



PRE-TRIP LESSON: FROM FARM TO STORE

Overview: Students explore all the steps food goes through from the sun to the farm to the grocery store.

Sauvie Island Center Field Trip Connections: Seed to Harvest, Plant Parts, Soil, Food Web

Objectives:

Students will be able to:

- Describe the steps a food goes through on its journey from the farm to the grocery store
- Identify that some foods come from nearby, while others travel from far away
- Describe some of the resources needed to grow, process, and transport food
- Identify actions they can take to reduce the environmental impact of their food

NGSS Essential Questions:

- How do humans depend on Earth’s resources?
- How do humans change the planet?

Grades: 2-5

Time: 45 minutes to 1½ hours

Location: Classroom

Materials:

- How Did That Get In My Lunchbox by Chris Butterworth (available for checkout from Portland Public Library and Oregon Agriculture in the Classroom lending library)
- White board and marker
- Printed Food Journey Skit Cards- Appendix A



Lesson Outline:

1. In the classroom, discuss what foods students might see growing on the farm during their field trip. Discuss that although these foods (and nearly all foods) come from farms, we usually buy them in stores. In this lesson, we will explore the journey our food takes to get from the farm to the grocery store.
2. Read aloud How Did That Get In My Lunchbox by Chris Butterworth. Discuss similarities and differences between the foods. Which foods traveled the furthest or had the most steps? As a class, try to recreate the food journey of another food not mentioned in the book. Write out the steps on the board.

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3. Tell students that they will now create skits to present the food journeys of other foods to the class. Split students into groups of 3-6, and give each group a Food Journey Skit Card (Appendix A). Tell each group to read through the steps on their food's journey and create a short skit to share the journey with the class. All skits should begin with the sun and end with the grocery store. After each group presents, record the food on the board, as well as the miles traveled and the number of steps each food went through.

- Once all the teams have presented, discuss: What did all the foods have in common? What did you notice that was different? Which foods traveled the furthest or least? Which foods had the most and newest steps? Which foods traveled to a factory, and which came fresh straight to the store?

- Explain that food that are processed in a factory or are shipped from far away require more resources and energy to make, using electricity and gasoline. What can we do, and what choices can we make to use fewer resources in our food systems?

- Choosing less processed food and more fresh produce
- Choosing local by shopping at local businesses and farmers markets if possible
- Choosing produce that is in-season
- Growing your own food at home or school!

4. Review that food originally comes from farms. Ask students to continue to think about all the steps their food goes through to get from the sun to them, and all the people who help along the way. Tell students that during their field trip on the farm, they will get to see (and taste!) many of these steps in action!

Extension Opportunities:

- Discuss the food journey of the class's snack or lunch that day. Or, bring in a new vegetable or fruit for everyone to taste and discuss. Write down the journey of each food in student journals.

- Instead of (or in addition to) using the prepared skit cards, have students choose a different food, research its journey, and create a new skit.

- Create posters of the food journeys of students' favorite foods, with pictures or drawings, to display in the school.

- For younger students, discuss the steps of each food journey as a group. Sing each step of the food journey to the tune of "The Farmer in the Dell," adding in the locations and creating motions for each step. Examples:

- "The strawberries grow, the strawberries grow, out on Sauvie Island, the strawberries grow"

- "The driver drives the truck, the driver drives the truck, from Idaho to Washington, the driver drives the truck"

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Next Generation Science Standard Connections:

Disciplinary Core Ideas:

Earth Space Science 3.A: Natural Resources How do humans depend on Earth's resources?

Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use resources for everything they do. (K-ESS3-1)

Earth Space Science 3.C: Human Impacts on Earth Systems How do humans change the planet?

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3, secondary to K-ESS2-2)

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

Science and Engineering Practices:

- Developing and Using Models
- Obtaining, Evaluating, and Communicating Information