SUSTAINABLE TEACHING CURRICULUM LESSON PLAN

Food Production
Primary Subject- Science

Objectives:
- Students will learn how to make more sustainable food choices

Materials:
- poster board
- pencil or something to write/ draw with
- index cards with the following written on them: coconut, steak, corn, banana, milk, coffee, chocolate

Introduction:
1. Anticipatory Set
   o "How many of you like food?"
   o "What is your favorite food?"
   o "Do any of you guys know where your food comes from
2. Purpose: To recognize the impact our food has on the climate

Major Instructional Sequence:
- Show the students how to trace the origin of their food
   o Ask students if they like to eat chicken
   o Ask the students where they think it comes from
   o Tell the students that we are going to make an origin map for chicken (example of a chicken origin map is on following page.)
   o Separate into seven groups
      ▪ Each group should have a poster board and a teacher (if possible)
      ▪ Give each group one of the index cards and ask them to make a food origin map for
      ▪ Hang the posters around the room

Concluding Sequence:
3. Ask the students what food they think conserves the most resources
- "Was more gas used for food items from New Mexico or Jamaica?"
- "Was more water used for meat or vegetables?"
   o (meat because animals drink water and what they eat needs water to drink)
- So what saves the most resources

o Local fruits and vegetables

Background:
Eating local is not only good for the environment but it is also good for the local economy because it keeps money circulating with in your town. This lesson plan is similar to the goods production lesson plan because it impresses upon the students that the farther away the food is produced the more pollutants that are created. It also allows students to see first hand what resources are involved in food production. This lesson is meant to impress upon students the importance of being "conscious eaters."

Vocabulary:

Produce- to make/ farm crops or other food