



GARDEN PATCH

SASKATOON FOOD BANK & LEARNING CENTRE

Connecting Saskatchewan Education outcomes to the Saskatoon community through teaching about food from soil to stomach

Pre-visit & Post-visit

Lesson Plans

How to use this booklet



1 Infograph

For the teacher to get acquainted with the organization of the Garden Patch. The infographic can be used to describe to students how the Garden Patch runs, before the field trip.

2 Summary

A reference point for the teacher to view how the Garden Patch field trip connects to the outcomes outlined in the Saskatchewan Education Curriculum. Additionally, the summary provides an explanation for each activity provided.

3 Lesson Plans

Activities are organized for each grade level to spark wonder and curiosity prior to visiting the Garden Patch. As well, reflections to consolidate the unit of study with a student's experience at the Garden Patch, post-visit.

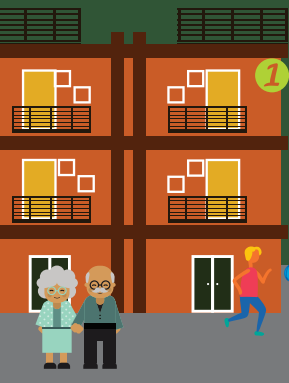
Note: please refer to the Educator Welcome Package for information regarding field trip preparation, expectations, and parent-information resources (i.e. letter home/what to pack for a field trip).



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Infographic



3. Sociology: Social Responsibility

The Saskatoon Food Bank & Learning Centre became a non-profit charity in 1984 with its location at St. Thomas Wesley United Church. Its present residence is on Avenue C South.

1. Sociology: Empirical Evidence of People

Who are the people we are serving? What are the needs of the community?

6. Earth Science: Garden Patch

The Saskatoon Food Bank & Learning Centre assumes responsibility of Potato Patch in 2012 and renames it the Garden Patch. Much work is needed to improve the soil.

4. Biology: Emergency Food Hamper

The food bank recognized the important role fresh food has in a nutritious diet.

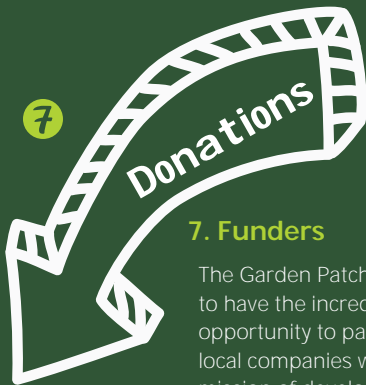
What foods are most often provided in the emergency hamper?

What does the body need to stay healthy?



Garden Patch

How can we create a more livable community?



7. Funders

The Garden Patch continues to have the incredible opportunity to partner with local companies who fund the mission of developing food security in Saskatoon, and helping Saskatonians grow their own food.



5. Community Garden

Nutritious food should not have to be sacrificed when a person has lack of money or is in crisis. Saskatoon Food Bank & Learning Centre partner's with the community garden, The Potato Patch in 2010



8

8. Botany: Seeds

The Garden Patch receives donations of seeds, transplants, leaves (for mulch), and tools.

The Garden Patch cannot function without the help of its wonderful volunteers and the groups who care for the plots and manage tasks.



9

9. Ecology: Beneficial Insects

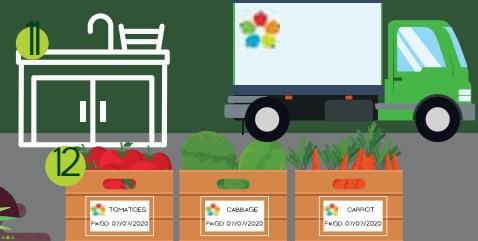
What role do insects play in the production of food? Why are bugs important to plants?



10

10. Botany: Maintenance

We care for plants by weeding the space around the plant and ensuring it is properly watered.



12

12. Preparation & Exchange

We organize the produce in boxes, label, and transfer to the SFBLC's pick-up truck to be brought to the SFBLC.

Food production relies on systems of gathering, preparation, exchange, and consumption

Social Studies

Science

Purpose of Field Trip

At the Saskatoon Food Bank & Learning Centre Garden Patch, students will be facilitated in tasks and activities that reinforce the need to preserve Saskatchewan's local biodiversity; how biodiversity influences food production; the relationship between food production, governance institutions, and the quality of life of people in the province; and the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.



Provocation

Provocation is an activity that provokes a student's thoughts to wonder about the topic of study. After this activity students will be prepared to ponder and observe the following while at the Garden Patch:

Students will:

- Think about the relationship of resources and the dynamics of gathering, preparation, exchange, and consumption of resources.



Vocabulary Activity

The vocabulary activity prepares students to be familiar with the terminology used by the Garden Patch Facilitator, while on site.

Terms:

- Biodiversity
- Plot
- Organic Matter
- Pollination
- Mulch
- Tools: trowel, garden gloves, hoe, soil cultivator



Query Activity

The query activity is a collaboration between students and teacher to create questions before and while at the Garden Patch related to the unit of study. Submit questions to the Urban Agriculture Department at Saskatoon Food Bank & Learning Centre.

Q: How has biodiversity changed on Duchess and Duke Street since the Garden Patch was created?



Follow Up Activity

The follow-up activity is facilitating reflection of the field trip by requesting students to tie-up loose ends when connecting the topic of study with their personal experience of the field trip.

Grade 4 to Grade 6 Pre-visit Activities

Central Idea: Food production relies on systems of gathering, preparation, exchange, and consumption.

The Science: Economics

- Who decides where we get our food, and what should be sold at the grocery store?
- Who has ready access to organic, nutritious foods and why?

The Science: Ecology

- Why is biodiversity important in food production?
- What qualifies a space to be labeled biodiverse?

The LEPTs of Science Education



Life Science



Physical Science



Earth & Space Science



Traditions

Life Science

HC4.1

HC4.2

HC4.3

DL6.1

Social Studies

PA4.1

RW4.1

RW5.1

RW6.2

Provocation

COLLECT

- Tape/Glue
- Rulers
- Paper
- Markers
- Toilet Paper Rolls/Cardboard
- Scissors
- Any additional fun resources they could use for their project.

INSTRUCTIONS

This is an activity that is best set up at the beginning of class - before the students come into the classroom or after a lunch/recess break.

Set up the classroom in stations. At each station place a specific resource (i.e. tape and glue at one station; paper at another station; markers at another station, etc.). When students arrive, designate them into groups, and direct them to their station. The goal of the activity is to make a map of Canada. Remind students that the teacher's resources will be available for the exchange of goods (i.e. Glue/Tape group provides teacher with tape/glue in exchange for a small handful of yarn). Hopefully, some students will get the idea to exchange their resources with other groups in the classroom (i.e. Markers Group exchange some of their markers for paper at the Paper Group's station).

This provocation is to provoke thinking about the gathering, preparation, exchange, and consumption of resources to meet the needs of the group to achieve a goal.



Grade 4 to Grade 6 Pre-visit Activities

Vocabulary

THE RELATIONSHIP BETWEEN FOOD AND BIODIVERSITY!



COLLECT

- **Why Canada's prairies are the world's most endangered ecosystem** by Dan Kraus found at: <https://www.natureconservancy.ca/en/blog/archive/grasslands-the-most.html>
- **Why Biodiversity is Important for Children** by Cristina Colon found at: <https://www.unicef.org/globalinsight/stories/why-biodiversity-important-children>
- Optional Resources:
 - WWF International Living Planet Report: <https://www.youtube.com/watch?v=WbMfU7bqdaK>
 - Slow Foods - Preserve Biodiversity, Preserve the Planet: https://www.youtube.com/watch?v=JvNG986_3RU
 - What is Biodiversity so Important? by Kim Preshoff: https://www.youtube.com/watch?v=GK_vRtHJZu4

OBJECTIVE

To explore words related to biodiversity and investigate the author's main points in advocating for the conservation of biodiversity.

VOCABULARY

Life, Dirt, Ecosystems, Species, Diversity, Micro-organisms, Bacteria, Habitats, Health, Economic Prosperity, Food Safety, Food Security, Carbon Cycle, Nitrogen Cycle, Water Cycle, Nutrients, Pest, Disease, Climate, Waste, Resources, Consume, Resilience, Nature, Pollution, Endangered, Grasslands, Prairies, Conservation

PREPARATION

Book access to Chromebooks/iPads or print out articles for each group.

INSTRUCTIONS

Step 1: Split students into groups and designate each group to read 1 of the 2 articles.

Step 2: Have groups read the article together.

Step 3: Have groups determine the thesis or main point of the author's article.

Step 4: Groups will designate paragraphs to each member of their group, and highlight unfamiliar words. Afterwards, group members will look up the definition of unfamiliar words.

Step 5: Groups will present the information they received from the article read, and share what they believe to be the author's main point/thesis.

Step 6: Class discussion: why is biodiversity important to food production?



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Grade 4 to Grade 6 Pre-visit Activities

Query

WHAT WILL BE AT THE GARDEN PATCH?



COLLECT

- *Follow Up Activity* Document for each student. Document can be found below.
- *Garden Patch Photos Document*. Document can be found below.

OBJECTIVE

Students will be given pictures of the journey of the 1.5-acre lot that is now home to the Garden Patch. As they are investigating, they will think about questions/expectations they have for their field trip to the Garden Patch.

PREPERATION

Print out *Garden Patch Photos Document* or show on smartboard/projector.
Print a copy of the *Follow Up Activity* handout for each student.

INSTRUCTIONS

Provide students 10 minutes to investigate the pictures provided, and write down questions/wonders that arise. Afterward, students will share wonders and curiosities with the teacher about what they are expecting to see at the Garden Patch.

GARDEN PATCH PICTURES

Materials: Garden Patch Pictures (below).

Print out pictures of Garden Patch, and allow students to investigate pictures.

Each picture captures the journey of the 1.5-acre lot that is now the location of the Garden Patch.

What questions and wonders do you have about the Garden Patch?



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Grade 4 to Grade 6 Post-visit Activities

Essential Question: How can we create a more livable community?

Activity Goals:

- Identify examples of citizens who influenced change in Saskatoon
- Explain how some Saskatonians do not have easy access to nutritious foods.
- Connect biodiversity seen at Garden Patch with the species living on school property/home property.

Learning Objectives:

At the end of these activities, students will **appraise** the role of biodiversity in the quality of life of Saskatonians, and **initiate** change concerning the current state of biodiversity and nutritious food in their community.

Take Action

Go outside and investigate the number of different species students come across. If they are unsure of the types of plants they found, reference inaturalist.org.

Afterward, have students research the types of food that are brought to school in their fellow student's lunch bags. Students could create a survey of the types of food in a student's lunch bag versus the types of food students desire in their lunch bag. What does the research demonstrate about access to healthy, nutritious foods versus knowledge about healthy, nutritious foods?

After their research, collaborate with students to discuss ways to influence their school community positively. Share stories of Saskatoon citizens influencing change in their community, and what steps to take/people of authority they need to meet to start the process of change.

Optional Resources:

1. See the article that captures the story of Milton Taylor - an influencer at the start of the Potato Patch (now the Garden Patch). The link: <https://www.trustedsaskatoon.com/blog/post/Trusted-Saskatoon-Photographer-is-featured-in-the-Starphoenix.aspx>
2. Larry Mullen's article on the Potato Patch. Access link at <https://cityparksask.com/2012/03/09/164/>
3. News article on Milton Taylor accessible for printing, below.



Follow Up Activity

COLLECT

- *Follow-up Activity* Reflection Handout students completed prior to field trip

PREPERATION

Have students gather to the carpet or at their desks and run through the questions/wonders/expectations they had before their trip to the Garden Patch. Ask students to share if their expectations were correct or if any of their questions were answered/unanswered.

INSTRUCTIONS

After the large group discussion, have student's complete the remaining questions on the *Follow-up Activity* handout.



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Saskatoon city council frees 150 vacant lots for gardens



Paul Merriman, CEO of the Saskatoon Food Bank, sifts through the dirt on vacant property in the 900 block of Third Avenue North, where potatoes will be planted for the food bank.

Photograph by Gord Waldner

150 lots citywide are now available for food production

By David Hutton
The StarPhoenix
May 18, 2010

Milton Taylor was sick of staring at dandelions. The sprawling three-acres of city-owned land across from his photography business on Third Avenue North had long been an unsightly mess of weeds and litter. So, five years ago, as a test project, Taylor planted a small potato patch on a corner of the land at the edge of the north downtown in City Park, donating the 250 pounds of harvested potatoes to the Saskatoon Food Bank. "I didn't get a lot, but I got something," Taylor said. On Monday, city council, sitting as an executive committee, approved a plan to free up all vacant city-owned parcels of land — estimated to be in the range of 150 lots citywide — for food production by non-profit organizations with a mandate in food security, a policy that can be traced to Taylor's request. Taylor will work with food bank volunteers to till, plant and harvest potatoes — and potentially carrots, corn and beets — from the site, which is actually a collection of 10 properties that were demolished to make way for the eventual widening of Third Avenue North. Taylor's project will start next week if he is able to track down someone with a tractor to till the land. He estimates the three acres will be able to produce 60,000-plus pounds of potatoes by harvest time. "As long as mother nature co-operates," Taylor said.

accessed on November 27th, 2020 via
<https://cityfarmer.info/saskatoon-city-council-frees-150-vacant-lots-for-gardens/>



Paul Merriman, CEO of the Saskatoon Food Bank, said there is the potential to provide all of the potatoes required by the organization annually. "It's huge for us to be able to do this," Merriman said. "It's not just writing a cheque, it's turning (the land) into something that's functional, that's going to look good, and something that gives back." The urban agriculture movement is growing vigorously across the city with community-run gardens, rooftop and vacant lot gardening taking hold as residents look for ways to make use of undeveloped land. Urban agriculture has been an even larger undertaking in other cities, particularly those with weaker real estate markets, where food gardens are scattered through backyards, schoolyards and hundreds of vacant lots. Saskatoon's new policy has the potential to clean up some of the unmaintained vacant sites in the city's core, said Paul Gauthier, the city's general manager of community services. The policy mirrors the city's community gardening policy. Non-profit organizations essentially take over ownership of the land — tilling, planting, maintaining, and harvesting — on an annual licence agreement. The land must first undergo environmental testing to ensure it's safe for food production. "Wherever there is interest, now the mechanism is there to accommodate the request," Gauthier said. Council members expressed their support for the initiative at a meeting Monday, but said the city must aim in the long-term to develop the vacant lots. "Then, they can still grow gardens in the back," said Mayor Don Atchison.





2009



2010



2014



2016

Garden Patch Pictures Station



Name: _____

Date: _____



Follow Up Reflection

What do you already know about the Garden Patch?

What do you think you will see/hear Garden Patch? What do you think will be at the Garden Patch?

What questions or wonders do you have about the Garden Patch and what they do?

1

2

3

Name: _____

Date: _____



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Follow Up Reflection

What was your favourite part about being at the Garden Patch?

Were your predictions correct? Explain. What did you take away from your experience?

Were any of your questions or wonders answered? If so, explain. Did any new wonders arise?
