

Edible Adventures



A Practical Guide for Planning and Connecting Schoolyard Activities, Food Field Trips, and In-school Feasts to BC Curriculum


**FARM to
SCHOOL^{BC}**


**Public Health
Association of BC**

Land Acknowledgement

As a provincial healthy eating program administered by the Public Health Association of BC (PHABC), Farm to School BC's (F2SBC) work aims to reach all parts of British Columbia. We acknowledge that 95% of BC is on unceded traditional First Nations territory. This land is home to more than 200 distinct First Nations, each with their own unique history, culture, tradition, and land stewardship practices. The main office for PHABC is located on the traditional territory of the ləkʷəŋən people, also known as the Songhees and Esquimalt Nations, whose historical relationships with the land continue to this day.

We would also like to acknowledge that while this resource offers ideas to engage with land and food in a way that can be positive for students, communities, and schools, the colonial agricultural history of Canada is based on the dispossession of Indigenous peoples from their land. As you engage in celebrations of food, community, and place with your students, we encourage you to dive deeper into the history and stewardship of the land you are on.



Thank You!

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A special thank you to the team at [Farm to School BC](#) for creating and writing this guide, for their review and support curating resources, linking curriculum connections, and offering their own regional and lived experience. Thank you to [simplelife designs](#) for making this guide beautiful. Many thanks as well to the [Young Agrarians](#) team, as well as the [PHABC](#) team for their contributions. With gratitude, we want to acknowledge the many organizations referenced throughout this document for sharing their resources and ongoing work supporting school food and food literacy. Lastly, a big thank you to the passionate educators who helped review and offer feedback on earlier iterations so this document could be a useful tool for other educators across the province.



Background

Who are Farm to School BC and the Public Health Association of BC (PHABC)?



Public Health Association of BC

The Public Health Association of BC is a voluntary, non-profit, non-government, member driven organization that provides leadership to promote health, well-being and social equity. PHABC fulfills their mission through advocacy, collaboration, education and research and do this work through the spectrum of public health practice; including prevention, promotion, protection and policy. Furthermore, PHABC champions a number of public health programs, including Farm to School BC, to fulfill its vision of a fair and healthy British Columbia for all. To learn more about the Public Health Association of BC, visit phabc.org.



Farm to School BC

Farm to School BC brings healthy, local, and sustainable food into schools across British Columbia and provides students with hands-on learning opportunities that develop food literacy, all while strengthening the local food system and enhancing school and community connectedness. Farm to School BC is a healthy eating program for K-12 students with an expanding provincial network, supporting 200+ school food and garden projects in urban, rural, remote, and Indigenous communities. To learn more about Farm to School BC, visit farmtoschoolbc.ca.





Introduction

This resource is intended to support elementary and secondary level educators looking to engage their classes and school community in hands-on food literacy opportunities: schoolyard stations, field trips, in-school feasts, and everything in between. This guide is designed to equip you with helpful planning considerations, including tips and checklists, as well as resources and activities to engage students during your event and continue the learning back in the classroom.

Offering hands-on food experiences to students is an incredible way to build community, ground and connect to the land, and expose students to local agriculture. These activities provide a chance to highlight local producers and teach skills and lessons across subjects and competencies. We hope this guide offers inspiration and manageable steps to creating a memorable (and tasty!) experience for your school community.

Curriculum Connections

The activities offered in this guide provide a variety of ways for students to develop Core Competencies, as well as grade-specific curricular competencies and content connections as outlined in the BC Curriculum. Examples of “Big Ideas” for each subject and grade listed below can provide support and inspiration on connecting activities to curriculum-based learning.

Big Ideas Examples (grade level)

Language Arts	Everyone has a unique story to share. (K-2)	Curiosity and wonder lead us to new discoveries about ourselves and the world around us. (K-3)	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (4-9)	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. (4-9)	Exploring and sharing multiple perspectives extends our thinking. (6-7)
Math	Objects have attributes that can be described, measured, and compared. (K-1)	Objects and shapes have attributes that can be described, measured, and compared. (1-2)	Development of computational fluency in addition and subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. (3-4)	Computational fluency and flexibility with numbers extend to operations with integers and decimals. (6-7)	Analyzing the validity, reliability, and representation of data enables us to compare and interpret. (9)
Social Studies	Healthy communities recognize and respect the diversity of individuals and care for the local environment. (1)	Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. (3)	Natural resources continue to shape the economy and identity of different regions of Canada. (5)	Complex global problems require international cooperation to make difficult choices for the future. (6)	Exploration, expansion, and colonization had varying consequences for different groups. (8)
Science	Plants and animals have observable features. (K)	Living things are diverse, can be grouped, and interact in their ecosystems. (3)	Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. (6)	Earth and its climate have changed over geological time. (7)	Life processes are performed at the cellular level. (8)

Big Ideas Examples (grade level)

Arts Ed	People create art to express who they are as individuals and community. (K-1)	The arts connect our experiences to the experiences of others. (3)	Engaging in creative expression and experiences expands people's sense of identity and belonging. (5)	Engaging in the arts develops people's ability to understand and express complex ideas. (7)	Creative arts experiences can build community and nurture relationships with others. (9)
Physical and Health Ed	Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. (K-1)	Our physical, emotional, and mental health are interconnected. (2-3)	Personal choices and social and environmental factors influence our health and well-being. (4-6)	We experience many changes in our lives that influence how we see ourselves and others. (7)	Advocating for the health and well-being of others connects us to our community. (8-9)
ADST	Skills can be developed through play. (K-3)	Design grows out of natural curiosity. (2)	The choice of technology and tools depends on the task. (4-5)	Complex tasks require the acquisition of additional skills. (6-8)	Complex tasks require different tools and technologies at different stages. (9)
Career Ed	Confidence develops through the process of self-discovery. (K-3)	Leadership requires listening to and respecting the ideas of others. (4-5)	Practicing respectful, ethical, and inclusive behavior prepares us for the expectations of the workplace. (6-7)	New experiences, both within and outside of school, expand our career skill set and options. (6-7)	The value of work in our lives, communities, and society can be viewed from diverse populations. (8-9)

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IN THE SCHOOLYARD

You don't always need to travel far or make intricate arrangements for meaningful, hands-on experiences with our food system. Using the resources, time, funding, and space you have already can be just as impactful as taking your students on a local field trip or hosting an elaborate school food event.

For moments when you are short on planning time or have limited resources, this planning guide also features activities that can be accomplished without leaving the schoolyard.



Tips and Tricks for making the most of schoolyard activities

If this is your first time teaching outside, check out Megan Zeni's [Ten Tips For Teaching Outside the Classroom](#) as a great place to start and build confidence.

Try to let students know the day before the activity so they can ensure to bring appropriate outdoor clothing for the season.

Set a designated area for the activity with boundaries and expectations, just as you would inside the classroom.

Consider beginning the session with a [grounding exercise](#) to get students' attention, as excitement may be high.

Allow space for emergent interests and student curiosities as they arise throughout the activities and exploration of the outdoor space.



Look for this symbol on the following pages to find activities that are suitable for the schoolyard!

Food Field Trip Activities:

Elementary
[Pages 15-19](#)

Secondary
[Pages 20-22](#)

In-school Feasts:

Elementary
[Pages 28-31](#)

Secondary
[Pages 32-34](#)



FOOD FIELD TRIPS

Planning Overview

Food field trips provide students with hands-on learning experiences that deepen their understanding of where food comes from, how it is produced, and who their local food producers are. By engaging directly with producers, plants, and animals, students can gain insight into food security and sovereignty, agriculture, and ecology. Additionally, they can get a first-hand look at the social, livelihood, and career considerations of food production. Food field trips bridge classroom learning with real-world applications, empowering students to make informed choices about food and sustainability while also playing a part in ensuring the future of food security in BC.



Timeline

**Adapt as needed for food field trips at different times of the year*

Item	Timeline	Notes
Secure funding for field trip	January–March	If needed, apply for grants, discuss with PAC, school admin, or consider fundraising.
Research field trip locations	January	Research local farms that offer educational visits, NGOs, community gardens, university farm programs, First Nations educational sites and programs, locally relevant traditional harvesting sites, fish hatcheries, etc.
Confirm administrative approval and budget	January/February	Confirm trip objectives and budget; propose to supervisor, principal, or district.
Reach out to on-site hosts	March or earlier	Propose visit and learn about field trip site, set date and time, consider logistics of bus, bathrooms, learning ideas, and safety; discuss budget (outlined in Appendix A: Pre-trip Organizing and Communication Checklist).
Reserve bus	March	Book the bus for the field trip. Consider sharing a bus with another class to reduce costs.
Plan a preliminary visit to the field trip site	April	If needed, meet with producer or host on-site; get an idea of what they offer and consider the logistics needed. Confirm day-of activities (materials, budget). A phone call or virtual meeting could also work to confirm details.
Obtain necessary forms and documents	April	Trip information to parents/guardians, photo consent forms, medical forms, insurance, permission slips, waivers and any additional forms needed.
Confirm volunteers and chaperones	April	Confirm volunteers and chaperones for tallied student numbers (e.g., parents, NGO partner, farm staff).
Pre-trip preparations	Early–Mid May	Send reminders and packing lists, confirm details and weather with the site host, prepare instructional materials, determine how many stations and groups will be needed.
Host food field trip	May–June	See <i>Day Of Sample Schedule</i> on page 14 and <i>Station Activities</i> on page 15 .
Reflection and thank you	May – June	Reflection activities with students; send thank you card(s) to site hosts (from students!).
Budget follow-up and evaluation	May–June	Ensure honorariums are sent out, transportation paid, volunteer hours accounted for; follow up with administrators on trip evaluation.



Pre-trip: Things to Consider

Use the *Pre-trip: Organizing and Communications Checklist* in [Appendix A](#) to guide your planning and communications with the food field trip site host.

- ✓ When you are planning the field trip, be mindful of the time and capacity of site hosts and food producers, as farm and food visits often coincide with producers' busiest seasons in the spring and fall.
- ✓ If the field trip site does not have a set field trip fee, be sure to offer an honorarium to recognize their time and effort.
- ✓ Strong communication with the site host in the weeks leading up to the visit is essential—discuss safety protocols, necessary clothing and equipment, liability considerations, and logistical details like parking, scheduling, and budget. Use the Pre-trip Organizing and Communication Checklist in [Appendix A](#) as a guide.
- ✓ Look for ways to extend the learning beyond the field trip, such as bringing back foods to prepare in the classroom or connecting with community partners for ongoing engagement.
- ✓ If the field trip site does not already have a practice of incorporating local and Indigenous land history, consider incorporating a land acknowledgment, such as those found in the [Learning from the Land Toolkit](#), to recognize the Indigenous lands being visited and the traditional knowledge that informs food systems.

Student Groups:

- ✓ Depending on the size of each class, breaking out into subgroups of 5–8 students will allow for deeper engagement at each educational activity or station.
- ✓ Keep in mind that as more students are separated into subgroups, more chaperones and on-site educators will be needed.
- ✓ Before the field trip, determine:
 - How many stations to prepare
 - The size and number of subgroups
 - The number of chaperones needed

Chaperones:

Parent volunteers—especially those involved in school garden initiatives—and volunteers from local organizations can help facilitate activities. To create a celebratory and community-driven experience, consider inviting local partners, school district representatives and/or parents. Check your school or district requirements around volunteers completing Criminal Record Checks to have on file well ahead of time.

You can use the checklist in [Appendix A](#) to prompt your pre-trip organizing and considerations to confirm with site hosts.



On the Day: Things to Consider

Before you leave school:

- ✓ **Confirm bus schedule:** The day before or early on the day of the event, call the bus driver and confirm the schedule, route, and parking. Confirm a point person for communication with the bus driver throughout the day if needed.
- ✓ **Confirm materials:** Confirm that students have all of the materials they need for the day, especially any medications, proper clothing, etc. Ensure that a first aid kit and a list of emergency contacts go with each group, along with any educational or station materials required (markers, posters, etc).
- ✓ **Collect last-minute materials:** Collect any last-minute pre-trip learning activities, parent permission slips, and photo consent forms.
- ✓ **Split up the class:** Divide the class into subgroups that will move through the activity stations on-site. Ideally no more than 5-8 students per group. Name the groups by a vegetable in advance to make things flow more smoothly, once on site.

Arriving at the field trip site:

- ✓ **Logistics:** Establish safety protocols and rules, a call/whistle system for communication, and review the agenda for the visit. Establish a meeting location for the end of the visit to return to the bus together.
- ✓ **Welcome Circle:** In collaboration with the on-site host, welcome students onto the farm for the day. This could include an introduction circle with the students, [territory acknowledgement](#), and/or the history of the site or organization. Ask the site host if they have a tradition for welcoming people onto the land. Consider including a [grounding exercise](#) to help students get settled.
- ✓ **Tour:** Point out washrooms, water sources, any safety hazards or boundary lines, and safe areas for students to step away if they need space.

Activities and stations:

- ✓ **Stations:** Groups will rotate around the site with their chaperone from station to station. Have a timekeeper who will blow a whistle when the groups are to move. This is a great time for photos!
- ✓ **Closing:** Meet back at a central meeting point once all students have rotated through the stations and the visit is complete. Consider having a closing exercise with the site hosts, such as each student sharing one thing they learned.



On the Day: sample Schedule

To facilitate a smooth day, consider creating a schedule to ensure responsibilities are clear and the day runs on time. Below is a sample schedule. See [Appendix B](#) for a blank template to complete your own.

Time/Duration	Activity	Details
9:10am – 9:20am (10 mins)	In-class pre-trip meeting	Gather students at school, pre-trip overview, arrange into groups, answer any questions, ensure students have all their personal supplies (water bottles, jackets, etc.)
9:30am	Load bus at school	Complete head count and ensure you have all materials and supplies
9:40am – 10:00am (20 mins)	Drive to farm or food production location	
10:00am – 10:20am (20 mins)	Welcome Circle and ground rules	Overview of rules, schedule, introductions, welcome circle, and territory acknowledgement
10:20am – 10:35am (15 mins)	Snack break	
10:35am – 10:50am (15 mins)	Stations (round 1)	Have small groups rotate through stations
10:50am – 11:05am (15 mins)	Stations (round 2)	Have small groups rotate through stations
11:05am – 11:20am (15 mins)	Stations (round 3)	Have small groups rotate through stations
11:20am – 12:00pm (40 mins)	Tour	Food producer to lead tour of farm/ food production site
12:00pm – 12:20pm (20mins)	Lunch break	
12:20pm – 12:45pm (25 mins)	Stations (round 4) or group activity	Complete another station or do an activity as a group
12:45pm – 1:15pm (30 mins)	Reflections and closing circle	Come together to share reflections from the day and close out the field trip visit.
1:15pm	Load bus at site	Complete head count and ensure you have all materials and supplies
1:15pm – 1:35pm (20 mins)	Drive back to school	
1:35pm – 2:00pm (25 mins)	Debrief and Thank you notes	Debrief the day and have students write thank you notes to the producer and chaperones





On the Day: Educational Activities and Station Ideas

Remember that educational activities and stations will be site-dependent – they will vary based on the type of site, production type and practices, season, and size of the property. Communicate with your site host in advance of the event to determine which activities will best suit their context. If you are working with a site or organization that often hosts educational groups, they may already have a list of activities they like to use. Ensure that site hosts, chaperones, and educators are clear on their roles and responsibilities for each activity.







Tips and Tricks

- Stations of no more than 15–20 minutes are ideal to keep the students' attention.
- Designate someone to manage the time and flow of the students.
- Ensure each station is tended to by one adult at minimum, and that they stay at that station to ensure consistency.
- Aim for 5–8 students per station.

ELEMENTARY		
Activity / Station	Curricular Competencies	Content
Seed Bombs Activity from Hands on Food that teaches about pollination through making wildflower seed bombs with clay.  	Science: <ul style="list-style-type: none"> • Experience and interpret the local environment (Gr.K–7) • Express and reflect on personal experiences of place (Gr.K–7) • Identify First Peoples perspectives and knowledge as sources of information (Gr.3–6) First Peoples' Principles: <ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Social Studies: <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Gr.K–7) • Explain the significance of personal or local events, objects, people, or places (significance) (Gr.K–3) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) (Gr.K–3) • Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) (Gr.K–1) 	Science: <ul style="list-style-type: none"> • Basic needs of plants and animals; adaptations of local plants and animals; local First Peoples uses of plants and animals; seasonal changes; First Peoples knowledge of seasonal changes (Gr.K) • Biodiversity in the local environment; the knowledge of local First Peoples of ecosystems (Gr.3) • Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5) Social Studies: <ul style="list-style-type: none"> • People, places, and events in the local community, and in local First Peoples communities (Gr.K) • Characteristics of the local community that provide organization and meet the needs of the community (Gr.1) • How people's needs and wants are met in communities (Gr.2) • Relationships between a community and its environment (Gr.1–3)





ELEMENTARY		
Activity / Station	Curricular Competencies	Content
<p>Seed Saving</p> <p>Lesson plan with activities from Farm to School BC about the importance of seed saving and how to practice saving seeds from garden produce.</p> <p>See: "Dry-Seeded Crops" p. 8 and "Wet-Seeded Crops" p. 14</p> <p>Short-form lesson plans from FarmFolk CityFolk on how to save wet (tomatoes and cucumbers) and dry (kale and arugula) seeds.</p>   	<p>Science:</p> <ul style="list-style-type: none"> • Experience and interpret the local environment (Gr.6-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6) • Discuss observations (Gr.K); compare them (Gr.1); make and record observations (Gr. 2-7) 	<p>Science:</p> <ul style="list-style-type: none"> • Basic needs of plants and animals; adaptations of local plants and animals; local First Peoples uses of plants and animals; seasonal changes; First Peoples knowledge of seasonal changes (Gr.K) • Survival needs; natural selection (Gr.7)
<p>Berry Picking and Painting</p> <p>Resource guide from the First Nations Education Steering Committee (FNESC), section teaches about picking berries and painting with them.</p> <p>See: "Berry Picking" p. 85-87</p> 	<p>Arts:</p> <ul style="list-style-type: none"> • Experience, document and share creative works in a variety of ways (Gr.K-3) • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Gr.K-7) • Apply learned skills, understandings and processes in new contexts (Gr.3) • Reflect on creative processes and make connections to other experiences (Gr.4-5) <p>Science:</p> <ul style="list-style-type: none"> • Experience and interpret the local environment (Gr.K-7) • Express and reflect on personal experiences of place (Gr.K-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6) • Identify First Peoples perspectives and knowledge as sources of information (Gr.3-6) <p>First Peoples' Principles:</p> <ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). • Learning involves patience and time. 	<p>Arts:</p> <ul style="list-style-type: none"> • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment (Gr.K-7) • Symbolism as expressions of meaning (Gr.K-3); Symbolism and metaphor to explore ideas and perspective (Gr.4-7) <p>Science:</p> <ul style="list-style-type: none"> • Basic needs of plants and animals; adaptations of local plants and animals; local First Peoples uses of plants and animals; seasonal changes; First Peoples knowledge of seasonal changes (Gr.K) • Local First Peoples knowledge of the local landscape, plants and animals (Gr.1) • Biodiversity in the local environment; the knowledge of local First Peoples of ecosystems (Gr.3) • Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5)





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Activity / Station	Curricular Competencies	Content
<p>Nature Scavenger Hunts</p> <p>*Option 1: Bring an egg carton for each student, or one for each small group of students. Have a volunteer or chaperone walk around the site upon arrival and put an item in each of the egg carton compartments. Have students complete the scavenger hunt by finding the same items around the site to fill their own egg cartons.</p> <p>*Option 2: Assign a category, i.e., 'something fluffy or something blue', to each egg carton compartment or on a scavenger hunt list to put in their container.</p> <p>*Option 3: Have a group work together to locate a list of items (without collecting), and draw/colour a picture of the items when they are located to complete their scavenger hunt.</p> <p> <i>*Ensure you have the site host's approval and permission before selecting items for the scavenger hunt to collect.</i></p>	<p>Math:</p> <ul style="list-style-type: none"> Estimate reasonably (Gr.K-7) Model mathematics in contextualized experiences (Gr.K-7) Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving (Gr.K-7) Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures (Gr.K-7) <p>Arts:</p> <ul style="list-style-type: none"> Experience, document and share creative works in a variety of ways (Gr.K-3) Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Gr.K-7) Apply learned skills, understandings and processes in new contexts (Gr.3) Reflect on creative processes and make connections to other experiences (Gr.4-5) <p>Science:</p> <ul style="list-style-type: none"> Experience and interpret the local environment (Gr.K-7) Express and reflect on personal experiences of place (Gr.K-7) Make exploratory observations using their senses (Gr.K) Observe objects and events in familiar contexts (Gr.K-6) 	<p>Math:</p> <ul style="list-style-type: none"> Fractions (Gr.3-7) <p>Arts:</p> <ul style="list-style-type: none"> Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment (Gr.K-7) Symbolism as expressions of meaning (Gr.K-3); Symbolism and metaphor to explore ideas and perspective (Gr.4-7) <p>Science:</p> <ul style="list-style-type: none"> Sensing and responding: humans, other animals, plants; biomes (Gr.4) Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5)
<p>Dirt Detectives</p> <p>Activity from PBS Kids – Sid the Science Kid on investigating, observing, and describing samples of soil(s).</p> 	<p>Science:</p> <ul style="list-style-type: none"> Experience and interpret the local environment (Gr.K-7) Express and reflect on personal experiences of place (Gr.K-7) Make exploratory observations using their senses (Gr.K) Observe objects and events in familiar contexts (Gr.K-6) Discuss observations (Gr.K); compare them (Gr.1); make and record observations (Gr.2-7) Identify a question to answer or problem to solve through scientific inquiry (Gr.3-7) Make predictions based on prior knowledge (Gr.3-4) 	<p>Science:</p> <ul style="list-style-type: none"> Sensing and responding: humans, other animals, plants; biomes (Gr.4) Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5) Effects of balanced and unbalanced forces in daily physical activities (Gr.6) Survival needs; natural selection (Gr.7)



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Activity / Station	Curricular Competencies	Content
General Tour Take a group on a tour of the site and other areas that are not part of the stations. Use this to tell the story of the producer and/or regional food system. Students can discuss, draw, or write about their favourite part or something new they learned at the site or back in the classroom.	English Language Arts: <ul style="list-style-type: none"> Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (Gr.K-3) Physical Health Education: <ul style="list-style-type: none"> Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) Science: <ul style="list-style-type: none"> Experience and interpret the local environment (Gr.K-7) Express and reflect on personal experiences of place (Gr.K-7) Make exploratory observations using their senses (Gr.K) Observe objects and events in familiar contexts (Gr.K-6) 	English Language Arts: <ul style="list-style-type: none"> Strategies and processes: oral language strategies (Gr.K-7) Language features, structures, and conventions: features of oral language (Gr.2-7) Physical Health Education: <ul style="list-style-type: none"> Hazards and potentially unsafe situations (Gr.K-1); strategies and skills to use in potentially hazardous, unsafe, or abusive situations (Gr.2-4); strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings (Gr.5-7) Science: <ul style="list-style-type: none"> Sensing and responding: humans, other animals, plants; biomes (Gr.4) Local types of earth materials; First Peoples concepts of interconnectedness in the environment (Gr.5)
Planting Seeds or Transplanting Seedlings In-ground/seedlings – Use larger seeds and have students plant a section that has been agreed upon with the producer. Teach about the spacing and timing of the crops.	Math: <ul style="list-style-type: none"> Estimate reasonably (Gr.K-7) Model mathematics in contextualized experiences (Gr.K-7) Physical Health Education: <ul style="list-style-type: none"> Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) Participate daily in physical activity at moderate to vigorous intensity levels (Gr.K-7) Career Education: <ul style="list-style-type: none"> Work respectfully and constructively with others to achieve common goals (Gr.K-3) Demonstrate effective work habits and organizational skills appropriate to their level of development (Gr.K-3) Make connections between effective work habits and success (Gr.4-5) Demonstrate safe behaviours in a variety of environments (Gr.4-5) Demonstrate leadership skills through collaborative activities (Gr.6-7) 	Math: <ul style="list-style-type: none"> Fractions (Gr.3-8) Multiplication and division (Gr.3-7) Measurement (Gr.3-7) Time (Gr.3-5) Percentages (Gr.8) Surface area and volume (Gr.8) Numerical proportional reasoning (Gr.8-9) Career Education: <ul style="list-style-type: none"> Emergent leadership skills (Gr.4-5) Safety hazards and rules at school, at home, and in the community (Gr.4-5)



ELEMENTARY

Activity / Station	Curricular Competencies	Content
<p>Feeding Animals (if applicable and approved by producer)</p> <p>Feed animals on a farm and have the host discuss how digestion works for different animal species.</p>	<p>Science:</p> <ul style="list-style-type: none"> • Experience and interpret the local environment (Gr.K-7) • Express and reflect on personal experiences of place (Gr.K-7) • Make exploratory observations using their senses (Gr.K) • Observe objects and events in familiar contexts (Gr.K-6) 	<p>Science:</p> <ul style="list-style-type: none"> • Basic needs of plants and animals; adaptations of local plants and animals; local First Peoples uses of plants and animals; seasonal changes; First Peoples knowledge of seasonal changes (Gr.K) • Sensing and responding: humans, other animals, plants; biomes (Gr.4) • Survival needs; natural selection (Gr.7) <p>Physical Health Education:</p> <ul style="list-style-type: none"> • Relationships between food, hydration, and health (Gr.K-2) • Practices that promote health and well-being (Gr.K-7) • Nutrition and hydration choices to support different activities and overall health (Gr.3)
<p>Tool Tour</p> <p>Safely tour tools and machinery used on a farm or a food processing site.</p>	<p>Physical Health Education:</p> <ul style="list-style-type: none"> • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) <p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Explore the use of simple, available tools and technologies to extend their capabilities (Gr.K-5) • Select and learn about appropriate tools and technologies to complete a task (Gr.6-7) <p>Career Education:</p> <ul style="list-style-type: none"> • Recognize the basic skills required in a variety of jobs in the community (Gr.K-3) • Identify and appreciate their personal attributes, skills, interests, and accomplishments, and their growth over time (Gr.K-5) • Question self and others about the role of technology in the changing workplace (Gr.4-5) • Appreciate the influence of peer relationships, family, and community on personal choices and goals (Gr.4-5) • Demonstrate safe behaviours in a variety of environments (Gr.4-7) 	<p>Physical Health Education:</p> <ul style="list-style-type: none"> • Hazards and potentially unsafe situations (Gr.K-1) • Strategies and skills to use in potentially hazardous, unsafe, or abusive situations (Gr.2-4) • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings (Gr.5-7) <p>Career Education:</p> <ul style="list-style-type: none"> • Goal-setting strategies (Gr.K-7) • Risk-taking and its role in self-exploration (Gr.K-3) • Problem-solving and decision-making strategies (Gr.4-7) • Jobs in the local community (Gr.K-3) • Safety hazards and rules at school, at home, and in the community (Gr.4-5) • Cultural and social awareness (Gr.K-7) • Factors affecting types of jobs in the community (Gr.6-7) • Technology in learning and working (Gr.6-7)



SECONDARY		
Activity / Station	Curricular Competencies	Content
Soil Moisture Trial Have site host share knowledge on ideal soil conditions for agriculture. Compare drainage in a few different soil samples from the site to illustrate variation; connect to farm sustainability.	Science: <ul style="list-style-type: none"> Identify a question to answer or problem to solve through scientific inquiry (Gr.8-9) Make predictions about the findings of their inquiry (Gr.8-9) Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Gr.8-9) 	Science: <ul style="list-style-type: none"> Characteristics of life; photosynthesis and cellular respiration; the relationship of micro-organisms with living things (Gr.8) Sustainability of systems; First Peoples knowledge of interconnectedness and sustainability (Gr.9)
<u>A Deeper Understanding of the Plants that Make our Food: Genetics, Phenotypes and Genotypes</u> Short-form lesson plan and slides from FarmFolk CityFolk on the basics of plant genetics.  	Science: <ul style="list-style-type: none"> Identify a question to answer or problem to solve through scientific inquiry (Gr.8-9) Make predictions about the findings of their inquiry (Gr.8-9) 	Science: <ul style="list-style-type: none"> Characteristics of life; photosynthesis and cellular respiration; the relationship of micro-organisms with living things (Gr.8) Sustainability of systems; First Peoples knowledge of interconnectedness and sustainability (Gr.9)
General Tour Take a group on a tour of the site and other areas that are not part of the stations. Use this to tell the story of the farmer. Students can discuss or write about their favourite part or something new they learned at the site or back in the classroom.	English Language Arts: <ul style="list-style-type: none"> Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Gr.8-9) 	English Language Arts: <ul style="list-style-type: none"> Story/text: forms, functions, and genres of text (Gr.8-9) Strategies and processes: oral language strategies (Gr.8-9) Language features, structures, and conventions: features of oral language (Gr.8-9)



SECONDARY

Activity / Station	Curricular Competencies	Content
Planting Seeds In ground/seedlings – have students plant a section that has been agreed upon with the producer. Teach about the spacing and timing of the crops.	Physical Health Education: <ul style="list-style-type: none"> • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.8-9) • Participate daily in physical activity designed to enhance and maintain health components of fitness (Gr.8-9) Career Education: <ul style="list-style-type: none"> • Demonstrate respect, collaboration, and inclusivity in working with others to solve problems (Gr.8-9) • Demonstrate safety skills and appreciate the importance of workplace safety (Gr.8-9) 	Physical Health Education: <ul style="list-style-type: none"> • Movement concepts and strategies (Gr.8-9) • Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines (Gr.8-9) Career Education: <ul style="list-style-type: none"> • Recognize the influence of curriculum choices and co-curricular activities on career paths (Gr.8-9) • Workplace safety (Gr.8-9) Science: <ul style="list-style-type: none"> • Characteristics of life; photosynthesis and cellular respiration; the relationship of micro-organisms with living things (Gr.8)
Transplanting Seedlings If seedlings are available, have students transplant them into the ground.	Physical Health Education: <ul style="list-style-type: none"> • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.8-9) • Participate daily in physical activity designed to enhance and maintain health components of fitness (Gr.8-9) Career Education: <ul style="list-style-type: none"> • Demonstrate respect, collaboration, and inclusivity in working with others to solve problems (Gr.8-9) • Demonstrate safety skills and appreciate the importance of workplace safety (Gr.8-9) 	Physical Health Education: <ul style="list-style-type: none"> • Movement concepts and strategies (Gr.8-9) • Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines (Gr.8-9) Career Education: <ul style="list-style-type: none"> • Recognize the influence of curriculum choices and co-curricular activities on career paths (Gr.8-9) • Workplace safety (Gr.8-9) Science: <ul style="list-style-type: none"> • Characteristics of life; photosynthesis and cellular respiration; the relationship of micro-organisms with living things (Gr.8)



SECONDARY

Activity / Station	Curricular Competencies	Content
Other Farm Chores/Activities Weeding, broad forking/bed prep, harvesting, compost turning (arrange with the food producer in advance).	Physical Health Education: <ul style="list-style-type: none">• Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.8-9)• Participate daily in physical activity designed to enhance and maintain health components of fitness (Gr.8-9) Career Education: <ul style="list-style-type: none">• Demonstrate respect, collaboration, and inclusivity in working with others to solve problems (Gr.8-9)• Demonstrate safety skills and appreciate the importance of workplace safety (Gr.8-9)	Physical Health Education: <ul style="list-style-type: none">• Movement concepts and strategies (Gr.8-9)• Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines (Gr.8-9) Career Education: <ul style="list-style-type: none">• Recognize the influence of curriculum choices and co-curricular activities on career paths (Gr.8-9)• Workplace safety (Gr.8-9)

Additional Resources:

1. **Teach Food First:** [Traditional First Nations Foods Lesson Plans](#)
2. **FarmFolk CityFolk:** [13 Bite-Sized Lesson Plans all about Seed Saving](#)
3. **Hands on Food:** [Educator Resources on Preserving Fruits and Vegetables](#)
4. **Farm to School BC:** [Learning From the Land Toolkit – Engagement with Indigenous Plants and Pedagogy](#)
5. **HCTF:** [Educator's Guide to Outdoor Classrooms](#)
6. **BC Agriculture in the Classroom:** [BC Careers in Agriculture](#)
7. **Agriculture in the Classroom Canada:** [Educator Resource Library](#)
8. **BC Dairy:** [Lesson Plans Library](#)



IN-SCHOOL FEASTS

Planning Overview and Timeline

Coming together around food is not only an incredibly rich learning opportunity for students, but also an amazing way to build empowerment, ownership, celebration, and excitement around food. Having students prepare and enjoy food together also offers opportunities for cultural learning and strengthening connections to each other, the community, and the regional food system.

The resources in this section are meant to be adaptable to a variety of group sizes, time allowances, and desired outcomes for the feast. We encourage you to be creative with the design of your feast and incorporate shared meals and food celebrations in whatever way works for you and your students. It could be as simple as making baked potato wedges from potatoes grown in the school garden and eating them together in the classroom, or as involved as having students plan, cook, and serve an autumn harvest meal for the entire school, complete with local produce, community guests, presentations, and activity stations.

There are a myriad of ways to involve students through the entire process of planning and hosting an in-school feast, including brainstorming, menu creation, sourcing ingredients, preparing food, serving, enjoying, and celebrating – all of which can have clear and thoughtful connections to curriculum.

Each in-school feast will vary greatly from one school to the next, based on student population, budget, available foods, student engagement, admin and community support. This section offers guidelines and considerations rather than a structured plan for an in-school feast, as the beauty of these gatherings is that they can be highly personalized to each

school or class. We invite you to use the following information as a guide, but encourage you to build and draw on relationships within the community to create a gathering unique to your school! Don't forget to take notes throughout the process so the event can be replicated or built upon in years to come.

Timeline

**Adapt as needed for food celebrations at different times of the year*

Item	Timeline	Notes
Secure funding for in-school feast	January – March	If needed, apply for grants, discuss with PAC*, school admin, or consider fundraising. <i>*The sooner, the better for funding requests – if you know at the start of the school year you would like to host a school food celebration, consider approaching the PAC to ask them to include a specific budget line for school feasts.</i>
Begin planning for produce in school garden to include in feast (if applicable)	January	Consider any produce that could be planted in the school garden to be ready to harvest for the in-school feast.
Confirm administrative approval and budget	January – February	Confirm in-school feast objectives and budget; propose to supervisor, principal, or district.
Set a date and establish participant number	March	Choose the date for your in-school feast and establish how many students will be participating.
Confirm volunteers and responsibilities	April	Confirm volunteers* and other staff who will be supporting. Establish responsibilities. <i>* Ensure school district volunteer agreements/criminal record checks, privacy and confidentiality agreements are understood and completed well in advance of activities.</i>
Establish meal plan and food sources	April – May	Set the meal plan, recipes, and decide where you will source each ingredient, choosing regional/local and in-season foods where possible. See the Pre-feast Recipes meal planning section for more information.
Invite guests, community members	April – May	Invite any identified guests outside the school community to be in attendance for the in-school feast.
Host in-school feast	May – June	See On the Day Activity Ideas.
Reflection and thank you	May – June	Reflection activities with students; send any thank you card(s) required.



Pre-Feast: Things to Consider

- ✓ Make a plan for the feast that involves students whenever possible (planning, sourcing, preparing, serving, enjoying). Some examples may include:
 - Plan the in-school feast together with a class, small group of students, or your school's eco-club. Helping prepare food for their fellow students is a great way to create a sense of responsibility and pride for a student group or class.
 - Look for opportunities to have students connect with regional food systems through sourcing. Some examples may include: a field trip to the farmers' market to pick up food for the in-school feast, ordering through a producer's online website, or requesting families to pick up food from a local farm.
 - Create space and support for student-led workshops or involvement on the day of the in-school feast, including leading tours of the school garden (if applicable), being in charge of an activity/station, serving food or bussing plates, setting up the "front of house" with tables, chairs, etc.
- On the day, have students involved in preparing and serving the food. Additional volunteers may be needed to support.
- ✓ Ensure the appropriate number of team members are FoodSafe certified and are following proper [FoodSafe](#) protocols. Your school may also have additional food safety/handling practices that need to be followed when serving food. Be sure to check in with your school district and regional health authority to find out what is required for your school feast.
- ✓ Involve parents, community members, Indigenous Knowledge Holders, and local organizations and businesses. Some ways they may be involved could include:
 - Asking for donations to support food costs
 - Inviting them to speak, host a station/activity
 - Sharing knowledge of the regional food systems (i.e., farmers, food producers, chefs, or culinary champions)
- Sharing traditional welcome or land acknowledgment, cultural traditions, potlatch protocols, etc.
- Support for food preparation and/or serving
- Decorating, set-up/tear-down support
- ✓ Honor culturally appropriate foods and traditional foodways. You may seek support from your Indigenous Education Department, a multicultural society in your community, or another organization/knowledge holder to ensure the in-school feast is both culturally appropriate and designed with students in mind.
- ✓ Research locally available foods using the [Feed BC resources](#) and [Feed BC Directory](#).
- ✓ Seek support from Farm to School BC or other local organizations to source in-season and regionally produced foods.



- ✓ If your school has a school garden and you wish to incorporate produce from the garden for the in-school feast, plan ahead to have produce ready for the in-school feast using [Crop Planning Tools](#). If produce from the garden is not possible, consider growing some flowers to use to decorate the tables!
- ✓ Ensure you are following proper food safety and allergy considerations. Connect with your own Environmental Health Officer or Health Authority for the most up-to-date and area-specific information, and follow school and district guidelines. Additional resources that may be helpful:
 - *Breakfast Club of Canada: [Safe Food Handling Guides](#) and [Managing Food Allergies and Intolerances](#)*
 - Public Health Association of BC: A Fresh Crunch in School Lunch – The BC Farm to School Guide: [Be mindful of food safety](#) (p. 16-18)
 - Northern Health: [Resource Guide for Allergy Aware Schools](#) developed by Population Health Registered Dietitians

**These tools and recipe book have been developed by the Breakfast Club of Canada to support schools in promoting nutritious breakfasts for all children.*





Recipes and Meal Planning Resources

1. **Hands On Food:** [Student Approved Recipes](#)
2. **BC Agriculture in the Classroom:** [30 BC Grown Recipes](#)
3. **Teach Food First:** [Classroom and School Resources and Organizations](#)
4. **Feed BC:** [The Great B.C School Food Cookbook: stories and recipes from schools across the province](#)
5. **BC Dairy:** [Recipe Database](#)
6. **Canada Food Guide:** [Recipe Collections](#)
7. **Chef Ann Foundation:** [The Lunch Box School Recipes database](#)
8. **Humane Society International Canada:** [Forward Food Training Packet – Delicious Plant-Based Recipes](#)
9. **First Nations Health Authority:** [First Nations Traditional Foods Fact Sheets – Information on traditional Indigenous foods throughout BC with recipes](#)
10. **Metis Nation BC:** [Métis Cooking Recipes and Videos](#)
11. **Feed BC:** [Cooking in Two Worlds – A Process Guide for Incorporating Indigenous Foods into Institutions \(p.19+\)](#)
12. **Breakfast Club of Canada:** [Digital Recipe Book*](#)
13. **Dietitians of Canada, Aboriginal Nutrition Network:** [Indigenous Recipe Collection](#)

**These tools and recipe book have been developed by the Breakfast Club of Canada to support schools in promoting nutritious breakfasts for all children.*






Activity Ideas and Curriculum Connections


ELEMENTARY		
Activity / Station	Curricular Competencies	Content
<p>Farm to School BC: Taste the Rainbow</p>  <p>Farm to School BC lesson plan with activities exploring produce variety and how eating an array of foods in different colours, shapes, sizes, and textures gives us energy.</p> 	<p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Make a product using known procedures or through modelling of others (Gr.K-3) • Identify needs and opportunities for designing, through exploration (K-3) • Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task and develop them as needed (Gr.4-7) <p>Physical Health Education:</p> <ul style="list-style-type: none"> • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) <p>Science:</p> <ul style="list-style-type: none"> • Demonstrate curiosity about the natural world (Gr.4) • Experience and interpret the local environment (Gr.6) <p>First Peoples' Principles:</p> <ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. 	<p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Food Studies (Gr.6-7) <p>Physical Health Education:</p> <ul style="list-style-type: none"> • Practices that promote health and well-being (Gr.K-7) <p>Science:</p> <ul style="list-style-type: none"> • Seasonal changes; Local First Peoples knowledge of the local landscape; plants and animals; biodiversity (Gr.K-3) • Sensing and responding: plants (Gr.4)
<p>Farm to School BC: Playing with Food Scraps</p>  <p>Farm to School BC lesson plan with activities about reducing and reusing waste through hands-on play and scientific exploration. Activities can be completed as stand-alone or consecutive activities.</p> 	<p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Identify needs and opportunities for designing, through exploration (Gr.K-3) • Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task and develop them as needed (Gr.4-7) <p>Physical Health Education:</p> <ul style="list-style-type: none"> • Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) <p>Science:</p> <ul style="list-style-type: none"> • Demonstrate curiosity about the natural world (Gr.4) • Experience and interpret the local environment (Gr.6) <p>First Peoples' Principles:</p> <ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. 	<p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Food Studies (Gr. 6-7) <p>Physical Health Education:</p> <ul style="list-style-type: none"> • Practices that promote health and well-being (Gr.K-7) <p>Science:</p> <ul style="list-style-type: none"> • Seasonal changes; plants and animals; biodiversity; knowledge of local First Peoples of ecosystems (Gr.K3) • Sensing and responding: plants (Gr.4) • First Peoples concepts of interconnectedness in the environment (Gr.5)



ELEMENTARY

Activity / Station	Curricular Competencies	Content
<p><u>Introduction to Knife Skills</u></p> <p>Hands on Food lesson plan walking through introducing knife skills, including safety and proper hand position.</p> 	<p>Math:</p> <ul style="list-style-type: none"> Estimate reasonably (Gr.K-7) Model mathematics in contextualized experiences (Gr.K-7) <p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> Explore and test a variety of materials for effective use (Gr.K-7) Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task and develop them as needed (Gr.4-7) Explore the use of simple, available tools and technologies to extend their capabilities (Gr.K-5) Select and learn about appropriate tools and technologies to complete a task (Gr.6-7) 	<p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> Basic food handling and simple preparation techniques and equipment (Gr.6-7)
<p><u>The People I Like to Eat With</u></p> <p>Teach Food First activity encourages students to reflect on their experience eating with others during meal and snack times, and other factors that make eating experiences enjoyable.</p>  	<p>Physical Health Education:</p> <ul style="list-style-type: none"> Identify and explore a variety of foods and describe how they contribute to health (Gr.K-2) Explore and describe strategies for making healthy eating choices in a variety of settings (Gr.3-7) Explore and describe strategies for pursuing personal healthy-living goals (Gr.3-7) <p>Arts:</p> <ul style="list-style-type: none"> Experience, document and share creative works in a variety of ways (Gr.K-3) Apply learned skills, understandings and processes in new contexts (Gr.3) Reflect on creative processes and make connections to other experiences (Gr.4-5) 	<p>Physical Health Education:</p> <ul style="list-style-type: none"> Relationships between food, hydration, and health (Gr.K-2) Nutrition and hydration choices to support different activities and overall health (Gr.3) Strategies for accessing health information (Gr.2-3) Food portion sizes and number of servings (Gr.4) Food choices to support active lifestyles and overall health (Gr.5) Influences on food choices (Gr.6) Factors that influence personal eating choices (Gr.7) Sources of health information (Gr.7) <p>Arts:</p> <ul style="list-style-type: none"> Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment (Gr.K-7)



ELEMENTARY		
Activity / Station	Curricular Competencies	Content
Food Bingo: BC Dairy BC Dairy activity for students to explore food group classification through a fun game. 	Physical Health Education: <ul style="list-style-type: none"> Identify and explore a variety of foods and describe how they contribute to health (Gr.K-2) 	Physical Health Education: <ul style="list-style-type: none"> Food portion sizes and number of servings (Gr.4) Food choices to support active lifestyles and overall health (Gr.5)
Dietician Workshops Connect with a dietitian from your Health Authority to find resources, host an information station, or offer a presentation to students.	Physical Health Education: <ul style="list-style-type: none"> Identify and explore a variety of foods and describe how they contribute to health (Gr.K-2) Explore and describe strategies for making healthy eating choices in a variety of settings (Gr.3-7) Explore and describe strategies for pursuing personal healthy-living goals (Gr.3-7) 	Physical Health Education: <ul style="list-style-type: none"> Relationships between food, hydration, and health (Gr.K-2) Nutrition and hydration choices to support different activities and overall health (Gr.3) Strategies for accessing health information (Gr.2-3) Food portion sizes and number of servings (Gr.4) Food choices to support active lifestyles and overall health (Gr.5) Influences on food choices (Gr.6) Factors that influence personal eating choices (Gr.7) Sources of health information (Gr.7)
Traditional Feast Ceremony Connect with your Indigenous Education department or local Indigenous Knowledge keepers and Elders to share protocol and tradition around food gatherings.	First Peoples' Principles: <ul style="list-style-type: none"> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning involves patience and time. 	




ELEMENTARY

Activity / Station	Curricular Competencies	Content
Build Your Own Salad Station Students use available ingredients to create their own salad complete with selecting their own dressing ingredients (oils, vinegars and seasoning) in a container and eat a fresh salad.	Applied Design, Skills, and Technology: <ul style="list-style-type: none">• Make a product using known procedures or through modelling of others (Gr.K-3)• Explore and test a variety of materials for effective use (Gr.K-7)• Identify needs and opportunities for designing, through exploration (K-3)• Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task and develop them as needed (Gr.4-7)• Explore the use of simple, available tools and technologies to extend their capabilities (Gr.K-5)• Select and learn about appropriate tools and technologies to complete a task (Gr.6-7)	Applied Design, Skills, and Technology: <ul style="list-style-type: none">• Basic food handling and simple preparation techniques and equipment (Gr. 6-7)• Factors in ingredient use, including balance eating/nutrition, function and dietary restrictions (Gr. 6-7)• Factors that influence food choices, including cost, availability, and family and cultural influences (Gr. 6-7)



SECONDARY

Activity / Station	Curricular Competencies	Content
<p><u>Creating a Special Event Menu</u></p>  <p>Teach Food First lesson plan reflecting on factors that can make eating experiences more enjoyable, and building food literacy skills by designing a special event menu.</p>	<p>Physical Health Education:</p> <ul style="list-style-type: none"> • Healthy eating choices (Gr.8-9) • Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour (Gr.8-9) • Create strategies for promoting the health and well-being of the school and community (Gr.9) <p>English Language Arts:</p> <ul style="list-style-type: none"> • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Gr.8-9) <p>Arts:</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Gr.8) <p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Applied Design: Understanding context, Defining, and Ideating concepts (Gr.8-9) • Applied Skills: Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed (Gr.8-9) <p>Food Studies and Culinary Arts (Gr. 10-12):</p> <ul style="list-style-type: none"> • Identify potential users or consumers for a chosen meal or recipe design opportunity. • Examine the physical capacities and limitations of the workspace. • Anticipate and/or address challenges • Identify recipes, techniques, and procedures for desired outcome. • Critically reflect on their design thinking and processes, and identify new design goals. 	<p>Physical Health Education:</p> <ul style="list-style-type: none"> • Sources of health information (Gr.8-9) <p>English Language Arts:</p> <ul style="list-style-type: none"> • Forms, functions, and genres of text (Gr.8-9) • Text features (Gr.8-9) • Reading strategies (Gr.8-9) <p>Arts:</p> <ul style="list-style-type: none"> • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment (Gr.8) <p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Food preparation practices, including elements of a recipe, techniques, and equipment (Gr.8-9) • Factors that influence the availability and choice of food (Gr.8-9) <p>Food Studies and Culinary Arts (Gr. 10-12):</p> <ul style="list-style-type: none"> • Types, varieties, and classifications of culinary ingredients. • Food products available locally via agriculture, fishing, and foraging, and their culinary properties. • B.C. agricultural practices. • Meal and recipe design opportunities. • Food promotion and marketing strategies and their impact on specific groups of people.



SECONDARY

Activity / Station	Curricular Competencies	Content
<p>Local Taste Testing</p> <p>Have two types of one fruit or vegetable available (whatever is easily accessible, can be eaten raw, and is in season, such as carrots, apples, radish, etc), one from a conventional grocery store and one from a local farm or producer.</p> <p>Chop and arrange the items in two piles: one of the store-bought items and one of the locally sourced items. Do not label them.</p> <p>Have students taste test each pile and vote on which one they prefer.</p> <p>In follow-up reflection, ask students why they preferred one over the other, what might have contributed to the differences in flavour, texture etc.</p>	<p>Physical Health Education:</p> <ul style="list-style-type: none"> • Create strategies for promoting the health and well-being of the school and community (Gr.8-9) • Healthy eating choices (Gr.8-9) • Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour (Gr.8-9) <p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Conduct the test, collect and compile data, evaluate data, and decide on changes (Gr.8-9) • Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use (Gr.8-9) <p>Food Studies and Culinary Arts (Gr. 10-12):</p> <ul style="list-style-type: none"> • Explore the impacts of culinary decisions on social, ethical, and sustainability considerations. • Evaluate ingredients and materials for effective use and potential for reuse, recycling, and biodegradability. • Evaluate the influences of land, natural resources, and culture on the development and use of culinary ingredients, tools, and technologies. 	<p>Applied Design, Skills, and Technology:</p> <ul style="list-style-type: none"> • Factors that influence the availability and choice of food (Gr.8-9) • Variety of eating practices (Gr.8-9) • Local food systems (Gr.8-9) <p>Physical Health Education:</p> <ul style="list-style-type: none"> • Marketing and advertising tactics aimed at children and youth, including those involving food and supplements (Gr.8-9) • Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines (Gr.8-9) • Sources of health information (Gr.8-9) <p>Food Studies and Culinary Arts (Gr. 10-12):</p> <ul style="list-style-type: none"> • Culinary best practices and safe food handling. • Characteristics and properties of culinary ingredients. • Food products available locally via agriculture, fishing, and foraging, and their culinary properties. • B.C. agricultural practices. • Social, economic, and environmental effects of food procurement decisions. • Food trends, including nutrition, marketing, and food systems.





SECONDARY

Activity / Station	Curricular Competencies	Content
Traditional Feast Ceremony Connect with your Indigenous Education department or local Indigenous Knowledge keepers and Elders to share protocol and tradition around food gatherings.	First Peoples' Principles: <ul style="list-style-type: none">• Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.• Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).• Learning involves patience and time. Food Studies and Culinary Arts (Gr. 10-12): <ul style="list-style-type: none">• Identify the clientele and type of service, and apply to service procedures.• Explore the impacts of culinary decisions on social, ethical, and sustainability considerations.	Applied Design, Skills, and Technology: <ul style="list-style-type: none">• Food Studies: First Peoples' traditional food use. Food Studies and Culinary Arts (Gr. 10-12): <ul style="list-style-type: none">• First Peoples food protocols, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership.• Ethics of cultural appropriation.• Nature and development of food philosophies by individuals and groups.


APPENDIX A

Pre-trip Organizing and Communication Checklist

Use this checklist as a guide in your communications with the Food field trip site host.

Contact Information

School	
Grade(s)	
Main school contact Name	
Main school contact phone and email	
Main site host contact Name	
Main site host contact phone and email	
Number of Students	



Field Trip Goals

This is a wonderful learning and life opportunity for students to be connected to their regional food system. Let's help you get the most out of the experience by covering some of the basic details. Feel free to add in your own questions that will help you and your students get the most out of the field trip experience.

What are your goals for this field trip? What do you want your students to take away?

Is there anything in particular you want the students to see or experience?

What type of activities are you looking to do? Tour, work component, station activities? Who will lead/facilitate these activities (organizing educators, volunteers, or on-site hosts)?

How many people can the site/ host accommodate?

Do you want to collaborate with any other partners for this visit (regional food and education NGOs, universities, school videography/arts courses)?

What is the budget for the field trip? Is the funding secured?

Transportation and Location

How far is the destination from the school?

- Ensure pick-up and drop-off are calculated into your day

Transportation: bus access?

- Where should the bus go when it arrives at the property
- Is there enough space for the bus to turn around/park?

Address, directions, and parking

Are there any special accessibility considerations?

- Any students who will need extra support or accommodations?

What is the budget for the field trip? Is the funding secured?

Accessibility and Safety

You'll be visiting a working location, so it's important to be prepared for all potential risks, including allergies, water access, accessibility, and hazards. Add your own questions to ensure the needs are met for your specific students and context.

Allergies, special needs, and accessibility considerations
Accessibility and hazards <ul style="list-style-type: none">– Identifying hazards and the boundaries of exploration or restricted areas
Access to water <ul style="list-style-type: none">– Is there access to potable water on site?
Is there an area where students can eat? Will the food producer be providing food? If yes, can they accommodate dietary restrictions?
Do you have access to flushing toilets, washrooms with running water, or outhouses? <ul style="list-style-type: none">– Hand washing stations
Is there an area that can be used as a classroom or central gathering/learning space?
Liability insurance? <ul style="list-style-type: none">– Discuss with your admin/district and site host what insurance is needed and ensure proper coverage is obtained before the trip.
Any other safety concerns or accessibility considerations?

Packing List

Depending on the time of year and type of food field trip you are embarking on, you may want to consider packing the following:

Check with the host/producer before the trip to better understand what to pack for your specific trip



Hats or headwear
Closed-toed shoes or rainboots
Rain jacket
Sunscreen
Allergy or other medications
Clothes that can get dirty
Gloves
Lunch and snacks (will the site hosts provide this or should students bring their own?)
Water bottle
Camera
First Aid kit
Emergency Contact List

APPENDIX B



On the day Schedule (Fillable)

Complete the table below with the schedule for your field trip or food celebration – add rows as needed.

Time/Duration	Activity	Details and Person Responsible

