Ecological Footprint; Food Miles; Sustainable Food Production

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Eco footprint; food miles; sustainable food production</th>
<th>Grade: 6,7,8,9</th>
<th>Subject: Social Studies</th>
<th>Topic: Ecology and sustainable food</th>
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</thead>
<tbody>
<tr>
<td>URL:</td>
<td><a href="http://foodmiles.saskorganic.com/sites/foodmiles.saskorganic.com/resources/MIDDLE-years-UNIT-ONE.pdf">http://foodmiles.saskorganic.com/sites/foodmiles.saskorganic.com/resources/MIDDLE-years-UNIT-ONE.pdf</a></td>
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<td>Unit: Empowering youth for change: the benefits of local, organic foods</td>
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Lesson Description

This unit is about food sustainability in our society. It discusses ideas such as a "food imprint" (how much food we eat, waste, etc). The lesson describes ways to teach how science and health are somewhat synonymous when discussing ideas like food intake and how to properly care for food growth. It requires students to research and evaluate texts based on their value.

This unit is the first of a three-unit resource that was produced by the Saskatchewan Organic Directorate (SOD) for middle year’s learners to explore the challenges and advantages of local food production, particularly that which is embedded in a holistic view of human connection to and dependence on ecological systems. These units contextualize the benefits of local, organic foods within the larger picture of sustainability principles and practices.

Within unit one there are seven lessons which introduce students to the connections between their food choices and their ecological footprints, and making healthy choices.

Lessons:

1. Ecological Footprint

Students explore what a footprint represents, what their footprint is, and begin to understand why it is so important to understand an ecologically footprint both personally and globally. The categories of foods, goods & services, shelter and mobility are key considerations.

2. Ecological Footprint

The students have calculated their footprints and are aware of how many earths would be needed to sustain their way of living. Students will creatively think about what can be done about our ecological footprints.

3. Tracing the Footprint of Our Food

This lesson focuses on the footprint of food production, packaging, transportation, and consumption. Students will explore the elements that constitute the ecological footprint for food.

4. What’s the story of imported foods?

This activity requires students to do research on a variety of fruits and vegetables, becoming more aware of the factors involved in transporting food.

5. Food Miles: Only One Part of the Picture

The food that we see in our local grocery stores has often travelled a great distance from field to table. We often see beef in our grocery stores that was raised in Saskatchewan, shipped to Alberta for processing and then shipped back to Saskatchewan for consumption. This impacts the environment and also our communities and economies because the work of processing and the income earned is done elsewhere, minimizing the economic benefits in our communities to the local transportation and retail businesses.

6. Sustainable Food Production: What’s the best choice?

This lesson encourages students to assess and compare industrial agriculture with local organic production, arrive at a tentative conclusion regarding the merits of each regarding sustainability, to corroborate their findings with additional research, and to use their findings to contribute to

Curriculum Outcomes:

Grade 6:
- RW6.1 - Resources and Wealth (SS)
- RW6.2 - Resources and Wealth (SS)

Grade 7:
- IE7.4 - Interactions Within Ecosystems (SC)
- USC 7.5 - Understanding, Skills and Confidences (H)

Grade 8:
- RW8.1 - Resources and Wealth (SS)
- RW8.2 - Resources and Wealth (SS)
- RW8.3 - Resources and Wealth (SS)
- USC 8.6 - Understanding, Skills and Confidences (H)
- AP 8.10 - Action Planning (H)
- CC8.2, CC8.3, CC8.6 - Compose and Create (ELA)

Grade 9:
- USC9.5 - Understanding, Skills and Confidences (H)
appropriate changes in their family and community lives.

7. Canada’s Food Guide: Close to Home

This lesson challenges students to research foods produced in Saskatchewan and build a healthy eating plan for three days using, as much as possible, foods from their local areas. They will then be asked to apply what they have learned to petition for a healthy food policy in their school or other institution.

**Assessment Tool:**
Provided within Lesson

**Cross-Curricular Components:**
Health, English, Science