

Activity 8

Field to Table

By *Elsa Watson*

Study Question:

Where does the food we consume in our urban communities originate from?

Activity:

The students will brainstorm from where and from what the food they eat originates. They will make a diorama of this place of origin, that is the farm, and will focus on the plant or animal which is the source for this food. The knowledge gained through this research will be used to role play.

Curriculum Fit:

Grade Three - Language Arts

- View a videotape, read a variety of materials.
- Use student resource sheet for note-taking.
- Write a paragraph about subject to accompany diorama.

Grade Three - Social Studies

- Urban and rural communities are interdependent.

Grade Three - Drama

- To give children the opportunity to use their researched knowledge in a role playing activity.

Agricultural Concepts:

Rural and urban communities, and the interrelation between them. Plants grown and animals raised on the farm are what puts food on our tables.

Purpose:

- To have the students recognize just how important the business of farming is to urban communities and to consumers in general.
- Rural and urban communities are interdependent.

Materials:

- Alberta Agriculture videotape: "The Story of Milk" Agdex 000-13
- OR**
- Any or all videos and information detailing specific plants or animals on the farm which are used for our everyday food.
 - Construction paper, stiff cover paper, crayons or pencil crayons, and gluesticks
 - Lots of name tags; one "Farmer" tag for every two "Consumer" tags.

Time Required:

Four class periods.

Background — For the Teacher

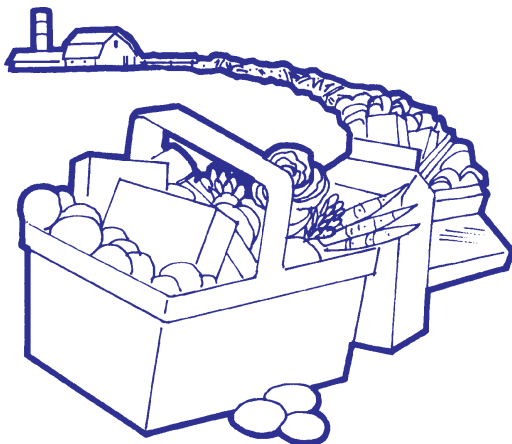
Some children may be unaware that the food we eat originates on the farm. Similarly, some children may not realize the processing steps that occur after food leaves the farm. The aim of this project is to have the children discover, through research, where the food they eat everyday comes from.

As part of the research project, the students will brainstorm and come up with as many plants, animals and/or products that originate on the farm as they can, e.g., dairy cows, beef cattle, lamb, poultry, vegetables, grains, etc.

From the information gathered, the students will write a descriptive paragraph and construct an informative diorama. Although this lesson focuses on researching the Dairy Cow, any plant, animal, etc., can be studied.

After the initial stages of research the children will be divided into groups of three. These groups will choose their own subject for research and role-play (creative expression). Everyone must complete their specific group research, paragraph and diorama before they can share their learned information with the rest of the class. Each group will present, through role play, what they have learned in researching and constructing their dioramas.

The ultimate goal of this project is to enhance the students' understanding of the extremely important relationship existing between the farmer and the urban consumer. The students will also be introduced to how the market system functions and the principles of consumerism and exchange.



Procedure

Preparation

1. Have available for the students:
 - Information on a specific topic. (For this introductory example have available the videotape, "The Story of Milk", Agdex 000-13).
 - Duplicate student response sheets (class set).
 - Two sheets of 16 cm x 25 cm stiff cover paper— enough for the class when divided into groups of three.
 - Construction paper: Cut into strips 3 cm X 20 cm for each child (to be used for descriptive paragraphs), 5 cm X 30 cm for each group (to be used for foreground), extra strips 1 cm X 25 cm (for 3-D attachments) and scraps for cutting out shapes (e.g., cows, barns, trees, clouds).
 - Glue sticks.
 - Name Tags cards: 1/3 of the class will have "Farmer" and 2/3 of the class will have "Consumer".



Introduction

2. Brainstorm with the whole class to come up with a list of the foods we eat.
3. Categorize according to food groups (Obtain copies of the most recent edition of the Canada Food Guide). Keep the categories arranged according to broad groupings of plants and animals, i.e., plants = grains, fruits, vegetables; animals = cows, pigs, sheep, chicken. From these broad topic areas have the students choose a specific plant or animal for detailed discussion (the Dairy Cow) and brainstorm on all the food (and other) products derived from this animal/plant which are brought all the way into the city and other consumers. (Dairy Cow = cheese, milk, yogurt, ice cream, certain cosmetics, etc.)

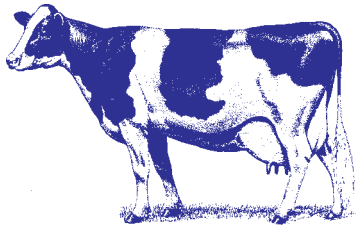
Activity

4. *Sample Subject: Dairy Cow*

The class views the video “The Story of Milk”. Hand out the response sheet.

Discuss the questions. Now look at the video to answer the questions. Answer questions with key words. Read through appropriate materials, such as AgDexes, (For the cow read Agdex 000-13) along with children. Add new information to their response sheet.

5. Divide the class into groups of three. As a group, have them choose their own topic for research from the list of plants and animals developed through brainstorming. (If you have a limited amount of resources available for them to use, have them choose a topic from your restricted list.)
6. Have them go through their own materials on their chosen topic. Help them with reading and interpreting the information if necessary. Have the group use the Task Sheets/Response Sheet again, this time to answer questions relating to their topic.
7. Using the information gleaned from the resources available to them, have the group write a paragraph about their subject, using key words and information. Have the group edit and then print the story on a 3 cm X 20 cm strip for their diorama and set it aside.



Conclusion

8. Hand out the name tag cards for 1 “Farmer” and 2 “Consumers” to each group.
9. They will role-play using the knowledge they have acquired on their topic of research to ask and answer questions about the interdependency between the urban people and the farmers, especially as it relates to the food and other products exchanged.

Discussion Questions

See the included Student Task/Response Sheet.

Evaluation Strategy

1. Mastery of research and writing techniques.
2. Creativity used in diorama construction and presentation, and role-play of the topic.

Related Activities

1. Invite an expert from each of the subject areas to give the children the opportunity to interview and ask questions that have arisen from their research.
2. Field trip to a farm. (Before field trip study the Farm Safety Unit.)
3. Share their dioramas with another class.
4. Exhibit their dioramas in the library.
5. Agriculture Visitors Day: Your “Expert Day” could coincide with a Parents' Night.

TEACHER RESOURCE

Information

Alberta Agriculture, Food and Rural Development
Ag In The Classroom Program
7000 - 113 Street
Edmonton, Alberta T6H 5T6
- Agricultural Resource Listing

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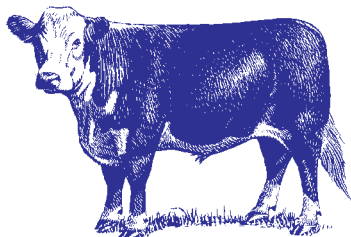
Alberta Agriculture, Food and Rural Development
Print Media Branch
7000 - 113 Street
Edmonton, Alberta T6H 5T6
- FS000-6: Wheat Production in Alberta, Rev. 1986
- FS000-13: Dairy Cattle in Alberta, Rev. 1986
- FS000-15: Sheep
- FS000-16: Poultry Production
- FS000-19: Greenhouse Production
- FS000-21: Vegetable Production

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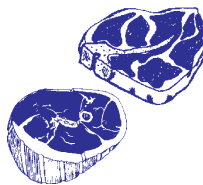
Alberta Chicken Producers' Marketing Board
Suite 101, 11826 - 100 Avenue
Edmonton, Alberta T5K 0K3
(403) 488-2125
Videos (on loan or for purchase)

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Alberta Agriculture, Food and Rural Development
Broadcast Media Branch
Film Library
Information Services Division
7000 - 113 Street
Edmonton, Alberta T6H 5T6
FAX: (403) 42702861
- 311VT: The Story of Milk
- 304VT: Beef from Pasture to Platter
- 304-2VT: The Inside Story
- 302VT: A Visit to a Rural Community Elevator
- Access SF 395-A42: Birth to Pork Chops, Swine
slides and cassettes



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Beef

Beef Information Centre
#215, 6715 - 8 Street N.E.
Calgary, AB
T2E 7H7
Phone: (403) 275-5890
Fax: (403) 274-5686

- Movie "The Sun Changers": How cattle convert grass to meat and milk.
- Various pamphlets on the nutritional value of beef and food safety issues.

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Chicken

A Canadian Success Story (7 minute)

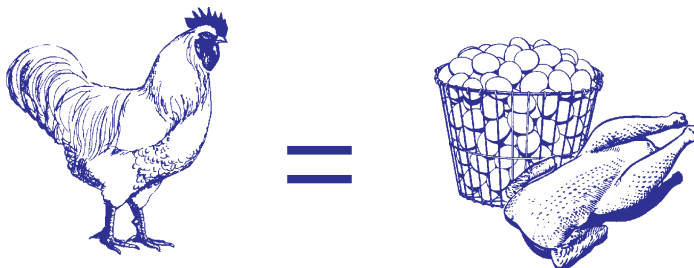
There are many resources in schools and Film Catalogues.

Task Sheet

Subject _____

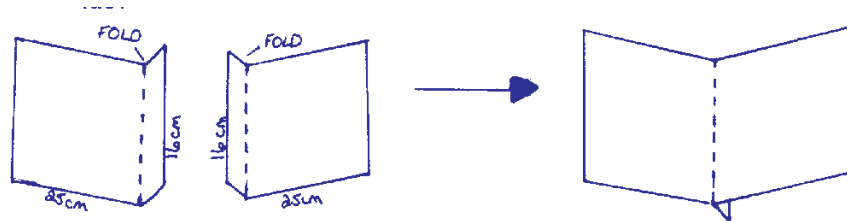
Name _____

1. What does it look like?
2. Where would you find it?
3. What does it need to grow? Nutrients? Environment?
4. How does the farmer restock this farm product?
5. Does the farmer have any difficulties with this farm product? What are they?
6. What are some of the products this farm plant/animal can be made into?
7. How are the city dweller and the farmer interdependent?
8. Why would Alberta farmers be interested in the rest of Canada or the world?

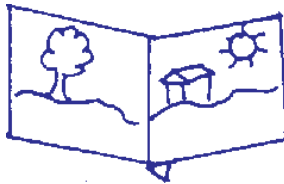


Diorama Instructions

1. Have each group construct a diorama on their chosen topic. Each group's diorama will be constructed out of 2 pieces of 16 cm x 25 cm thick cover paper. Have the students fold in each piece of cover paper 2 cm along the 16 cm side. Glue the folds together.

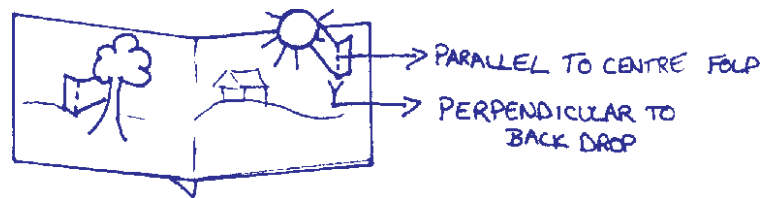


2. Have the students draw a farm scene on to this back-drop of the diorama.

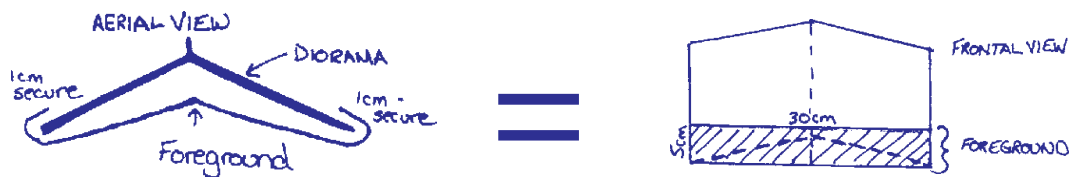


3. Three dimensional animals and buildings can be used to add more interest to the scene.

Note! To add 3-D images, attach cut-outs of objects to a strip of paper. This strip will be attached perpendicularly to the backdrop, with the folds of the attachment strip running parallel to the centre fold of the backdrop.



4. To create a foreground, attach a 5 cm x 30 cm band of construction paper to the front ends of the diorama. To do this, take the strip, fold it in half and then fold in both ends of the strip two centimetres toward the centre fold. Place this strip of paper in front of your diorama with the centre fold pointing INTO the diorama. Secure each of the strips outer folded tabs to the outer edges of the backdrop.



The foreground can be used to enhance the farm scene, but can also be used to attach the group's or individual's descriptive paragraphs.