grow BC booklet www.aitc.ca/bc/bcs_agriculture

BC Agriculture and Seafood Industry and Sector Profiles and Fast Stats.

<http://www2.gov.bc.ca/gov/content/industry/agriculture-seafood/statistics/industry-and-sector-profiles#faststats>

BC Ministry of Agriculture, Food and Fisheries: This ministry is committed to providing support for a competitive and profitable industry providing safe, high quality food for consumers and export markets. Includes links to stats on agriculture, aquaculture and Food in BC. www.agf.gov.bc.ca/

Agriculture and Agri-Food Canada: This site has a variety to information on agriculture in Canada. www.agr.gc.ca

Here and There, Now and Then Questions

1. Which agricultural products only come from countries other than Canada?
2. Which agricultural products only come from other provinces than British Columbia?
3. Which agricultural products come within 160 km of where you live?
4. Why do you think we import agricultural products from other countries? What are the benefits for both them and us?
5. What do you think might be a problem with buying food products that are raised or grown out- side of British Columbia?
6. If you could only eat agricultural products that were raised in British Columbia, what food would you miss the most? Why?

Extension

7. Ask your parents or your grandparents what agricultural and food products that they now eat that they didn't eat when they were your age. Were there differences in what they ate in different seasons (eg. – winter or summer differences)?

Data Collection Sheet

Food or Agricultural Product	Within 160 km of your community	Elsewhere in BC	Another province in Canada	Somewhere else in the World
Wheat (flour and bread)				
Cheese, butter and margarine				
Cows and beef products				
Sheep and goats				
Milk and milk products				
Root vegetables (carrots/potatoes)				
Leafy vegetables (lettuce/spinach)				
Apples				
Berries (blueberries, strawberries, etc.)				
Greenhouse vegetables (tomatoes, peppers, cucumbers)				
Poultry (chicken, duck, turkey)				
Fish and shellfish				
Eggs				
Rice				
Coffee/tea				
Chocolate				
Mushrooms				
Cooking oil				
Sugar				
Salt/spices				
Pigs and pork products				