

Local Food - CTF Challenge Guide

Horizon School Division

Challenge	Local Foods	Grade	5-9
Essential Question	Why is supporting local food important?	Estimated Time	15-30 hrs.

All CTF learning outcomes should be addressed in each CTF challenge.

Challenge Description	Create a healthy menu for a restaurant that features local foods from Southern Alberta farmers and producers.
Entry Event	<p>Take students to farmers market or watch one or more of the following videos and discuss the Essential Question:</p> <p>a) Music video about the local food movement created by 3 Augustana students. Colby, Amy, and Dan are students at the U of A Augustana Campus in Camrose, and they created this song and video for a CSL project in their 1st year environmental studies course. CSL (Community Service-Learning) is a program that gives students the opportunity to apply their knowledge and talents to a project in the community as part of their course work. Their supervisor in this project was Don Ruzicka, a local farmer near Killam.</p> <p style="padding-left: 40px;">** Their goal was broad (and lofty): to compose food-related "movement music" reminiscent of the protest songs of the 60s. What these students created is a brilliant application of the liberal arts to a major social/ environmental issue of our day! Available at: https://youtu.be/dHnk8TDcIx4</p> <p>b) Planning for a Sustainable Local Food System (5 min) – This video highlights the importance of local food as it travels from the farm to the table. Available at: https://www.youtube.com/watch?v=fbTxNKvDM38</p> <p>c) Feature length films:</p> <p style="padding-left: 40px;">i. Grow! - GROW! Takes a look at the new generation of sustainable farmers through the eyes, hearts and minds of 20 passionate, idealistic and fiercely independent young growers. https://vimeo.com/27050341</p> <p>d) Digital Stories from Alberta's "Cow's and Fish": 'How do I meet a Farmer' and "Swiss Chard & Shoes" http://cowsandfish.org/photos/DigitalStories.aspx?category=beef for the consumers perspective</p> <p>e) The Canadian food system is in trouble. This short film explains what's happening to Canada's local food system and why we should all care. Watch to find out more, and join The Real Food Movement. https://www.youtube.com/watch?v=dIsEG2SFOvM</p>

Occupational Areas (Select at least two to explore)	<p>BUSINESS</p> <p><input type="checkbox"/> Computing Science <input type="checkbox"/> Financial Management <input checked="" type="checkbox"/> Management & Marketing</p> <p><input checked="" type="checkbox"/> Enterprise & Innovation <input type="checkbox"/> Information Processing <input type="checkbox"/> Networking</p> <p>COMMUNICATION</p> <p><input checked="" type="checkbox"/> Communication Technology <input checked="" type="checkbox"/> Design Studies <input type="checkbox"/> Fashion Studies</p>
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	<p>HUMAN SERVICES</p> <p><input type="checkbox"/> Community Care Services <input checked="" type="checkbox"/> Foods <input type="checkbox"/> Legal Studies</p> <p><input type="checkbox"/> Cosmetology <input type="checkbox"/> Health Care Services <input type="checkbox"/> Recreation Leadership</p> <p><input type="checkbox"/> Esthetics <input type="checkbox"/> Human & Social Services <input checked="" type="checkbox"/> Tourism</p> <p>RESOURCES</p> <p><input checked="" type="checkbox"/> Agriculture <input type="checkbox"/> Forestry <input type="checkbox"/> Wildlife</p> <p><input type="checkbox"/> Environmental Stewardship <input type="checkbox"/> Primary Resources</p> <p>TECHNOLOGY</p> <p><input type="checkbox"/> Construction <input type="checkbox"/> Fabrication <input type="checkbox"/> Mechanics</p> <p><input type="checkbox"/> Electro-Technologies <input type="checkbox"/> Logistics</p>
How the Occupational Areas Relate to the Challenge	<p>Enterprise: Creating a restaurant concept or menu as a small business owner.</p> <p>Management/marketing: Marketing the restaurant or menu items</p> <p>Communication Technology: Designing the visual aspects of the menu (layout, lettering, illustrations etc.)</p> <p>Foods: research and develop menu items and/or test recipes</p> <p>Tourism: research local foods – to promote tourism in SW Alberta</p> <p>Agriculture: feature/research farmers/producers, market gardens, livestock, manufacturers (ie. Cheese) or hunting</p>
Skills Related to the Occupational Areas	<p>Enterprise: Study the area of a restaurant business or management of a menu development project.</p> <p>Management/marketing: Learn processes associated with promotion for the sale of goods and services within a restaurant.</p> <p>Communication Technology: Discover and develop skills for relaying a message effectively using various forms of media, including animation, print, photography and audio/visual as it relates to menu design, restaurant branding etc.</p> <p>Foods: Examine the role of local food, visual appreciation, nutrition, meal planning, menu planning, economics and preparation; learn various skills in the cook trade.</p> <p>Tourism: Look at the impact of tourism in Alberta and around the world related to local food, and develop knowledge and skills required for the tourism industry.</p> <p>Agriculture: Learn the how and why of producing agriculture/horticulture products, providing related services, and supporting sustainable development and efficient use of natural resources.</p>
Safety and/or Environmental Concerns	<p>Are there any items that may be harmful to the students and the environment? Are there any special disposal or clean-up procedures?</p> <p>None Identified.</p> <p>Remember to follow your school's and/or district's safety requirements at all times.</p>
Facility Type	<p>What kind of room or facility best suits the challenge? Computer lab, kitchen lab, classroom.</p>
Equipment and/or Consumables	<p>What equipment and/or consumables are necessary?</p> <p>For example: computer, kitchen utensils and equipment, recipe cards, poster boards, electronic and printed documents, food.</p>
Interdisciplinary Learning Opportunities	<p>SUBJECTS</p> <p><input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Health and Life Skills <input type="checkbox"/> Religious Education</p> <p><input checked="" type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Sciences</p> <p><input type="checkbox"/> French Language Arts <input type="checkbox"/> Outdoor Education <input checked="" type="checkbox"/> Social Studies</p> <p><input type="checkbox"/> French Second Language <input type="checkbox"/> Physical Education</p>

Cross-curricular Competencies:

- Know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with

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others

- ☒ Think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge
- ☒ Identify and solve complex problems
- ☒ Manage information: access, interpret, evaluate, and use information effectively, efficiently, and ethically
- ☒ Innovate: create, generate, and apply new ideas or concepts
- ☒ Create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit
- ☒ Apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance
- ☒ Demonstrate good communication skills and the ability to work cooperatively with others
- ☒ Demonstrate global and cultural understanding, considering the economy and sustainable development
- ☒ Identify and apply career and life skills through personal growth and well-being

Literacy and Numeracy Learning Opportunities: Identify how the challenge supports [literacy and numeracy skills](#) in order to construct and communicate meaning.

[Draft Literacy and Numeracy Benchmarks](#) (see Appendix F)

- **Writing menu or restaurant concept plan. Communicating menu/food items clearly. Writing effective business concept.**
- **Reading and interpreting recipes. Recipe conversions and measuring. Quantity cooking and pricing. Adapting recipes for larger quantity or nutrition.**
- **Pricing or costing menu items. Cost comparisons for existing restaurants. Planning/projecting production needs.**
- **Agriculture yields, production needs and transportation distance of goods.**
- **Mapping the geographic location of farmers/producers in local area. Reading maps.**

Opportunities for Students to Reflect on their Learning: What strategies will guide students to reflect on their learning, their thinking, their experiences and the processes they used?

[Examples: individual journal, written responses, survey, fishbowl discussions, interviews, questioning, modelling of the reflection process or other activities]

Examples:

- **Students complete an interview with a local farmer or producer to determine benefits of eating local and local distribution of goods.**
- **Classroom fishbowl discussion debating the “eat local movement” after research has been completed.**
- **Students complete a journal recording where the food their family eats has travelled from by investigating labels and distribution information etc.**

Resources: Identify potentially useful resources for teaching and learning the challenge.

The following resources are not authorized but are provided as a service to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. Note: All website addresses listed for this project were confirmed as accurate at the time of publication but are subject to change.

Contact your local Health Promotion Coordinator for other resources related to healthy eating, active living and positive mental health by emailing: healthychildrenandyouth@ahs.ca

Books and Articles

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- 1) Food Matters across the province of Alberta: <http://www.foodsecurityalberta.org/node/43>
- 2) Access to Food In Alberta - Local Food Map: <http://www.foodsecurityalberta.org/local-food-connections>
- 3) Book: Real Food For a Change by Roberts/Mcrae/Brandum
- 4) Alberta Farm To School Fundraising Initiative: www.FarmtoSchoolAlberta.ca

Websites and Multimedia

- 1) Growing Food Security Alberta resource list: <http://www.foodsecurityalberta.org/node/28>
- 2) Farm Fresh Alberta: Order local map or search online for a farmer or producer in your local area: <http://albertafarmfresh.com/default.aspx>
- 3) Strive for 5 - With the help a guide developed for schools, students and staff will enjoy tasty, healthy menu items, made with such in-season, locally grown produce. Available at: <https://nshps.ca/downloads/striveforfive>

Handouts: Materials for student use.

- 1) Farm Fresh Alberta: Order local map or search online for a farmer or producer in your local area: <http://albertafarmfresh.com/default.aspx>
- 2) Alberta Health Services – School Nutrition Education Resource List:
 - a. Cooking Club Manual: <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-cooking-club.pdf>
 - b. Marketing handout: <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-marketing-healthy-choices.pdf>
 - c. Healthy Eating Starts Here Poster Set <http://www.albertahealthservices.ca/nutrition/Page2914.aspx>
- 3) Dietitians of Canada: Recipe Analyzer: http://www.eattracker.ca/recipe_analyzer.aspx
- 4) Healthy Recipes: <http://www.albertahealthservices.ca/nutrition/Page10996.aspx>
- 5) Bake it Up Healthy - Manual with Recipes: http://www.eatrightontario.ca/eatrightontario/media/ero_pdf/en/school/bake_it_up_final.pdf

*Prepare in collaboration with Horizon School Division and Alberta Health Services - Healthy Children and Youth HPC's