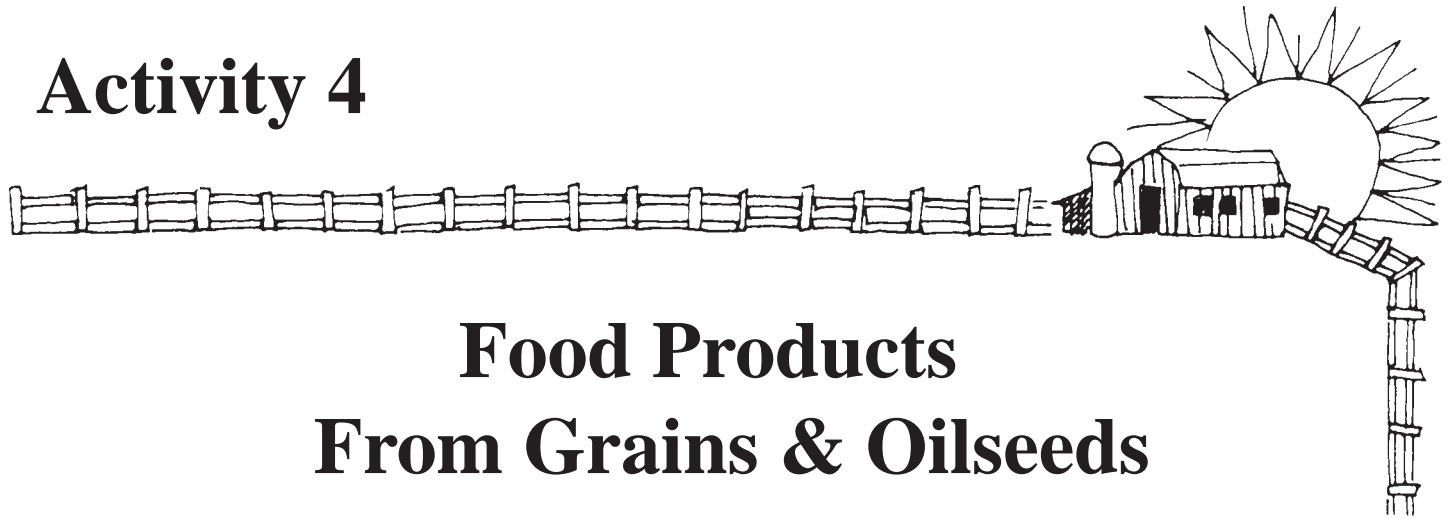


# Activity 4

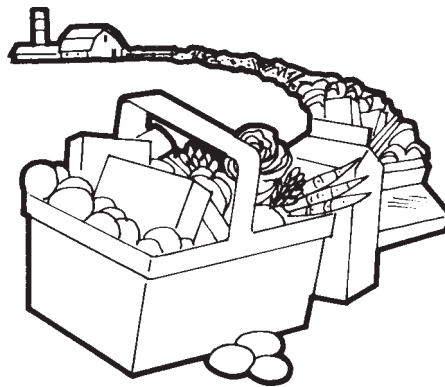


## Food Products From Grains & Oilseeds

<b>Activity:</b>	Students collect packages from food products made from our local grains and oilseeds and carry out a variety of tasks related to food processing.
<b>Curriculum Fit:</b>	<b>Language Arts - Grade 6</b> <ul style="list-style-type: none"><li>• Decipher information critically</li><li>• Use of appropriate related vocabulary</li></ul>
<b>Agriculture Concepts:</b>	Production, Processing & Marketing Systems
<b>Cognitive Level:</b>	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
<b>Materials Required:</b>	Packages from food products used daily in our homes and produced from our local grains and oilseeds Set of Task Cards [see Appendix 2]
<b>Time Required:</b>	One class period to introduce activity. Tasks to be completed as independent study projects.

# Background — For the Teacher

Students often do not realize the variety of products produced from local grains and oilseeds. By collecting labels and food packages, students are introduced to the concept of food processing. A series of task cards are offered from which students choose independent study projects.



## Procedure

### Preparation

1. Students collect food packaging and labels containing local grains or oilseeds.
2. Teacher creates appropriate Task Cards using the generic set in Appendix 2.

### Introduction

3. Using the display and collection, the students read the labels to identify the grain or oilseed contained in the product.
4. Chart the variety of foods, the grain or oilseed used and the amount of grain/oilseed in the product. (Use the attached Student Task Sheet for this purpose).

### Activity

5. The Task Card approach is explained to students and criteria are established for successful completion of the activity (e.g. each student or group will complete tasks to equal at least 20 points in total).
6. Students choose their task cards and a deadline for completion is established.

## Conclusion

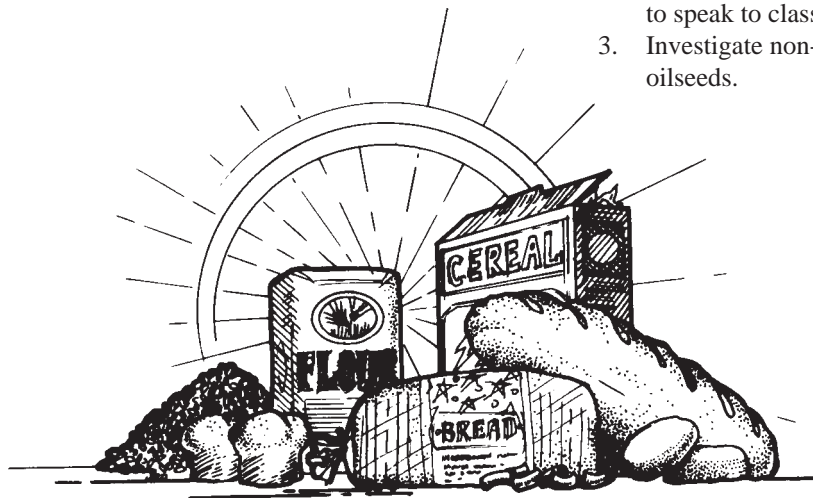
7. Many of our food products contain local grains/oilseeds; therefore, what our local farmers are producing is important to the consumer. What is the role of food processing in linking farmers with consumers?

## For Discussion

1. What grain/oilseed is most common in the foods we identified?
2. What amounts of grain/oilseed is in each of the products?
3. What meals do we usually associate with grains/oilseeds?
4. Are our perceptions correct or incorrect in relation to question #3?
5. If grains/oilseeds were no longer available could we still have a nutritious diet?

## Related Activities

1. Process some grains and use the products in recipes.  
**i.e.** flour - bread or bannock  
wheat - salad or cereal
2. Invite speaker from one of the grain/oilseed boards to speak to class.
3. Investigate non-food by-products of local grains/oilseeds.



# Student Task Sheet



SHEET ONE --

## Chart of Foods

Amount of Grain/ Oilseeds in Product (Percentage)										
Product	Grains						Oilseeds			
	Wheat	Oats	Barley	Rye	Other	Total	Canola	Sun-flower Seeds	Other	Total