



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



2. Botany: The Sun

How is the sun connected to agriculture? How is the sun connected with our food?

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?



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

Garden Patch

How can we create a more livable community?



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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.



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9. Ecology: Beneficial Insects

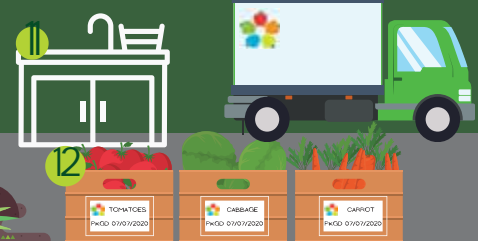
What role do insects play in the production of food? Why are bugs important to plants?



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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.

Living things get what they need to live from the world around them and return what they have back to it.

Social Studies

Science

Health

Purpose of Field Trip

At the Saskatoon Food Bank & Learning Centre Garden Patch, students will be facilitated in tasks and activities that reinforce the needs and wants of personal well-being; the characteristics of plants and seeds; how humans interact with the natural environment to meet their basic needs; and the daily actions of stewardship to promote balance and harmony with the 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:

- Discover shapes in the parts of a plant.
- Observe differences in plants.



Vocabulary Activity

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

Terms:

- Parts of Plant: stem, leaf, petal, root, flower.
- Mulch
- Tools: trowel, garden gloves, and hoe



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 does the Garden Patch use plants?



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.

Kindergarten to Grade 1 Pre-visit Activities

Central Idea: Living things get what they need to live from the world around them and return what they have back to it.

The Science: Sociology

- *How do people use plants?*

The Science: Botany

- What are the parts of the plant?
- What are the similarities and differences between plants?
- What do plants need to grow?

The LEPTs of Science Education



Life Science



Physical Science



Earth & Space Science



Traditions

Life Science

LTK.1

LT1.1

LT1.2

Social Studies

RWK.2

RW1.2

RW1.3

Provocation

COLLECT

- Laminated pictures of Sask. plants
- Playdough

INSTRUCTIONS

This is a group activity. Split class into table groups. It is preferred to initiate this activity at the beginning of the students' day, or after recess break.

Print out enough copies of each photo to place at each table group. Each table should have enough playdough for each student.

Students will mold playdough to match the image of the flower at their table. Encourage students to mold their playdough on top of the laminated picture when mimicking the structure of the plant.

*Try not to give students any knowledge about the structure of the plant. Let them observe first, and see what questions arise while they are mimicking the structure of the plant with their playdough. Observe what terminology they are using to describe the flowers.



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Kindergarten to Grade 1 Pre-visit Activities

Main Activity

STRAIGHT FROM THE SOURCE

COLLECT

- Straight from the Source Image Cards

OBJECTIVE

To understand that all food comes from plants and animals.

DISCUSSION

Show video: <https://www.youtube.com/watch?v=7FDVRO98O7c>

Much of the food we eat comes from plants and animals. What are your favourite snacks? Can we think of what plants or animals those foods came from?

INSTRUCTIONS

Divide the class into small groups. Give each small group a set of food source cards, and have them try to match each food to its animal/plant source.

Share responses when done.

Have students further sort all of the food sources in two piles: plants and animals. If they know their plant parts, have them further sort the plants into six categories: roots, stems, leaves, flowers, fruits, and seeds.

Vocabulary

COLLECT

- Youtube Video: <https://www.youtube.com/watch?v=TIVKtoJDY8c>
- Youtube Video: <https://www.youtube.com/watch?v=4lezuUisc0s>

INSTRUCTIONS

Pick a video to show the students. Each video includes new words that are often said at the Garden Patch. Play the game: **would you rather** using words from the video (example: would you rather use a trowel to dig a hole or a garden rake). Ask students to tell their elbow partner about a time they went to a garden (adapt by using different words found in the video).



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Kindergarten to Grade 1 Pre-visit Activities

Vocabulary

WHERE DOES MY FOOD COME FROM?

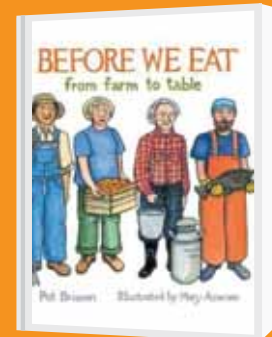


COLLECT

- Printable Map of Canada
- Children's Book: *Before We Eat from Farm to Table* by Pat Brisson
- Print out *Food Icon Document* found below

OBJECTIVE

To identify geographically where our food comes from, and introduce words that are connected with food, gardening, and agriculture.



PREPERATION

Print out a copy of the Canadian map for each student. Print out food icons.

Find children's book listed above, or access link found below:

*Youtube link: <https://www.youtube.com/watch?v=HFa5OPZvMnc>

INSTRUCTIONS

*This can be adapted for any holiday, but let's take Thanksgiving Day as an example:

Step 1: Read book or watch online via Youtube link above*

Before:

Ask students what foods are eaten during Thanksgiving Dinner. Are there any common food items or different food items between students?

Ask students where the ingredients for their Thanksgiving dinner come from. Who raises the turkey? Where do the cranberries come from? Who provides the cranberries?

During:

For each picture in the book, ask students to describe what they see and predict what will happen next.

After:

Go back through the pages and have students see who the workers were in the book.

Answer: shop clerk, farmer, gardener (horticulturalist), migrant workers (harvesters), bee-keeper (apiarists), fisherman, entrepreneur (farmer's market), truck driver, baker, chef.



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Kindergarten to Grade 1 Pre-visit Activities

Vocabulary

WHERE DOES MY FOOD COME FROM? (CONT)

INSTRUCTIONS

Step 2: Distribute Canadian maps - 1 map per student. Have students locate and colour where they live on the map using the colour green.

Step 3: Look up students' favourite recipes for Thanksgiving Day, and research where those items are located. Have students glue food icons to represent where their ingredient is located on their map.

Step 4: Wonder why the food ingredient comes from that location. Does the weather, soil, or person influence why that food item is located there?

Example: search on Google maps, Google, or the Canadian Encyclopedia "pumpkins Canada" and discover the results! In Alberta, there are pumpkin farms and that means a farmer grows pumpkin plants. How would the pumpkin get from Alberta to Saskatchewan? Transportation - a truck driver would transport those pumpkins to the market!

EXTENSION

Provide the same lesson using a map of Saskatchewan. What foods do we eat that are grown or raised in Saskatchewan? Have students locate and colour a circle on their map that signifies the location of Saskatoon. Research where food is grown and raised, and facilitate questions with students regarding why food is grown/raised in that location.

Provide a rough map of the city of Saskatoon. Locate the farmers market, a grocery store, the Garden Patch, and more! Use this activity as an opportunity to expand on the uses of maps, compass directions, and more.



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Kindergarten to Grade 1 Pre-visit Activities

Query

WHAT WILL BE AT THE GARDEN PATCH? BINS



COLLECT

- Seed packages (ask Canadian Tire about previous year's seeds)
- Plastic containers
- pinecones & sticks & leaves
- toy vegetables
- green pipe cleaners & brown felt fabric
- toys that represent living & non-living things

OBJECTIVE

Students will be placed in stations and engage with the materials presented. As they are playing they will think about questions they have for their field trip when they see real plants at the Garden Patch.

PREPERATION

Set up stations at tables that host bins displayed below. Print out *Non-living Things & Living Things Bin* labels, and provide a sheet of paper, or designate an area of the whiteboard to write down student's questions.

INSTRUCTIONS

Assign students to tables. Provide groups at each table with 15 min. to investigate their materials and follow the instructions below. After 15 min. students will rotate to the next station. Afterward, students will share wonders and curiosities with the teacher about what they are expecting to see at the Garden Patch.

SEED SORTING BIN

Materials: seed packages, plastic bags or containers.

Buy seeds from Dollarama or Canadian Tire, and containers. Place the seeds from each pouch in their own container

Laminate seed packages and write a number on each seed package. Match each number to the associating seed.

Kindergarten: Match the number on the laminated seed package to the number on the seed container.

Grade 1: Predict the number of seeds in the container, and investigate the seeds.

STORYTELLING BIN

Materials: seed, pinecones, sticks, brown felt fabric, toy vegetables, leaves (fabric or real), toy insects, and green pipe cleaners.

Students use the materials in the bin to make a story OR have students share how a plant grows for formative assessment.

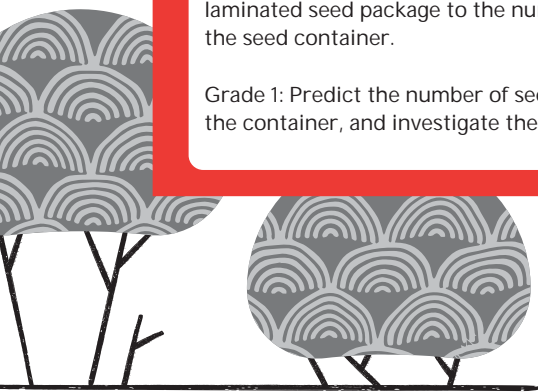
LIVING AND NON-LIVING THINGS BIN

Materials: random array of toys that represent living things and non-living things

Fill a tub/basket with an array of items from the dollar store or from the classroom that represent living things (trees, bugs, plants, animals) and non-living things (toys, balls, eraser).

Print out non-living and living labels from resources below: *non-living & living things bin*

Have students go through the items in the bin and place the item under the designated label.



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Kindergarten to Grade 1 Post-visit Activities

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

Activity Goals:

- Acknowledge that a plant's fruit holds seeds.
- Explain how seeds are dormant (asleep) until they have water, the right temperature, and the right amount of light.
- Connect the relationship between food, ourselves, others, and the environment. When we care for our environment we are not only caring for those in the future, but we are caring for ourselves. Healthy soil makes healthy plants which provide our bodies the nutrients it needs to have the energy to grow and do things.

Learning Objectives:

At the end of these activities students will **recognize** that there are foods that we eat that contain seeds to grow a plant, and **experiment** with decomposition by reducing waste through composting.

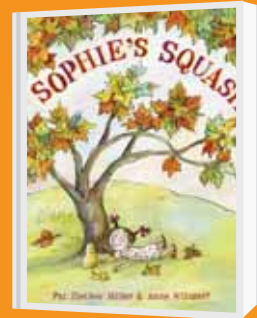
Artifacts

Bring a butternut squash to class and give it a name like Sophie's Squash. Have students draw pictures and write down their observations to document how it changes over the course of a month.

Once it starts getting squishy/moldy, place the squash in a pot of dirt or a mound of dirt on school property. Wait 2 weeks and return to the spot to see what happened to the squash

Read

Sophie's Squash by Pat Zietlow Miller



Watch on Youtube

<https://www.youtube.com/watch?v=pwI5-xpJIPU>



Follow Up
Activity

COLLECT

- Questions students made prior to field trip
- Paper
- Colouring pencils/markers
- Reflection: What I Learned at the Garden Patch doc. (below)

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.

Print out reflection handout found below: *What I Learned At the Garden Patch*.

INSTRUCTIONS

After the large group discussion comparing predicted expectations at the Garden Patch to student's experience after visiting the Garden Patch, have students complete the handout *Reflection: What I Learned at the Garden Patch*. Time permitting, have students share their pictures with a partner and compare what each other took away from their experience at the Garden Patch. Note: use the storytelling bin in Query activity as a summative assessment by getting students to explain how a plant grows.

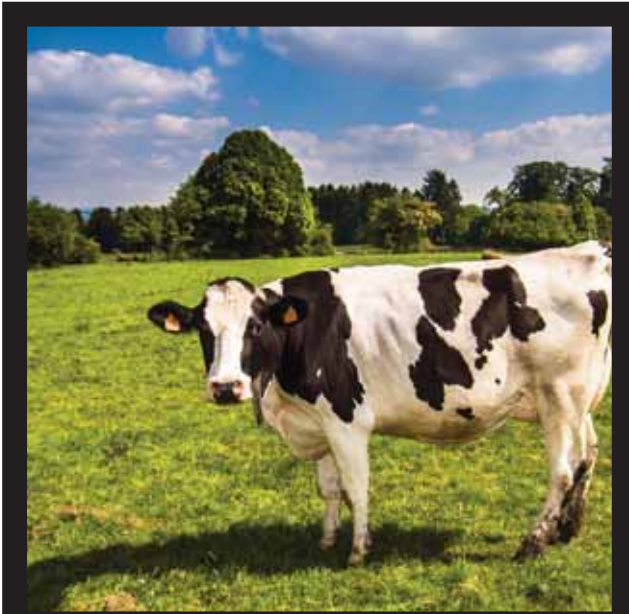


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Straight from the Source Cards



Straight from the Source Cards



Straight from the Source Cards



Where Does My Food Come From?



Pumpkin



Turkey



Chips



Cranberry



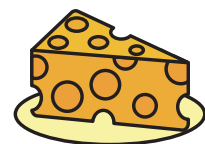
Carrots



Ham



Apple



Cheese



Pumpkin



Turkey



Chips



Cranberry



Carrots



Ham



Apple



Cheese



Map of Canada

Living
Things



Non-living
Things



My Name:

At the Garden Patch, I learned

Vocabulary Box

Garden	Soil	Light	Sun	Transplant	Plot
Trowel	Seed	Water	Sprout	Tools	Dig

Draw what you did!