

# Value of Food

Suggested Grade Level: 7-8



## The Big Idea

By the end of this lesson and the associated activities, students will have considered the value of food beyond its nutritional content and its cost by exploring plating techniques and aesthetics used by chefs, as well as personal and cultural food stories and memories.

### Activities

Total Time: 30 minutes + time to work on assignment

- |   |                        |
|---|------------------------|
| · Introduction: Brainstorm                      | · 5 minutes            |
| · Activity 1: Introduction to the Value of Food | · 15 minutes           |
| · Activity 2: Food Traditions and Celebrations  | · 5 minutes + variable |
| · Wrap-Up & Consolidation                       | · 5 minutes minutes    |

## Preparation

- Download the necessary resources:
  - *"Value of Food: Adding Value Through Presentation"* Video
  - Optional take home activity

## Learning Outcomes

- Students can demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (D2: Healthy Living).
- Students can demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being (D3: Healthy Living).
- Grade 7/8 Literacy:
  - Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning.
  - Generate, gather and organize ideas and information to write for an intended purpose and audience.
  - Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.
  - Use editing, proofreading, and publishing skills and strategies and a knowledge of language conventions to correct errors, refine expression and present their work effectively.

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## Introduction

"Today we're going to learn about the importance of understanding how food has value! Let's start by thinking about why food is important to us."

- Brainstorm as a class why food is important to each student.
- Optional: Record the students' responses to display in the classroom.

## Activity 1: Introduction to the Value of Food

Watch the "*Adding Value Through Presentation*" video to learn how professional chefs add value to food and to learn about the plating techniques professional chefs use.

- Engage in a follow-up discussion:
  - "Why is it important to understand the value of our food?"
  - "How do you already add value to your food?"
  - "What are some examples of how we can add value to our food at home?"
    - eg. Set the table using different plates and cutlery to adjust how the food looks, inviting others to sit and/or share in the meal, etc. How do different packaging or table settings change how we value foods?

## Activity 2: Food Traditions and Celebrations

Students will choose one cultural tradition or celebration in which food is an important part of that event. This may be their own culture, a culture they have experienced, or they may choose to research a culture they are interested in.

- In doing their research, students should:
  - Summarize the tradition/celebration they're researching: What is it called? Why is it celebrated? How and when is it celebrated? Where is this celebration most common? Who celebrates this tradition?
  - Explain the foods that are important during this time. Why are these foods so important? How does the food add value to the tradition or celebration?
  - Include photos of various dishes that are important for this tradition/celebration.
  - Include at least one recipe.
- Allow students time to work on the assignment.

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## Wrap-Up & Consolidation

- “Now that we’ve learned why it’s important to understand the value of our food, does anyone want to share some ideas about how they would go about adding value to their food or plating their food at home?”
- Students may also choose to share what they learned in the research project.

## Activity Notes

- Students may have encountered associated lesson plan resources in previous grades. Consider checking with students and if necessary, framing resources, including videos, as a review.
- *Activity 2: Food Traditions and Celebrations* can be completed in class, at home, or a mix of both.
- Be sure to outline for your students your expectations regarding the length of the assignment and how you would like them to cite their sources. The assignment can be written, presented orally or as a visual (e.g. poster) presentation.
- Consider finding local field trip opportunities, resources and programs in your area to use as extension activities, such as cooking programs, farmers market/grocery store tours etc. Be mindful of associated cost and potential impact on access and student participation.
- Be sure to foster a safe and inclusive space for all students during discussion. For example, consider food access, cultural background, varying definitions of healthy food, and ensure that food is discussed in a positive manner without judgement.

## Additional Resources

- Growing Chefs! Ontario Youtube Channel
- The GCO YouTube channel has a variety of instructional recipe videos for children. Encourage students to, where they can, try some of the recipes and take pictures to share their creations. If students are making their own food, encourage them to think about how the value of the food changes for them.

## Learning Goals

- Students will learn how they can add value to their food.
- Students will learn the importance of adding value to their food.
- Students will learn the importance of food to various cultural traditions.
- Students will continue to develop their reading, writing and/or oral communication skills.

## Success Criteria

- Students will demonstrate their understanding through class discussion and their assignment submissions.
- Consider establishing more specific success criteria by reviewing grade-specific Healthy Eating curriculum expectations (D3. Making Connections for Healthy Living, D3.1 Healthy Eating).