

Manna on Main Street, Fresh Kids

July 2015 Lesson: Where is Local?

Based in part on The Food Trust's Kindergarten Initiative

Objectives

- Encourage children & parents to improve their intake of local fruits & vegetables.
- Introduce the concept of eating local food; children will be able to comprehend that food grows everywhere in the world, but food that grows in Pennsylvania is called local food.
- Children will be able to identify a variety of fruits & vegetables that are grown in Pennsylvania.
- Children will be able to locate Pennsylvania on the map.
- Children will be introduced to the relationship between eating fruits & vegetables & health.

Materials

- Assessment & Evaluation form
- *The World in a Supermarket*
- *What's for Lunch*
- Whiteboard/Flipchart & markers
- Markers, colored pencils, crayons
- Fresh fruit snack (include foods from Pennsylvania)
- US map
- World map handout
- Pennsylvania map handout
- Gold & blue (or 2 other colors) star stickers
- Pantry cart stocked with local fresh fruits & vegetables & other healthy foods
- Pennsylvania Produce Facts brochure



Notes

- Instructors & volunteers should be prepared to manage & make adjustments to the lesson to accommodate different age groups & group sizes.
- Potentially, kids of several age groups will be attending the lesson. In that case, pair up older & younger so the older kids can help the younger kids. This will encourage the older kids to mentor & decrease the likelihood that they would get bored & distracted.
- If children come in late, have a volunteer or older child show them where you are in the lesson.
- Kids will most likely be leaving at different times; coloring & worksheet activities are the last part of the lesson in order to accommodate this.

Outline

Introduction

- Instructors & volunteers should introduce themselves & ask children their names.
- **Complete assessment portion of Assessment & Evaluation Form through a very brief interviewing process.**

Activity 1: Learning about “local food” & snack

- Show children a Pennsylvania fruit (apple, berries, plums, etc.). Ask them where the fruit came from & if they’ve ever been to a farm where it grows. Have them share their experiences. Tell them that this fruit that grows in Pennsylvania can actually grow on farms all over the world. This fruit is special because it came from a farm in Pennsylvania, where we live. Show children the US map & ask if they can point to Pennsylvania; then, point it out. **This fruit is called a “local food,” because it came from a farm in the state of Pennsylvania where they live. So, “local food” means the food that comes from farms where we live.** Ask the children to try to sound out how “local” is spelled & write it on the board. Have them say the word. Ask them to remind you why that fruit is special (it’s local food). Tell them fruit grown everywhere else are not-local. **Write “local food = food grown where we live” on the board.**
- Serve fruit snack & talk about produce that grows in Pennsylvania. **Ask children to list foods that are grown locally & write some on the board:** *Apples, asparagus, beans, beets, blueberries, broccoli, cabbage, cantaloupe, carrots, cauliflower, celery, cherries, cucumber, corn, eggplant, lettuce, mushrooms, onions, peaches, pears, peas, peppers, plums, potatoes, pumpkins, radishes, raspberries, spinach, squash, strawberries, tomatoes, turnips, watermelons*

Activity 2: Read aloud story

- Tell children that you’re going to read a book called *The World in a Supermarket*. Tell them that their job while you are reading is to try to figure out which of the fruits or vegetables in the book in the “local” one. They have to listen carefully because the book will try to trick them!
 - Read the story as you would any other shared reading, having students predict, identify word meanings, beginning/end sounds.
 - After reading the story, ask the students if they could figure out which of the foods could be “local.” Discuss the little girl at the end; her tomatoes were local tomatoes because they were from her garden, where she lived. Remind them of a local farm or farmers market nearby or one that one of the children visited. Tell them that the food at the farm/farmers market is local because it’s grown in Pennsylvania. **Remind them that they live in Pennsylvania, so foods that are grown in Pennsylvania are local foods.**
- Go quickly through the book again, asking the students to say “not-local” to all the pages with geographic locations. On the last page, say “tomatoes from your garden” (response should be “local”).

Activity 3: Mapping local & not-local foods

- Tell the children that they are going to play a game with stickers to learn about local & not-local. Give out the world map handout, tell them that this is a map of the whole world, & there are farms everywhere in the world. Remind them that they live in Pennsylvania, & show them where Pennsylvania is on the map. Have them keep their finger on the place where Pennsylvania is on the map. Demonstrate by placing a gold star on Pennsylvania. Tell the students that the gold star is for local food & talk about local food examples:

- Food from your own garden is local!
- Food from a farm in Pennsylvania is local!
- **Food that grows close to us is local food; refer to the list of foods that grow in Pennsylvania on the board.**
- Use the blue-stars for the not-local food everywhere else in the world; **non-local food is food that is grown far away from where we live:**
 - Food that comes from, Brazil, is not-local (put a blue star on Brazil)
 - Food that comes from Russia, is not- local (put a blue star on Russia)
 - Food that comes from Peru, is not-local (put a blue star on Peru)
 - Food that comes from China, is not-local (put a blue star on China)
 - Allow them to put blue stars all over the world, while saying not-local.
- Have them point to the gold star Pennsylvania & say “local,” & point to the blue stars & say “not-local.”
- Say you have a question to check to see who was listening really carefully. **Ask them “What is local food?” Response: “Local food is food that grows where we live,” or “Local food is food that grows in Pennsylvania.”**
- Hand out Pennsylvania map outline, tell them that this is where they put the gold star – this is where they live (Pennsylvania). Let the students know that Pennsylvania is a big state, & the city that they live in is where the star is, have them put their fingers on the star. Have them complete the sentence, sounding out the word “local” & writing it underneath the state. Read the sentence together as a class “Local food is food that grows in Pennsylvania.”

Concluding & Evaluation

- Review the objectives
 - **Do you know what “local food” is?** Food that is grown where we live.
 - **Do you know what kinds of fruits & vegetables grow in Pennsylvania? Review the list on the board & mention others (see list above).**
 - **Can you find Pennsylvania on the US map?** Have children point it out on their maps.
- **Complete evaluation portion of Assessment & Evaluation Form through a very brief interviewing process.**
- As time & setting allows, review the *What’s for Lunch* book, identifying Brazil, Russia, Peru & China in the book & on their world maps & discussing the foods that come from each. The foods that are in the kids’ lunches are local to them, but can they also be grown in Pennsylvania?
- Children take home everything they’ve worked on during the lesson & the Pennsylvania Produce Facts brochure. **Help children pick out items from the pantry cart to take home.**