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| About this Lesson |
| In this lesson, students consider the financial and other benefits of buying local produce. |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| Intermediate grades 7-9, including LDCC | Math Social Science | By the end of this lesson, students will be able to give financial, nutritional and social reasons why it may be advantageous to buy local produce. | Total of  at least 2x 50- to  75-minute lessons |

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| Curriculum Links |
| Elementary curriculum  Grade 7 Math  Overall: (Number Sense and Numeration)   * Apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers   Specific   * Identify and compare integers found in real-life contexts * Use estimation when solving problems involving operations with whole numbers, decimals and per cents to help judge the reasonableness of a solution   Overall: (Data Management and Probability)  • Make and evaluate convincing arguments, based on the analysis of data  Specific   * Collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements * Collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables and graphs (including relative frequency tables and circle graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software) * Read, interpret and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data or community data in the newspaper, data from the Internet about populations) presented in charts, tables and graphs |

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| Curriculum Links (cont’d.) |
| Grade 8 Geography  Overall:  B2. Use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective.  [LDCC Grade 9 and 10](http://www.edugains.ca/resources/CurriculumDocuments/LDCC_Math_9_10.pdf)  **MAT1L**  **Overall:** **(Developing and Consolidating Money Sense)**  **DMSV.03**   * Communicate information about money concepts   DMSV.04   * Use literacy skills (reading, writing, listening and speaking) to obtain and communicate information about money sense   **Specific**  **DMS3.02**   * Explain their reasoning used in problem- solving and in judging reasonableness   **DMS3.03**   * Communicate, orally and in writing, the solutions to money problems and the results of investigations, using appropriate terminology, symbols and form   **MAT2L**  **Overall:** **(Extending Money Sense)**  **EMSV.01**   * Solve problems drawn from everyday situations involving money, demonstrating skill and understanding in the use of decimal numbers   EMSV.02   * Communicate information about money sense   EMSV.03   * Use literacy skills (reading, writing, listening and speaking) to extend their money sense   Specific  EMS2.02   * Explain their reasoning used in problem-solving and in judging reasonableness   **EMS2.03**   * Communicate, orally and in writing, the solutions to money problems and the results of investigations, using appropriate terminology, symbols and form |

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| Inquiry Question |
| What are the financial, nutritional and social advantages and disadvantages of buying produce grown locally? |

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| Materials List |
| * Computers for referencing distances * Posted World Map * Chart Paper * Appendix A: Why Buy Local Produce? * Appendix B: Suggested Weblinks (Reasons for Buying Local Produce) |

| **Timing**  (Mins.) | | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON | | | |
| 10 minutes | | Review and address any questions from the previous lesson.  Show the video (referenced in Lesson 1 Appendix B):  <https://www.youtube.com/watch?v=_kU8gQAXT9E> |  |
| ACTION | | | |
| 30 minutes | Part 1  If necessary, provide time for students to complete the worksheet from the previous day or lesson.  Part 2  In the same groupings, have students create a chart paper version of **Appendix A: Why Buy Local Produce?** Provide time for each group to identify the advantages and disadvantages of buying local produce, and any factors (e.g., cost) that might affect the decision.  Provide each group with a different weblink to help students focus their research and to help students gain a broader perspective. See Appendix B. | |  |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | | | |
| 30 minutes | Suggested links are:  <http://ontariofarmfresh.com/7-great-reasons-to-buy-local-and-eat-in-season/>  <https://www.huffingtonpost.ca/ontario-association-of-food-banks/6-reasons-to-buy-local_b_10226718.html>  <http://www.ontariotable.com/how-to-buy-local-food/>  <https://sustainontario.com/resources-2/ontario-eats-local>  <https://www.ohea.on.ca/blog/10-reasons-to-buy-local>  <http://www.unlockfood.ca/en/Articles/Food-Production/Benefits-of-Buying-Local-Food.aspx>  <https://ueat.utoronto.ca/eating-local-bother/>  <https://www.precisionnutrition.com/all-about-local-food>  <https://www.cbc.ca/radio/checkup/blog/local-produce-can-be-healthier-than-its-imported-counterparts-1.3500788> | |  | |
| CONSOLIDATION/DEBRIEF | | | | | |
| 10 minutes | | 1. Organize a Gallery Walk or group presentations of their findings or results, noting differences and similarities between the groups. 2. Make a journal entry summarizing not only their own group conclusion, but also the similarities and differences with other groups. | | Journal Entries | |

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| Why Buy Local Produce? |
| |  |  | | --- | --- | | **Why Buy Local Produce?** | | | **Advantages** | **Disadvantages** | | Other factors that could affect a decision to buy produce that is or is not local: | | |

**APPENDIX A**

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| Suggested Weblinks (Reasons for Buying Local Produce) |
| <http://ontariofarmfresh.com/7-great-reasons-to-buy-local-and-eat-in-season/>  <https://www.huffingtonpost.ca/ontario-association-of-food-banks/6-reasons-to-buy-local_b_10226718.html>  <http://www.ontariotable.com/how-to-buy-local-food/>  <https://sustainontario.com/resources-2/ontario-eats-local>  <https://www.ohea.on.ca/blog/10-reasons-to-buy-local>  <http://www.unlockfood.ca/en/Articles/Food-Production/Benefits-of-Buying-Local-Food.aspx>  <https://ueat.utoronto.ca/eating-local-bother/>  <https://www.precisionnutrition.com/all-about-local-food>  <https://www.cbc.ca/radio/checkup/blog/local-produce-can-be-healthier-than-its-imported-counterparts-1.3500788> |

**APPENDIX B**