

FOOD SYSTEMS PROCESSING

Garden

Grade 6 • 45 mins

ADAPTED

GRADE 6

SCHOOL PARTNER
LESSON PLAN

? ESSENTIAL QUESTIONS

- What is a food system? Why are food systems important?
- What are the main stages of a food system? What does each stage look like?
- Can we connect what we do in the garden to the food system?

🔪 MATERIALS

- Photos for each stage of the food system
- Handouts for student led discussion
- Scissors, salad spinner, ziploc bags
- Seeds, soil, pots, watering cans
- Hibiscus or another crop for processing: harvesting, washing, packing, storing

Abc VOCABULARY

- Food system
- Processing
- Production
- Distribution
- Consumption

✓ ASSESSMENT

Tool Safety Checklist

- Hands and tools are clean.
- Student walks with closed scissors pointed down, arm not swinging
- When sharing scissors, student hands others the handle not the blade or places tool down in front of partner
- Student focuses and looks at hands while using scissors and ensures they are cutting far from their own hands or fingers
- Students space themselves appropriately or take turns while harvesting

HARVESTING

- The produce harvested is placed in an appropriate container
- Harvest is washed and packed safely
- Pre and post test for unit

TEACHER BACKGROUND

How to properly harvest, wash, and store hibiscus. Food system basics

NOTE:

Adapted from **Grade 6 Garden Lesson #2: Producers and Consumers**, pg 202.

LESSON DESCRIPTION

Students will use text and photos to gain an understanding of each step of a Food System, then work hands on in the garden and relate the work they are doing back to the Food System.

LEARNING OBJECTIVES

Content Learning Objectives*Plants*

P.6.3 Understand best harvest practices for food grown in the garden.

Garden Tools and Equipment

GTE.6.1-4 Garden Tools and Equipment

ACADEMIC STANDARD CONNECTIONS

CCSS.ELALITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

HEALTH STANDARD CONNECTIONS

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

*Lesson Sequence**Engage***Cultivate Curiosity:**

Food related would you rather. Then connect our preferences to the food system. Would you rather get fast food to go, or eat in the restaurant? Would you rather grow food or prepare food? Would you rather be a delivery driver or work in a restaurant?

*Explore***Root Around:**

Pass photos of what that stage of the food system looks like, then have a student led discussion. Key questions: What resources are needed? What jobs are part of this stage? What questions do you have?

*Explain***Grow Understanding:**

Allow students to choose a job in Production: (planting seeds, turning compost, watering plants) or Processing (Harvesting Hibiscus, washing and spinning leaves in the salad spinner, packing leaves for each student, storing in the refrigerator)

*Elaborate***Observe the Fruits:**

Students work in the garden, self-directed.

*Evaluate***Reflect (10 mins):**

Reflection question (student led-discussion, timed pair share, or mix pair share): Think of a job someone might do to process one of your favorite foods and share it with your partner. HEART Tenet Class Shout Outs, student led.

 ADAPTING FOR INDOORS

Bring seeds and peat pots indoors for planting, bring hibiscus roselles inside and use the dehydrator for drying the calyx to dry make tea or bring salad spinners in cafeteria and have students wash and pack pre-harvested hibiscus leaves.

CONNECTIONS TO KITCHEN LESSONS

In the kitchen, discuss which step of the food system cooking is. Process food from the garden into a product-like a jam, tea bag, or herb mix.

POSSIBLE EXTENSIONS

Visit a local farm. Have students act as reporters and document the trip. Tour the areas used for harvesting, washing, storage and packing. Find out where the food will go next.

ADDITIONAL RESOURCES

- Content adapted from [What Makes up a Food System? Breaking it Down into 4 Parts](#)
- [Food System Unit Handout](#)
- Food Systems Objectives listed below
 1. I can define a food system in my own words.
 2. I can describe the four main steps of a food system.
 3. I can relate our work in the kitchen and garden to a food system.
 4. I can appreciate the many people who work within a food system.
 5. I can appreciate the resources used to produce, process, and distribute the food I eat each day.