

# Activity 6



## INTERNATIONAL SUPPER

**STUDY QUESTION:**

I know that farmers around the world produce food, but what and how does it get to my supermarket? How have I learned to like bananas when I haven't seen them grow?

**THE ACTIVITY:**

Students research the origins of the food they eat.

**CURRICULUM FIT:**

**SOCIAL STUDIES - GRADE 4**

- Topic A - Alberta: its Geography and People.

**SOCIAL STUDIES - GRADE 5**

- Topic C - Canada's Links with Other Countries.

**MAJOR CONCEPTS**

- Trade

**LESSON CONCEPT**

- Food products are one of Alberta's major trade items.
- A meal can be an international food experience.
- Food imports supply the variety in our menus.

**AGRICULTURE CONCEPTS:**

Diversity  
Production, Processing and Marketing Systems  
Economic Importance

**PURPOSE:**

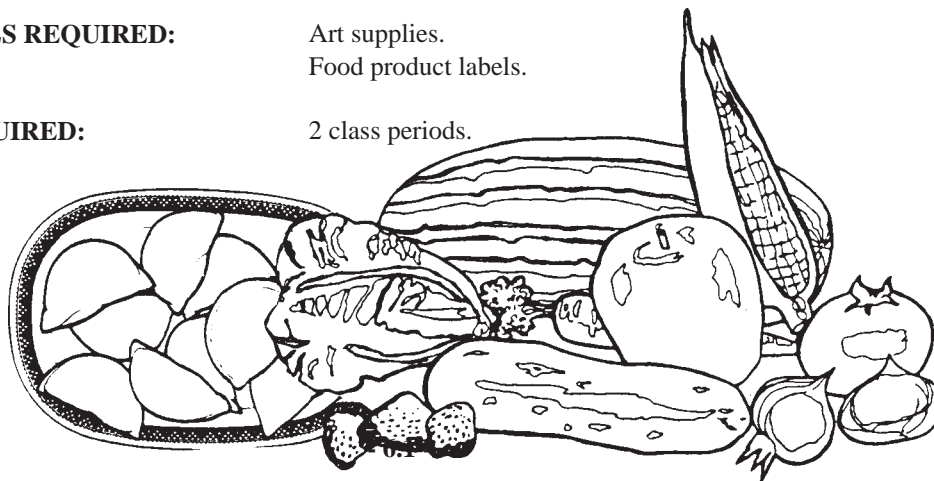
- To understand how each of us is dependent on Alberta's relations with Canada and the world.
- To improve the skills of selecting and grouping.

**MATERIALS REQUIRED:**

Art supplies.  
Food product labels.

**TIME REQUIRED:**

2 class periods.



# BACKGROUND - For the Teacher

The food we eat comes from a variety of sources. Some is raised right here in Alberta. Some comes from as far away as Australia, and South America. Food products make up a large percentage of Alberta's trade.

Food also comes to us in many different forms. Some, such as lettuce, potatoes, and other fresh vegetables, are marketed in a natural state. These require very little processing. Some food products are extensively refined and processed before we eat them. Sugar beets and canola are two good examples of crops which require extensive processing.

This lesson presents the students with the problem of finding the origin of their food. They will discover some of the food processing plants that are located in their province. Alberta's trading relationships with other food producing countries of the world are essential for us to enjoy the variety of food on our table.

## PROCEDURE

Part 1		
Introduction	1.	Introduce the class to the menu included in this lesson. What is a menu?
	2.	Explain the worksheet.
Research	3.	Have the students complete the worksheet.
	4.	As a class or in groups, develop a menu that the class would like to evaluate.
	5.	Write out the main ingredients that are included in the menu.
	6.	Have each student choose a different ingredient.
	7.	The assignment: Find the ingredient at home or in a store and make a copy of the label.
Part 2		
Evaluation	8.	As a class, use the worksheet provided as a guide to evaluate the ingredients and
list		them under their various groups.
Part 3		
Synthesis	9.	Have each child design a label for their ingredient.
Conclusion	10.	Make a large display of the Menu and a collage of the children's labels.

## FOR DISCUSSION

1. How does the season affect the number of processed and imported foods that we eat?
2. What would we eat if we were limited to all Alberta products?
3. What are the advantages of importing food?

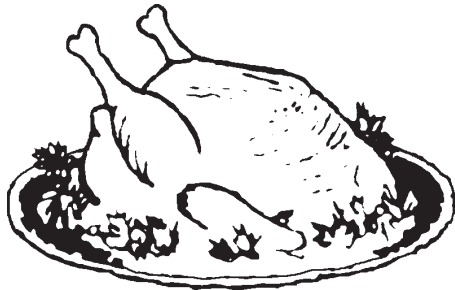
## RELATED ACTIVITIES

1. Prepare a week's menu using only Alberta products.
2. Make a large map of Alberta and show the places where food is processed.
3. Visit a food processing plant in your area.



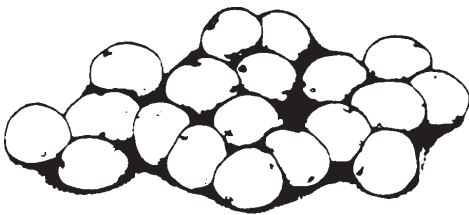
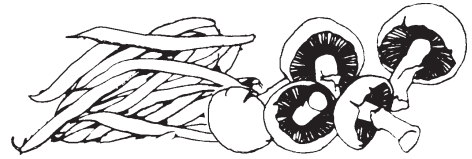
# MENU

**Fresh Vegetable Salad  
and Dressing**



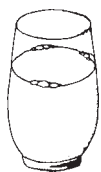
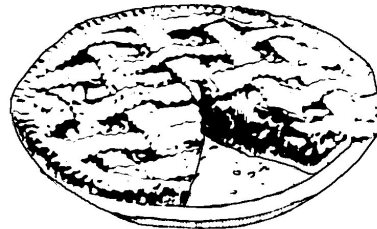
**Roast Chicken**

**Fried Green Beans  
and Mushrooms**



**Scalloped Potatoes**

**Apple Pie**



**Milk**



**Tea OR Coffee**



# Worksheet

## Product Analysis

Make a check under each of the factors which describe each of the listed ingredients. The first ingredient is done for you.

Ingredient	Alberta Product	Imported Product	Requires Limited Processing	Requires Extensive Processing	Processed in Alberta
Chicken	X		X		X
Bread Cubes					
Onion					
Celery					
Spices					
Brans					
Mushrooms					
Cream					
Flour					
Potatoes					
Margarine					
Lettuce					
Tomatoes					
Green Onions					
Canola Oil					
Vinegar					
Fresh Apples					
Sugar					
Lemon Juice					
Milk					
Coffee					