



## **Potatoes for the Planet!**

A selection of caring-for-the-environment focused lessons for Secondary Teachers to use when participating in BCAITC's *Spuds in Tubs* program.



Students will become engaged with potatoes and learning about how they relate to the greater world around them. This series of lessons covers five environmental “hot topics”, and can be used as an accompaniment to the *Spuds in Tubs* program or as stand-alone lessons.

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

Food Studies 9 and 10

Environmental Science 11 and 12

Earth Sciences 11

Social Studies 10

Explorations of Social Studies 11

Arts Education 9, Art Studio 10,11,12

Culinary Arts 11 and 12

English Language Arts 9, Literary Studies 10 and 11

Composition 10,11,12

English Studies 12

Adapted from *Picture Perfect Potatoes* written by Gurinder Cheema

## Lesson 1: Eating Local - Can You Taste the Difference?

Grade and Subject	Curricular Competencies	Content Connections
Food Studies 9	Content Connections: health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts	
Food Studies 10	Content Connections: simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health impacts	
Environmental Science 11	Humans can play a role in stewardship and restoration of ecosystems.	Resource Stewardship
Culinary Arts 11	Content Connections: Culinary best practices, BC Agricultural Practices	
Culinary Arts 12	Content Connections: Culinary best practices, social, economic, and environmental effects of food procurement decisions	
Environmental Science 12	Living sustainably supports the well-being of self, community, and Earth.	personal choices and sustainable living

### Teacher Background

There are many benefits to eating local food. Eating locally is good for the environment. Since local food does not have to travel as far to your plate, greenhouse gas emissions are reduced which results in a lower carbon footprint. Eating locally produced food also contributes to the local economy by supporting local producers and farmers. Local food also may have a higher nutritional value because food that is harvested locally is typically given more time to ripen than if it is shipped from further away. Eating local food has become a hot topic as there are so many benefits to the planet and the consumer.

### Materials

- [10 Reasons to Buy Local Food Handout](#)
- post-it notes
- 10 large pieces of paper
- 4 different varieties of potatoes, boiled (1 needs to be grown locally and as fresh as possible, if participating in Spuds in Tubs program- use potatoes harvested from the tub)
- Student handouts:
  - *Can you Taste the Difference?*
- Potato “Sundae” Bar ingredients
  - BC potatoes, mashed
  - Green onions/chives
  - BC Sour Cream
  - Bacon bits

- BC Cheese, grated
- Pickled jalapenos, chili, chopped tomatoes- the sky's the limit!
- Dishes and serving spoons for toppings
- Crockpot or similar for keeping mashed potatoes warm
- Dishes and utensils for eating

**Procedure (most likely delivered over 1-2 classes):**

Introduction:

1. Display the following questions for the students to answer on their devices using a website such as polleverywhere.com or google forms.
  - Where do you get your food?
  - What foods do you (or your family) buy?
  - Where does your food grow?
  - How does your food get from farm to store?
  - What foods can we buy that are grown locally?
  - What time of year are each of these foods available?
  - What foods are available right now?
2. Discuss answers and encourage students to share.
3. 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, potatoes)? Have groups brainstorm suggested answers to these questions and then share with the class.
4. Distribute [10 Reasons to Buy Local Food Handout](#)
5. Divide class into 10 groups and assign each group a "reason". Have them make a poster highlighting their reason. Ask them to include artwork of food that is produced locally.
6. Display posters in a gallery style and have students complete a gallery walk of all the posters.
7. Ask students to share on a post-it, the reason that resonates the most with them.

Body:

1. Remind students about local foods and the advantages.
2. Have students blindly taste the four different types of boiled potatoes. Have them fill out the chart on student handout: *Can you Taste the Difference?*
3. Once students have all tasted and made their guess for which potato was produced locally, reveal the potato variety and where it was grown. Option: do a class poll on the board or online through a website such as <https://www.poll-maker.com/>.
4. Discuss what the differences in taste, texture, etc. were as a class.

Wrap Up:

1. Prepare BC potatoes and toppings for "Sundae" Bar.
2. Enjoy!

## Extension Activities

- Have students grow their own green onions from green onion scraps. <https://www.hungryhuy.com/regrow-green-onions/>
- Students can calculate how far their salsa ingredients travelled with the [Corn and Black Bean Salsa Map](#).
- Students can use the [BuyBC chart](#) to see what is in season

## Credit

- 10 Reasons to Buy Local: <https://www.bcaitc.ca/resources/10-reasons-buy-local-food>
- Corn and Black Bean Salsa Map: <https://www.bcaitc.ca/resources/corn-and-black-bean-salsa-map>
- BuyBC Chart: <https://buybc.gov.bc.ca/app/uploads/sites/386/2020/10/Seasonal-Chart.pdf>

# Can you Taste the Difference?

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

Date: \_\_\_\_\_ Class: \_\_\_\_\_

	Describe the Taste	Describe the Texture (starchy, waxy, both?)
Potato One		
Potato Two		
Potato Three		
Potato Four		

Which potato do you think was locally grown?

What are some of your favourite ways to eat potatoes?

## Lesson 2: Water- How can we grow more with less water?

Grade and Subject	Big Ideas	Curricular Competencies	Content Connections
Earth Sciences 11	The distribution of water has a major influence on weather and climate.	Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest	Water as a unique resource
Environmental Sciences 11	Humans can play a role in stewardship and restoration of ecosystems.	<p>Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world</p> <p>Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)</p>	Resource Stewardship
<b>Environmental Sciences 12</b>	<p>Human actions affect the quality of water and its ability to sustain life.</p> <p>Sustainable land use is essential to meet the needs of a growing population.</p> <p>Living sustainably supports the well-being of self, community, and Earth.</p>	<p>Formulate multiple hypotheses and predict multiple outcomes</p> <p>Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)</p>	<p>global water security: conservation of water</p> <p>personal choices and sustainable living</p>

### Teacher Background

Plants need water to survive. Water is a scarce commodity, as it is impossible to increase the amount of fresh water that we have. Therefore, it is vital that we conserve it and are conscious of how much we use. Agriculture uses about 70% of freshwater withdraws globally, and as the population on the planet increases there will be more strains on our commodities, as we have to create more food with the same amount, or less water than we are

currently using. Students will use their Spuds in Tubs potatoes to design and carry out an experiment that focuses on using less water/different watering styles.

### Materials

- Spuds in Tubs (apply [here](#)) materials
- Large whiteboard/chart paper and whiteboard markers/markers
- Watering supplies (TBD)
- Scale
- Student handouts:
  - *Experiment Handout*

### Procedure:

Hook:

1. Write “More Crop per Drop” on the whiteboard/large piece of chart paper. Ask students to write what they think that means, and other comments regarding water and water consumption/conservation.
2. Compile like comments together, and read aloud. Have a discussion regarding water usage and agriculture.

Body:

1. Tell students that as a class they will need to brainstorm different ways to water their potatoes, so they can see which way yields the most potatoes, (determined by weight). Plant food is included in the Spuds in Tubs kit, so this can also be used.
  - a. Examples: Cold water, hot water, spray bottle, water only at the roots, half water/half coffee, etc.
2. Once students have decided on variables for experiment have them all fill out *Experiment Handout*.
3. Make sure you weigh the seed potatoes before planting and record the weight on the *Experiment Handout*.
4. Water plants like outlined in experiment for duration of growing season. At harvest time, harvest potatoes and brush off all excess dirt from potatoes. Carefully weigh the potatoes from each container and write conclusion for experiment.

Wrap up:

1. Research ways that farmers in BC can use less water on the farm by reading the following article, and answering the following question: What are three ways water conservation can be achieved on the farm?
  - [Water Conservation on the Farm](#)

### Extension Activities

- [Can You “Water” Plants with Other Liquids Experiment](#)
- Complete the [Watering and Plant Growth Lesson](#)
- Research local water sources

## Credit

- Spuds in Tubs: <https://www.bcaitc.ca/spuds-tubs>
- Water Conservation on the Farm Article: [https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/agricultural-land-and-environment/water/irrigation/500310-1\\_irrigation\\_tips\\_to\\_conserve\\_water.pdf](https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/agricultural-land-and-environment/water/irrigation/500310-1_irrigation_tips_to_conserve_water.pdf)
- Can you Water other Plants Experiment: <https://science-u.org/experiments/can-you-water-plants-with-other-liquids.html>
- Watering and Plant Growth Lesson: <https://www.bcaitc.ca/resources/watering-and-plant-growth>
- <https://agriculture.canada.ca/en/agriculture-and-environment/agriculture-and-water/watershed-protection/agriculture-and-water-quality>
- <https://www.worldbank.org/en/topic/water-in-agriculture>
- <https://www.oecd.org/agriculture/topics/water-and-agriculture/>



# Experiment Handout

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

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

Question: \_\_\_\_\_  
\_\_\_\_\_

Hypothesis: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Materials: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Method:

1. \_\_\_\_\_  
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3. \_\_\_\_\_  
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9. \_\_\_\_\_  
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10. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Observations:**

A large, empty rectangular box with a thin black border, intended for recording observations. It occupies the majority of the page's vertical space below the 'Observations:' label.

Mass of Potatoes: Measure in pounds (lbs.)

Tub #	Mass of Seed Potatoes Before Planting	Total Mass at Harvest
1. Control Tub		
2.		
3.		
4.		
5.		

Conclusions:

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Sources of Error:

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Other Questions:

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### Lesson 3: Food Waste- What are you doing to reduce your food waste?

Grade and Subject	Curricular Competencies	Content Connections
Visual Arts 9	<p>Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles</p> <p>Explore relationships between identity, place, culture, society, and belonging through artistic experiences</p> <p>Select and combine elements and principles of the arts to intentionally create a particular mood, effect, or meaning.</p>	<p>Visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to: elements of design: colour.</p> <p>Principles of design: contrast</p>
Art Studio 10	<p>Communicate ideas through art making</p> <p>Communicate and respond to social and environmental issues through visual art</p>	<p>elements of visual art</p> <p>principles of design</p> <p>materials, techniques, and technologies</p>
Art Studio 11	<p>Communicate about and respond to social and environmental issues through visual art</p>	<p>elements of visual art</p> <p>principles of design</p> <p>materials, techniques, and technologies for visual art</p>
Art Studio 12	<p>Investigate and respond to social and environmental issues through visual art</p>	<p>elements of visual art</p> <p>principles of design</p> <p>materials, techniques, and technologies</p>

#### Teacher Background

Food waste is a huge contributor to greenhouse gas emissions. When food is uneaten, it often ends up in landfills and creates methane. Reducing our food waste can contribute to the lowering of greenhouse gas emissions. In this lesson, students will use the leaves from the potato plant to create a piece of artwork using a print making process while being mindful of complementary colours. This video from [Deep Space Sparkle](#) shows the process of printing

with fall leaves, but this lesson is adapted to incorporate complementary colours and the discussion surrounding food waste using the potato leaves.

## Materials

- Computer with internet access/projector
- [Colour Theory Basics Video](#)
- [Colour Wheel Image](#)
- Art supplies
  - Liquid tempura paint
  - Gold or silver paint
  - paint palettes
  - large, wide paintbrushes
  - sponges
  - water
  - paper towel/scrap paper
  - 11x17 construction paper
- Devices with access to the internet
- Potato Leaves
- Sharpies
- Blank paper
- Handouts
  - [Avoidable Household Food Waste Infographic](#)

## Procedure

Hook:

- Watch [Colour Theory Basics Video](#), and have students take special note of complementary colours section.
- After watching, define complementary colours and then display [Colour Wheel Image](#) and have students choose which complementary colours they want to use for their artwork.
- Have them add their selected paint colours to a paint palette, along with black and white, so that they change the value of the colour by adding tints of white or shades of black, to get a variety of hues within the same colour.
- Gather rest of supplies (paper, paintbrushes, sponges, etc.) and have them set up their work space.

Body:

- Have students pick 2-4 potato leaves each; ask them to vary sizes and shapes.
  - *Do this the day before harvesting or day of harvest. If it will be a few days in between picking leaves and creating the artwork, wrap the leaves in damp paper towel, put into a plastic bag and put in the fridge, as you don't want the leaves to be crispy.*
- Explain painting steps:
  - Select a leaf and put it vein-y side up in a piece of scrap paper.
  - Use large paintbrush to brush on paint
  - Flip over onto large piece of construction paper (paint side down) and press on the scrap paper with your hand. Use your hand to add pressure and roll it over the leaf.

- Pull the leaf up carefully, examining the print. Continue making prints of the potato leaves using the different colours and hues of paint. Do not overlap the leaves.
- When there is no more space on the paper to add leaves, get sponge and dip in gold or silver paint. Blot the paint in the unused space to fill in the space. Leave a small border around the potato leaves.
- While art is drying share with students information from [www.lovefoodhatewaste.ca](http://www.lovefoodhatewaste.ca)
  - Have a discussion surrounding food waste and what this means for the environment.
  - Show [Avoidable Household Food Waste Infographic](#) and ask students if the potato leaves are unavoidable or avoidable (unavoidable), but that if potatoes are not eaten and go bad they are avoidable food waste.

#### Wrap Up:

- Have students complete the- [Are you a Waster? Quiz](#) and then create a statement to help educate others about food waste in Canada. It can be a fact or something they are going to do to help combat food waste.
- Have students write the statement in sharpie on a piece of paper and cut it out to glue to their finished potato leaf print art project.
- Display gallery style and invite other classes to walk through and learn about preventing food waste.

#### Extension Activities

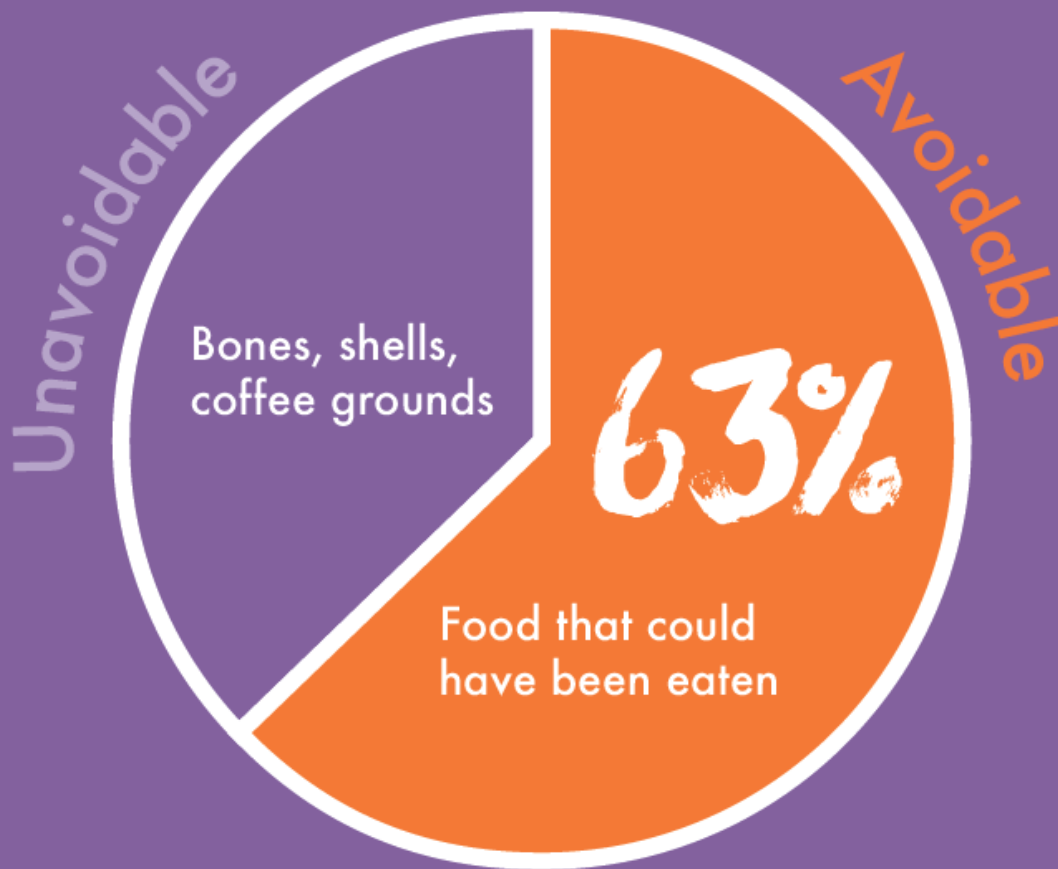
- Wasted Food and Food Recovery: <https://dairyfarmersofcanada.ca/en/teachnutrition/ab/educational-resources/junior-high/feeding-canada-wasted-food-and-food-recovery>
- Host a screening in your class to watch a documentary about food waste such as: <https://foodwastemovie.com/>

#### Credit

- Deep Space Sparkle Video: <https://www.youtube.com/watch?v=-P1-iutx4nI>
- Colour Theory Basics Video: <https://www.youtube.com/watch?v=Yel6Wqn4I78>
- Colour Wheel Image: <https://copicmarkertutorials.com/using-complementary-colors-effectively-video/>
- Avoidable Household Food Waste Infographic: <https://lovefoodhatewaste.ca/wp-content/uploads/2018/07/Avoidable-Food-Waste-Vertical-EN.png>
- Are you a Waster? Quiz: <https://foodwastemovie.com/quiz-js/>



# AVOIDABLE HOUSEHOLD FOOD WASTE



## Lesson 4: Sustainability- Sharing Food Stories

Grade and Subject	Curricular Competencies	Content Connections
Composition 10	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Recognize and appreciate the diversity within and across First Peoples societies as represented in texts</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p> <p>Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</p>	<p>strategies and processes: oral language strategies</p> <p>exploration of voice</p>
Literary Studies 10	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</p>	<p>Strategies and processes: writing processes</p>
Social Studies 10 and Explorations of Social Studies 11	<p>Curricular Competency:</p> <p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs</p> <p>Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond</p>	

Grade and Subject	Curricular Competencies	Content Connections
Composition 11	<p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p>Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Recognize and understand the diversity within and across First Peoples societies, as represented in texts</p> <p>Understand the influence of land/place in First Peoples and other Canadian texts</p> <p>Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</p>	Strategies and processes: oral language strategies
Literary Studies 11	<p>Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors</p> <p>Construct meaningful personal connections between self, text, and world</p> <p>Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</p>	Text forms and genres  Strategies and processes: oral language strategies metacognitive strategies writing strategies
Composition 12	<p>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking</p> <p>Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</p> <p>Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences</p>	Text forms and genres
English Studies 12	<p>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</p> <p>Construct meaningful personal connections between self, text, and world</p> <p>Respond to text in personal, creative, and critical ways</p> <p>Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</p>	Strategies and processes <ul style="list-style-type: none"> <li>• writing processes</li> </ul>

## Teacher Background

In order to be sustainable we need to meet the needs of our current generation without compromising the needs of future generations. Learning and studying about the past, can help us critically examine what can be done now to help meet the needs of the future. This lesson will focus on telling food stories, which are important to remember and reframe our thinking as we discuss how to care for the future.

## Materials

- Student handouts:
  - *Interview Questions*
  - *Food Stories Handout- Stó:lô Story Questions*
  - *Food Stories Handout: Writing your Family Food Story*

## Procedure

Hook:

*Before class ask one of your students if they would be willing to be interviewed by you during class. Provide them with a few questions you will ask for example: What is your favourite colour? What is your favourite food? What do you like to do in your spare time?*

- Ask your interview participant to come to the front of the class, introduce them, and ask them the questions you had discussed.
- After you have finished your interview with the student, make a list on the board of proper interview techniques (ask appropriate questions, record answers, listen carefully, be prepared, etc.).
- Tell students that they will be conducting an interview of an older family member to gather stories from their upbringing to gain a greater understanding of the past and present experiences of producing, accessing, preparing, storing, and consuming food.

Body:

- Give students a copy of *Interview Questions* and one week to interview a family member or two and bring their answers back to class to share.

Next Class:

- In small groups of 2-3 students will share a story about food that was revealed through the interview. What is their personal connection to this story?
- Share a few stories with the class.
- Explain to students that depending on your culture and heritage, you will have very different food stories; this is what makes us unique! Briefly discuss Aboriginal people and their connections to land and food. Read aloud 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 on July 30th, 2014).**

- Have students answer the questions about the story using the handout *Stó:lô Story Questions*.
- Using the criteria from handout: *Writing Your Family Food Story*, students will use the information from their interviews to write a narrative.

### **Closing**

- Have students share their narrative stories with someone else in the class/students in another class. Or have them visit a retirement home to share with residents there.
- Discuss with students how learning about the past can help us plan for the future. Ask students how they can use lessons from the past to be more sustainable.

### **Extension Activities**

- [Gathering Information about Wild and Cultivated Plants](#)
- [What’s Your Food Story Unit Plan](#)

### **Credit**

- Gathering Information about Wild and Cultivated Plants: <https://www.bcaitc.ca/resources/gathering-information-about-wild-and-cultivated-plants>
- What’s Your Food Story Unit Plan: <https://www.bcaitc.ca/resources/whats-your-food-story>

# Interview Questions Handout

Name of interviewee: \_\_\_\_\_

1. Where did you grow up? (North America, Asia, Africa, Australia, Antarctica, South America, Europe)
2. How did you get your food? (grow, gather, hunt, fish, trade, grocery store, other)
3. How was your food stored? (refrigerated, froze it, in a root cellar, salted and dried it, smoked it, canned, other)
4. What was your favourite potato recipe when you were a kid? (mashed, fried, boiled, baked, others)

Extra: What were some common holiday/festive traditions around food?

# Food Stories Handout~ Questions about the Stó:lô Nation readings

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

1. Who are the Stó:lô people?
2. When do you think this story was created?
3. How might these people view their environment?
4. What are their connections to nature?
5. What can be implied about their relationship with food?
6. Express meaning behind Stó:lô Nation quote; how it might relate to past/present traditions, and relationships with food





## Lesson 5: Wildlife and Farming- How can we work together?

Grade and Subject	Curricular Competencies	Content Connections
English Language Arts 9	<p>Think critically, creatively and reflectively to explore ideas within, between and beyond text</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p>Select and use appropriate features, forms, and genres according to audience, purpose, and message</p> <p>Transform ideas and information to create original texts</p>	Strategies and processes: reading strategies writing processes
Composition 10	<p>Respond to text in personal, creative, and critical ways</p> <p>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</p>	<p>Strategies and processes: reading strategies writing processes</p> <p>Language features, structures, and conventions: exploration of voice</p>
Literary Studies 10	<p>Apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts</p> <p>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</p> <p>Construct meaningful personal connections between self, text, and world</p> <p>Respond to text in personal, creative, and critical ways</p>	<p>Strategies and processes: reading strategies writing processes</p> <p>Language features, structures, and conventions: exploration of voice</p>
Composition 11	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking	<p>Strategies and processes</p> <ul style="list-style-type: none"> <li>• reading strategies</li> <li>• writing processes</li> </ul>
Literary Studies 11	Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking	<p>Strategies and processes</p> <ul style="list-style-type: none"> <li>• reading strategies</li> <li>• writing processes</li> </ul>

Grade and Subject	Curricular Competencies	Content Connections
	<p>Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</p> <p>Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors</p> <p>Respond to text in personal, creative, and critical ways</p>	
English Studies 12	<p>Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts</p> <p>Respond to text in personal, creative, and critical ways</p>	<p>Strategies and processes</p> <ul style="list-style-type: none"> <li>• reading strategies</li> <li>• writing processes</li> </ul>

### Teacher Background

Wildlife conservation is important to the sustainability of the planet. Since everything is dependent on one another for survival, we need to collaborate to ensure that we are keeping the air, water and ground great for everyone. Sometimes wildlife and agriculture do not coexist well together, but through environmentally sound agricultural practices, farmland and wildlife habitat can be preserved. This in turn, contributes to ecological diversity and a healthier planet. Reading Pete’s Potato Angels, and answering the corresponding questions will help students to see the relationship between wildlife and agriculture and to continue this important conversation.

### Materials

- Computer/Projector
- Pete’s Potato Angels Story
- Access to website: <https://deltafarmland.ca/>
- Writing journals/paper
- Student handouts:
  - Pete’s Potato Angels Story Response
  - Pete’s Potato Angel story (printed or accessed online)

### Procedure

#### Hook:

- Show a picture of a lesser snow goose and ask students if they know what the animal is
- Read description from the Delta Farmland and Wildlife Trust website about the lesser snow goose.

#### Body:

- Give students a copy of Pete’s Potato Angel Story Response and a digital or printed copy of Pete’s Potato Angels story and fill in the questions as they read.
- Share answers as a whole class once completed and discuss answers.

**Closing:**

- Remind students of the closing of the story, and display so they can read it: When we think there are no alternatives we must remember nature. Given an opportunity, she might offer something in exchange for our consideration.
- Have students write a paragraph about what this means, and how this impacts agriculture.

**Extension Activities**

- Watch Guardians of the Grasslands documentary, and complete activities: <https://www.bcaitc.ca/resources/guardians-grasslands>
- Learn about BC's Agriculture Land Reserve- <https://www.bcaitc.ca/index.php/resources/grow-bc-alr-story>

# Pete's Potato Angels Story Response

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

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

Instructions: As you read the story complete the vocabulary boxes and then use the comic strip to retell the story.

New Vocabulary Words			

## Pete's Potato Angels Comic Strip
