



CLASS 5

Where Your Food Comes From

MATERIALS NEEDED

A classroom-sized world map
A dozen sticky notes
Student Activity Handouts:
Where Your Food Comes From

CLASSROOM NARRATIVE

INTRODUCTION: Why does some of our food come from so far away? Who grows it? What are their lives and living conditions like? How can you know if the farmers who grew the food or the workers who processed it were treated fairly?

ACTIVITY: Pick two ingredients from the foods you ate yesterday that you think were grown in another country. Use the Internet, dictionaries, and encyclopedias to research where these ingredients are grown and processed. Record your findings on the Student Activity Handout. Mark where they're from on the world map.

SUMMARY: Today most people have very little information about where their food comes from. Not that long ago, people ate food that they hunted, grew, or gathered from where they lived. Now, because of trucks and airplanes, a lot of our food is shipped in from all around the world.

Write down the ingredients you researched on sticky notes—one note for where an ingredient was grown and one for where an ingredient was processed (if you can find this out). Post them on the classroom world map so we can see where a few of the foods have come from that we ate yesterday. If your ingredients were grown or processed in many different countries, just pick one for each.

Think about why some foods might grow only in certain countries, due to climate or types of soil. Also consider the differences between locally and non-locally grown foods.

CONCLUSION: Our food comes from many different places and it takes work to find out where it comes from.

NAME:

DATE:

Where Your Food Comes From, 1

1. Pick two ingredients from the foods you ate yesterday that you think might come from another country. Write down what you already know about where they came from. Look on the Internet, in a dictionary, and in encyclopedias to find out where the ingredients are grown (if you can't find out on the label). You can check out this website to find out more about where milk, corn, and beef come from: <http://www2.kenyon.edu/Projects/Farmschool/food/foodhome.htm>

FOOD	INGREDIENTS	WHERE GROWN?	WHERE PROCESSED?

2. On this world map, show where your two ingredients are grown and where they are processed (if you can find out!).



FOLLOW-UP ACTIVITIES

Make applesauce from locally grown apples. Make vegetable soup from locally grown vegetables. Make french fries using locally grown potatoes. Challenge your students and their parents to find classroom snacks made from food that is locally grown.

Have students volunteer on a farm to learn more about how their food is raised or grown and how much work it takes before ending up on their plates!

Ask students to keep a journal of the food advertisements they see after school. Ask them to describe the messages they're hearing or seeing in those ads. Ask them to talk about how these ads appear to them.