

# Activity 8



## FARMING FOR FAVORITE FOODS



**STUDY QUESTION:**

What farm products make up our favorite foods?

**THE ACTIVITY:**

Students draw farm products and make a collage.

**CURRICULUM FIT:**

**GRADE TWO - LANGUAGE ARTS**

- Follow oral directions.
- Describe events orally.

**DIVISION ONE - ART**

**AGRICULTURE CONCEPTS:** Diversity

**PURPOSE:**

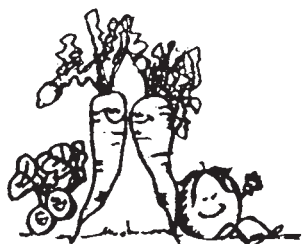
To encourage students to connect food with agriculture.

**MATERIALS REQUIRED:**

Drawing paper, crayons  
Mounting paper for collage

**TIME REQUIRED:**

Two class periods.



# BACKGROUND - For the Teacher

In this activity your students are asked to consider food in two states and to present ideas visually at two levels of complexity.

They begin with food as they eat it by choosing their favorite food. You may, if you wish, direct their choices here by asking for a favorite main course or vegetable dish or dessert or any other more focussed group of foods. In any case, your students must then find out from which crop their favorite is made.

Students begin graphically by drawing a picture of their favorite food. Then they combine individual pictures to make a collage. The collage pattern is guided somewhat by the assignment of foods to zones where their precursor crops could be grown.

By doing this activity your students should increase their verbal and graphic skills, and also strengthen their understanding of the connection between their foods and agricultural products.



## PROCEDURE

### Part 1

#### Preparation

1. Ensure that drawing, coloring and mounting materials are available for your class.
2. Divide a large sheet of paper into areas representing fields, pastures, gardens, and barns. These can be very sketchy and need not be to scale.

### Part 2

#### Introduction (Day 1)

3. Ask your students to think of their favorite food while you passout drawing paper.

### Part 3

#### Activity

4. As soon as all students have made a choice, ask them each to draw and color their favorite food.
5. By the time students have finished their drawing it will be time to start a new topic; ask them to try and find out what their favorite food is made from.

#### (Day 2)

6. Have the students tell what plant or animal produces their favorite food.
7. Show and explain to your students the collage base sheet you prepared in Step 2.

### Part 4

#### Conclusion

8. Have the students choose places where the source of their food could be raised and glue them down to form a collage.

## DISCUSSION QUESTIONS

1. If your dream farm is beside your hometown, what can be done to grow a favorite food from the tropics (e.g. bananas or pineapples)
2. How many people think that a farm growing foods like your collage could actually work? Why or why not?
3. Does anyone know a real farm operator? If so what do they grow?

## RELATED ACTIVITIES

1. Have students bring samples of their favorite foods to share with the rest of the class.
2. Write the names of a selection of foods on slips of paper. Have students choose a food by lottery and complete the drawing and collage sections.
3. Use magazine pictures of foods for the collage images.

