



GRADE 5

Farm to School Lesson Plan

Suggested Month: March

Topic: Local Food System - Alternative Food Systems: Community Supported Agriculture (CSA)

Monthly Essential Question: How do we know where our food comes from?

Content Areas Addressed: Global Agriculture Systems, Agriscience/Production, Business Management/Marketing, Social Studies

Standards Addressed:

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS.ELA-LITERACY.RI.5.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS.ELA-LITERACY.RI.5.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.5.1b, c, d)
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS.ELA-LITERACY.SL.5.3)

Key Terms: Community Supported Agriculture
Commercial Farm

Materials Needed: Sampling food and supplies Food System Situations Role Play Instructions

Introduction: (5 min) *Introduce essential question—"How do we know where our food comes from?" "Today we are going to talk about the journey different foods take to get to our plates (length, number of stops, etc.). Sometimes knowing the journey can be just as important as the food itself. At the end of the lesson, we'll take a few minutes to talk about what we think is important in a food's journey to our plate and about the different places some of those journeys begin."

Development: (20 min) "We are going to do an activity but before we start, let's look at the environmental, economic, and social impact we create when we make food choices. Let's make sure we all understand what each category means (See Role Play Instructions for details). We are also going to be discussing food systems. What is a food system? A food system includes all things involved in food production (how it is grown or raised, the way it is processed or packaged, and how it is sold or transported). We are going to do a little role playing to learn about the different sources of food. I need 13 students to volunteer to help out. Use the Food Systems Role Play Instructions. Further details are also included in the notes section of PowerPoints. Compare all three situations. "Which do you think is better for the farmer? Which do you think is better for the environment? Think about where your family buys most of their food. Depending on where your food comes from, is there a way to shorten the distance it has to travel? If you buy from a grocery store, maybe you could buy from a farmers market instead. When in the grocery store, look for foods with sticker that says they were produced in Wisconsin." Lets wrap up with a video that summarizes why it is good to eat local food. (https://www.youtube.com/watch?v=DhaG_Zi6izU)

Sampling & Closure: (5 min) *Review essential question. "At the beginning of this lesson we called the route a food takes "its journey". What are some ways that the journey may be different from food to food? (where it starts, number of people involved, distance between production and consumption). Let's take a few minutes to talk about some places a food's journey might start. Some food starts in commercial farm fields where it is grown, and maybe even produced for a specific purpose. Cranberries are grown and processed right here in Wisconsin. Ocean Spray and others in the cranberry industry then sell those fresh and dried cranberries to other venues. They may sell to other states and even countries. Each little cranberry's journey could be completely different depending on where it ends up, even though they all started in Wisconsin. Conduct local fruit or veggie tasting. Instruct each student to take a 'polite bite' (eat at least one bite and only say polite things). Some people feel it's important to eat foods with a short journey. These people might be involved with community supported agriculture (CSA). This is an arrangement between a person and a farmer. Before the season starts, the buyers pay a set fee for a share of the harvest. The farmer provides "share holders" with the products they grow on a set schedule. A CSA is one way to keep the journey from the farm to the table short. Can you think of other ways? (farmers market, buying items labeled 'local' at grocery stores, grow your own food). We've talked a lot about food choices. A food's journey is one more thing you might add to the list of considerations.

Food System Situations Role Play Instructions

Local Food System - Know Who Grows Your Food

- Invite the Local Food System Group (Farmer and Customer) to the front of the class to begin the role play.
- "The Local Food System represents one of the options we have for purchasing food. As customers we can buy our food directly from the people that grow and produce it by purchasing food at farmers' markets or as CSA (Community Supported Agriculture) members."
- Discuss the environmental, economic, and social considerations that we have in relation to local food. (Ask three students to give an answer, one for each category).

Environmental: Small, local farms often do not use as many pesticides and herbicides as large, commercial farms, which helps the environment. Purchasing local food also helps reduce air pollution from transportation. **Economic:** If you purchase foods from local farmers, the money goes directly to the farmer, which helps the local economy. Purchasing food from farmers in the United States helps the US economy as well.

Social: When you buy from farmers markets or farm stands, you can create a relationship with farmer who grows your food.

- Identify some of the work the farmer has done in order to prepare to sell their food, including: preparing the soil, planting, weeding, harvesting, washing, and transporting.
- Ask the Customer to give the Farmer ten dollars for the farm fresh food. (this will be a hypothetical 'pretend' transaction. No money or props will be used.)

Regional Food System — Grocer in the Middle

- Invite the Regional Food System Group (Farmer, Grocer, Customer) to the front of the class and line them up in this order to begin role play: farmer, grocer, customer.
- A regional food system is food that we buy that is grown or raised within 100 miles of our house.
- "Why are there more participants in the regional food system?"
- Discuss the environmental, economic, and social considerations for the regional food system.

Environmental: Regional foods are grown farther away than local foods. It took more miles of transportation to get the foods to our homes. When there are more vehicles traveling on the road, there are more pollutants being put into our environment.

Economic: Money is still staying close to the community but there were more people involved in this transaction. That means each person received less money.

Social: Buying foods that are grown in our region means that more of our neighbors and friends are going to have jobs. If more people have jobs, then more families are going to have enough money to have the things they need to survive such as food and shelter.

- Talk about how the money should be split. "When we get to the checkout line, our produce costs \$10. (have customer give \$10 to the grocer.) But where did the grocer get the produce from? The farmer was the one who grew the produce, so we have to give some of our money to pay the farmer. The grocer has to give \$5 to the farmer.

National Food System — Many in the Middle

- Invite the National Food System Group (Farmer, Truck Drivers, Warehouse Workers, Grocer, and Customer) to the front of the class and line up in this order to begin role play: farmer, truck driver, warehouse worker, truck driver, grocer, and customer.
- A national food system is where we buy food that is not made close to us. This food could be made in other states.
- Discuss the environmental, economic and social impacts.

Environmental: Many producers in the national food system use pesticides on their products to make the fruits and vegetables grow to be bigger. These pesticides can be harmful to our bodies as well as our environment. When pesticides get into our water supply, it can be harmful to aquatic life

Economic: There are a lot of people involved in the national food system. This means that the profit has to be shared amongst many. Commonly, those working in the large farm industry are paid less than people working on local farms.

Social: If one company grows most of the fruits and vegetables that we buy in our grocery store that means that farmers in our area are going to have a tough time to be able to compete with these large companies. Small farmers will not be able to stay in business if the large national food system continues to expand.

- Talk about how the money should be given out. Have the customer give the \$10 to the grocer. The food that we bought was made in California. That is a long way away. So, we had to have the food shipped to a warehouse. Then we had to have a couple truck drivers transport our food across the United States. Look at all the people we have to pay. The grocer has to take the \$10 and split it between all these people. Do you think each person is going to get much money? No. They will each get about \$1.40.

Conclusion:

- What food system did the farmer make the most money? Local
- What food system had the freshest food? Local
- What food system had the lowest environmental impact? Local

