



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](#)

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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

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<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		
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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.





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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.