



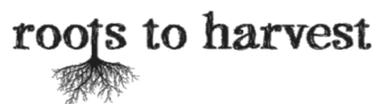
**LOCAL FOOD  
LITERACY IN  
SCHOOLS**

**FREQUENTLY ASKED  
QUESTIONS**



## Frequently Asked Questions

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Possibility grows here.

This publication has been developed as a part of our partnership's Say Yes! to Local Food Literacy in Schools project (2016 / 17). The views and ideas shared in this publication are those of the project partners and do not necessarily reflect those of the Greenbelt Fund.

## Q.1

I see huge potential in helping my students gain greater local food literacy skills: knowing where their food comes from, what's available when, and how to cook with local food. But how do I get my students excited about this and engaged in it?

Food is inherently exciting! Here are some ideas to engage your students:

### Build on different access points:

**Link gardening with cooking.** Cooking helps students care more about gardening and gardening helps students care more about cooking. Students are more likely to eat food if they've grown it themselves. They also care deeply about a plant if they've grown it, can eat it, know what it tastes like, and know how to cook it. Bring cooking into the school in different ways such as in class, with a club, in an after school program and/or in an employment program.

**Take a look at school lunch - there's food in school every day.**



**Student Nutrition Program links:** make food exciting. Visit <http://foodshare.net/program/blender/> for instructions on how to build a bike blender with students.

**Curriculum links:** think outside the box. Business classes – look at selling food. Language classes – do literacy activities. Arts classes – do signage & photography. Geography classes – map the garden or the local community in terms of food access.

**Field trips** – visit food co-ops, farms, markets, and other locations.

**Play spaces** - Growing food can happen outside of conventional gardens and can enhance playground environments. Plant perennial herbs like thyme as a groundcover to provide a sensory play experience or build natural shade structures with climbing beans to create inviting spaces for children to explore.

**Make it relevant.** Ensure that the food reflects students' cultures and what they eat at home. Include different ways for students to engage (e.g. building irrigation systems, painting a mural, starting a seedling).

**Use the "ooh and ahh" factor.** Think about how to make local food literacy exciting. Bees (and a beekeeper), for instance, can have that kind of effect!



**Recognize that youth are food experts.** They've eaten a lot of food! Acknowledge what they know and use that in your programming. E.g. students can write curriculum for an after school or growing program. Or have older students mentor younger students in a cooking project.

**Give students choice** about what they're growing, cooking, and eating.

**Celebrate student leadership.** Have a "Food Champ" or "Garden" Award at a graduation or year-end assembly.

**Create food system volunteer roles** for students who need volunteer hours. E.g. managing a compost system, salad bar ambassador (to encourage students to eat fresh salad), prepping for snack program.

**Celebrate your success.** Share your school food stories on school social media accounts, school newsletters, at school-wide events. Invite your local school board trustees and city councillors out to a garden launch or harvest party.

Check out these teaching resources:

From Ecosource:  
**Classroom Connects (Gr. 9-12)**  
**Re-rooted in Play (K-8)**  
**Jardin de L'Éducation (Bilingual)**  
<http://ecosource.ca/about-us/publications/>



These resources include lesson plans and activities for students to learn about and explore our local food system as well as the complexities of our food choices.

From FoodShare Toronto:  
**Field to Table Schools Workshops**  
<http://foodshare.net/program/educator/>



FoodShare's website provides Ontario curriculum-linked lesson plans (K-12) about cooking and tasting, growing, nutrition, media and many other aspects of our local food system.

## Local Food Literacy Inspiration

### Bruce Public School (Toronto)

“Bruce Public School celebrated Farm to Schools month in 2016 by doing their first harvest off of their indoor hydroponic tower garden with students from the Grade 3, 4 & 5 classes.

Students harvested lettuce and herbs that were grown from seed right in their classroom, and made a variety of salads and herbed cream cheese.

The kids really enjoyed eating! Students measured plants growing in the tower and made graphs showing how the plants had grown. Students also wrote paragraphs about the tower and how it works, connecting the indoor garden to the Language Arts curriculum. It was nice to mark the Farm to School month by harvesting produce grown right in the class.”



### RF Hall School (Caledon)

“We, as a class, made asparagus frittata. Mr. Zerdin showed great expertise in this dish. The asparagus we used was locally grown and organic. We used free run eggs that were fresh and local as well.

The cheddar cheese that was layered on top, melted to perfection with its beautiful orange colour cascading across the eggs and asparagus. The taste was simple, yet extremely satisfying with a hint of salt to take the flavor of the frittata to a whole other level.

The preparation is as easy as it gets for fresh, homemade food. Anyone can do it. This is definitely a dish that I’ll be keeping in my recipe book.”



- **Brittany, a student at RF Hall Secondary School**

Q.2

How do I help my students to navigate a grocery store, including how to buy local and how to shop cost effectively? It’s challenging to know what’s local by just reading labels. And the cost of local, fresh food can be very high. I find it really difficult to teach students how to access local food when it can be so costly to purchase.



- **Tour a grocery store.** Make sure to highlight: shopping the perimeter, looking at the cost/unit (e.g. \$ per 100 grams), bulk purchasing, origin labels.
- **Collect flyers** to use in class or look online if you can’t make it to a store.
- Make use of the **What Toronto Eats** workshop (FoodShare, for Gr. 9-12 students), which explores what people can access at different income levels. This resource includes tips for navigating a grocery store and touches on how to talk about local food and nutrition.  
<http://foodshare.net/program/educator/>
- **Advocate about food issues** in your local community including the cost of food: write letters, use social media, explore food policy councils.
- Explore alternative buying systems (e.g. co-ops; growing food as a class; Good Food Box; mobile markets).
- Grow your own food – this will help students understand the value of local food.
- Have students do an inventory of local food businesses. Prioritize these when sourcing food for school programs or catering.
- Keep in mind that food education is full of contradictions and complexities.

### Q.3

I really want to use our school garden to teach my class about things like local food systems and health. But using the garden can be overwhelming and student interest is all over the place. Are there any tips for how to make local food literacy with the school garden more manageable, and how I can better engage my students in the garden (without it taking up all of my time)?



**Start Small!** Don't feel like you need to use your entire greenspace. Start with a few containers or portion off a section and work in that small space. As you build confidence and knowledge you can start expanding.

**Try to get a lot of teachers into the garden.** More hands are better; allocate some easy tasks for teachers and classes who don't have a lot of experience and knowledge. Watering, weeding pathways, and mulching are easy activities to learn.

**Get students involved in decision-making.** Brainstorm veggies based on your climate and season; give out stickers, and let students 'vote' on what to grow using dotmocracy.

**Choose your plants wisely.** It's more manageable if you plant things that are easy to maintain and quick-growing, especially since you're not likely to be at school in the summer.

- Plant pollinator friendly edible flowers (e.g. nasturtiums, borage). They don't need much care and are fun to grow.
- Plant quick growing spring crops to harvest before the summer (e.g. radishes, lettuces, spinach).
- Or plant crops that will survive the summer with little watering (e.g. winter squash, potatoes).
- If you're worried that the garden will look a little wild, make signs that say "Pollinator friendly garden" or "We're growing these plants for seed".

**Connect with community groups for summer maintenance.** Is there a nearby library or community centre with a summer program that could water the garden over the summer?

Involve members of your community, including your elders.

Use what's already out there. Some favourite places to find online garden resources include:

**FoodShare's Educator Resources**  
<http://foodshare.net/program/educator/>



Website provides curriculum-linked lesson plans including activities for the school garden.

**Imagine a Garden in Every School**  
<http://agardenineveryschool.ca/>



Website includes a map of school gardens in Ontario (put yourself on the Map!) and a wide range of school garden resources.



**Growing Up Organic**  
<http://cog.ca/ottawa/guo-workshops-download/>



Website offers a wide range of curriculum-linked gardening lesson plans and activities for students from JK – Gr. 12.

For more information about how to teach local food literacy using your school garden, access our **Growing Local Food Literacy webinar recording and tipsheet:**

<https://sustainontario.com/2017/04/25/32862/news/growing-local-food-literacy-in-ontario-schools-webinar-recap>

## Q.4

How can I deal with the mismatch between the growing season and the school year? In September I need to teach basic cooking and growing skills with new students but it's also harvest time, which means there is a lot of high-skilled work to do in the kitchen and in the garden.

### Explore growing during all seasons:

- You can do a lot inside. Indoor growing can work especially well for leafy greens and herbs. Sprouting in particular has a great turnaround. All you need is a south-facing, sunny window or simple grow-lights. (Tip: put out a call to your community for donations of grow lights.)
- Explore seeds and seed-saving; bridge this to talk about food sovereignty.

Connect clubs and class lessons to food systems, e.g. food miles, racism, social justice, food access.

### Idea to get started with bringing the garden indoors

Build a sub-irrigated planter. People can stop by and say “ooh, what’s that?”

Great DIY planter instructions and videos can be found by doing a search online.



### Engage students in cooking, preserving, and tasting activities with local vegetables throughout the year:

- In the fall begin canning, pickling, and other food preservation.
- Link winter cooking to Indigenous foodways and how communities prepared traditional foods to survive the cold weather - drying, preserving, etc.
- Cook in the winter with root vegetables (cabbages, squash, sweet potatoes...)

Build Foodland Ontario’s availability guide into lessons year-round.



### Start garden planning early and make it fun:

- Start planning for your spring garden at the beginning of the school year. Most schools say their garden project would have been more productive and manageable if they started earlier in the year.
- Make garden planning a class project that integrates multiple curriculum connections.
- Engage students as leaders to host creative planning charrettes with their peers, teachers, and parents.
- Take advantage of existing school events to generate interest in your garden project. For example, instead of a bake sale, consider raising money for your initiative by selling preserved goods.
- Visit other gardens (indoors / outdoors) as inspiration.

Check out the following resources:

### FoodShare’s Cooking and Tasting Toolkit

[http://foodshare.net/custom/uploads/2015/10/Toolkit\\_2013\\_Cooking\\_Tasting.pdf](http://foodshare.net/custom/uploads/2015/10/Toolkit_2013_Cooking_Tasting.pdf)



### COOKING & TASTING



### Field To Table Schools Educator Toolkit Series

FoodShare  
www.foodshare.net

This toolkit shares learned lessons and tips and hints for cooking with children and youth.

### Six By Sixteen

<http://sixbysixteen.me/>



Six By Sixteen shares how-to cooking videos, recipes and source guides for Ontario-grown food. Its goal: that young people can plan and prepare six nutritious, locally sourced meals by the time they are 16 years old.

## Q.5

I'd like to set up a trip to a farm that has an educational component. But, like most teachers, I don't have the funding, resources or time to go on field trips or even to start looking into this kind of thing. What are my options?

### How to find the right farm to visit:

- Visit your local farmer's market or check out their website to ask what farms take school groups.
- Does your area have a regional farm map (e.g. "Grown in Peel" map)? These can point you to local farmers markets, local farms, and restaurants that use local food.



- Visit the Ontario Federation of Agriculture's website and search for "county federation sites". This will take you to a page with a phone number that you can use to inquire about farms in your area.
- Ask your Local 4H or your local Business Development group.
- Ask your school's Co-Op teachers if they have any contacts.
- Contact the Collaborative Regional Alliance for Farmer Training (CRAFT), a network of farmers that offer internships on their farms; they're used to doing education.



### Things to keep in mind when planning your farm trip (some farms are used to visits while others aren't):

- Bus Drop-Off Procedure (should you back up or drive forward into the farm?)
- Accessibility Needs.
- Safety: Shelter, bathrooms, handwashing, farm animals / loose animals, heavy machinery in use, insurance (ask the farmer for a copy of their liability insurance that's above \$2 Million).
- Dress appropriately! Prepare to get dirty and remind everyone to wear layers and proper footwear.

- Are you looking for a more established educational farm or a smaller scale farm? Each has pros and cons. Some established farms are ready for groups and will have safety concerns covered. Others may not have done this before but it may be a more intimate / personalized experience.
- Is a hands-on activity included? You can't assume that students will be able to get their hands dirty unless you ask. Be clear with what you're looking for and be prepared to bring your own activities if needed.
- Can you provide the farmer with an honorarium? This is important if the farm doesn't already charge for tours. It's a big deal for them to take the time to be with you.



### How to be creative in funding a trip:

- Can you access funding through Outdoor Education or related SHSM programs?
- Fill the bus with more than just your class. You can use a farm trip to do cross-curricular work with other classes.

### If a farm trip is too much consider these options:

- Go to a nearby farmer's market. Have your students meet the farmers, do a scavenger hunt, or buy fresh produce to cook in class.



- Visit a local community garden or greenhouse.
- Visit a local grocery store.
- Invite a farmer, gardener, chef, or beekeeper to speak to your class.
- Watch a farm / local food documentary film.
- Follow a farm blog. A lot of farmers blog regularly and it's a great way for students to see what's in season when.
- Bring the horticulture or agriculture teacher at your school into your class to speak or engage the students in activities.



## Q.6

I'm not an expert at navigating the food system and don't know where to get locally grown foods. How can I get started?

There are many great ways to source local food in your community:

- Look into CSA (Community Supported Agriculture) programs and connect with local farms and local farmers' markets. Many farmers are really keen to connect with local schools.
- Many neighbourhoods have developed local food maps, for instance the Middlesex-London Health Unit's **Get Fresh, Eat Local** food guide includes locations of farmers' markets and other places to buy local vegetables and fruit, meats, honey, syrups and jams. <https://www.healthunit.com/eating-local>



These resources can help schools access local food:

**FoodLand Ontario:**

<https://www.ontario.ca/foodland/foodland-ontario>



Provides links to local food sources as well as free resources for teachers and students such as posters, activity sheets, kid-friendly info about Ontario fruits and veggies, and availability guides to look up what's in season.

**Ontariofresh.ca:**

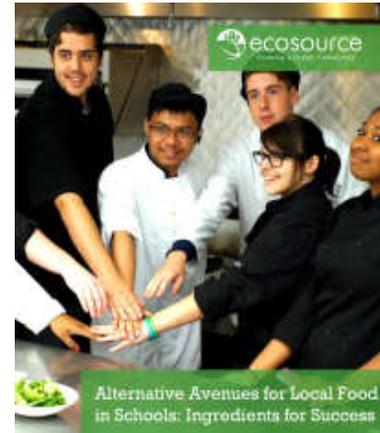
<https://ontariofresh.ca/>



A platform that can help schools across Ontario connect with local farmers and local food.

**Alternative Avenues for Local Food in Schools: Ingredients for Success (Ecosource and Roots to Harvest):**

<http://ecosource.ca/about-us/publications/>



Provides learnings from 7 pilot projects that took place in Durham, Peel and Thunder Bay regions: CSA; Local Food Month; Focus on Garlic; Farm to School; Farm to Caf; Friday Fry Day; School Gardens; Field to Fork.

For more information about this theme, access our **Building Field to Table Connections: Tips for Procuring Local Food in Schools** tipsheet:

<https://sustainontario.com/2017/11/07/34015/news/building-field-to-table-connections-tips-for-procuring-local-food-in-schools>

### Local Food Inspiration

"The Fall CSA produce was awesome. My students enjoyed learning about new vegetables that they had not seen, touched or tasted before. They especially loved the mysterious taste of the ground cherries and the challenge of creating dishes out of that week's harvest. The recipe for the dinosaur kale salad was great help, too."

**Ramil Andaya, Secondary School Teacher, purchased a CSA share for his hospitality class and attended Ecosource's Harvest Celebration to celebrate Farm To School Month.**



Students need to not only learn about local foods in the classroom, they also need to be able to purchase food that is in season from the cafeteria. Are there opportunities or examples of cafeterias that are using more local foods in their menus and/or involving education in their mandate?



School food systems are complex and involve many players and policies. Those who influence school cafeteria purchasing may come to the table with divergent views on how the food system should operate and what should change.

As a result, local food champions need to work strategically to bring the divergent perspectives together to identify common goals and achievable actions. It's also important to explicitly address areas of concern to make sure that local food procurement strategies are realistic and supported by decision-makers.

**Starting with a pilot** is a good way to support incremental change and build momentum.

The following are some examples of exciting projects in Ontario.

#### Screaming Avocado Café (Stratford)

- A student run café that offers healthy and delicious daily lunches using locally sourced ingredients to the student and staff.
- Feeds up to 300 patrons every lunch hour.
- This high school culinary arts program is led by teacher/chef Paul Finkelstein and has grown to include over 200 students per year. The program has incorporated a large kitchen classroom; 3000 square feet of organic garden; an organic greenhouse; a six acre school farm initiative; and a culinary club with national and international experiences.



More info is available at <http://screamingavocado.blogspot.ca/>

#### Farm to Caf Program (Thunder Bay)

- A chef created menus that comply with PPM 150.
- Students from the Food and Nutrition classes prepared, served and promoted the food.



- The program was implemented across all 4 of the Lakehead Public Schools (all of the schools run their own cafeterias).
- Students (especially those interested in working in food service) enjoyed doing large-scale food preparation and taking ownership over the school's food.
- Staff and students enjoyed the freshness and local aspect and were excited to eat in the caf.
- Teachers in the Food and Nutrition classes loved the curriculum links.
- The cafeteria staff found that there were longer line ups and they were making more money on the days that they were providing Farm to Caf meals.

#### Get Fresh Café (Thunder Bay)

This program is a collaboration between cafeteria staff, foods teachers, students, local producers and distributors.



Mission:

- To position Get Fresh Café as hub for school food activities.
- To offer innovative meal and snack options.
- To ensure healthy choices are the first choice.
- To always explore local and Ontario options first
- To provide collaborative opportunities for student learning.
- To market and sell food with the end goal of being a self-sustaining business entity.



Learn more at <http://www.rootstoharvest.org/education.html>

## Q.7 (Continued)

### Ecosource's Cafeteria Connects

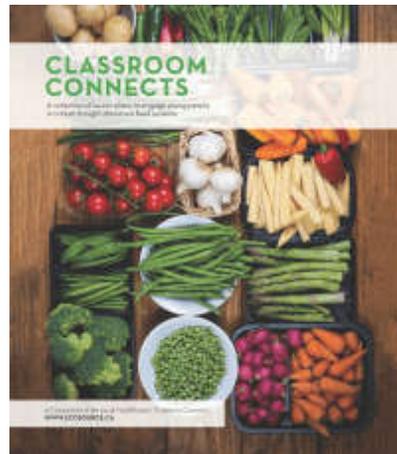
This project, which was a partnership between Ecosource, the Durham District School Board (DDSB) and Compass Group Canada, brought more local food to school cafeterias while providing educational material and opportunities about local food to DDSB students and staff.

Highlights include:

- Board-wide Harvest Days that celebrate seasonal local produce in all Compass managed cafeteria sites.
- Field trips & training with Compass Cafeteria Staff about local food and purchasing protocols.
- An inaugural Farmer's Market celebrating Durham Farmers and the Big 6 Purchasing strategy at the DDSB Head Office.



- High school Student Workshops to foster awareness about the local food system.
- The launch of the Big 6 Cafeteria Purchasing Strategy which focuses on 6 Ontario produce items that were consistently sourced from Ontario farms for the 2014-2015 school year, in partnership with Bamford's Produce.
- The development of Recipe Cards and marketing materials in support of the Big 6 Produce items (Apples, Carrots, Onions, Cucumbers, Red Peppers, Mushrooms)
- The Classroom Connects Curriculum Guide was developed by DDSB for 5 subject areas focused on the local food system.



Visit [www.ecosource.ca/publications](http://www.ecosource.ca/publications) to learn more.

### FoodShare's Good Food Cafés (GTA)

FoodShare ran a number of Good Food Cafés as an alternative cafeteria model in schools that have had students involved in cooking and food service on a daily basis.



#### PREVAILING CAFETERIA MODEL

Heat and serve production – supports a minimum number of jobs

Students tastes are ignored – food served rarely looks or tastes good and is often culturally inappropriate to the student body

Food is often processed and purchased pre-assembled – supports a minimum number of jobs

Jobs involve repetition and little autonomy

Foods are purchased to maximize profits, without regard for source

#### SUSTAINABLE SCHOOL CAFETERIA

Scratch and speed-scratch production – supports a maximum number of jobs

Student engagement helps students pick menus of their choice

Emphasis on whole, fresh and local ingredients – supports a maximum number of jobs

Jobs offer opportunities for skill development and creativity

Locally-produced foods are purchased where possible

#### Farm to Cafeteria Inspiration

Students at Westgate High School learned and helped to make pizza dough using local Brule Creek flour to be served at the Get Fresh Café in Thunder Bay.



## Q.8

**Our health department has some concerns about us eating food that we grow ourselves or that we get direct from farmers. What can we do to reduce the risks and fears, including for classes that don't have a cooking focus?**



Eating food from a school garden or local farm is a great learning experience. It brings the farm-to-table journey to life and can increase students' appetites for healthy food.

Eating what you've grown can be immensely satisfying - it's a delicious reward for many hours of hard.

Given these benefits, it's worth developing a health and safety plan that mitigates any concerns that health departments or school administrators may have about eating food from school gardens or local farms.

### **How to get started?**

- Review existing policies at your school board or health department so you know the basic requirements for school gardens and food handling.
- Listen carefully to the concerns voiced by school officials and respond with practical strategies to address them. Sometimes this is all that is needed to reassure concerned parties that the food can be enjoyed safely.
- Draft a formal health and safety plan for eating food grown in school gardens or local farms. This plan should include the steps you'll take to ensure the safety of the food while planting, growing, harvesting and cooking.
- If you have limited time, engage students in developing these guidelines as part of an assignment. This can facilitate student buy-in and demonstrate student leadership, which can generate support for your initiative among school officials.

**These are some of the ways you can mitigate health concerns for your school food projects:**

### **Planting:**

- Identify a site for your garden away from potential hazards (e.g., garbage, runoff, etc.)
- Test ground soil for contaminants or use planters with commercial, traceable soil instead
- Fence off the area to limit animal activity

### **Growing:**

- Use potable municipal water for irrigation, or test other water sources (e.g. rain barrels) on a regular basis
- Avoid growing common allergens
- Only use finished, composted manures or green manures/cover crops for fertilizing



### **Harvesting:**

- Use cold water baths to keep produce cool until refrigeration
- Wash all produce thoroughly with potable municipal water
- Practice proper hand washing practices



### **Cooking:**

- Follow your local health department's food safety guidelines
- Ensure proper refrigeration of garden produce
- Follow proper sanitization practices for cooking surfaces and utensils



## Q.9

If we're going to help our students adopt a love of good healthy food, we need a whole school food culture shift. This means getting good food in the cafeteria to connect students to their local farmers, weaving food literacy - such as how to have fun in the kitchen and how to eat well on a budget - into a range of school subjects, and changing our school fundraising model. It also involves getting other staff members, including our principal, to "buy in" and to value local food literacy. How can we get started on this?

While it can be tempting to want to overhaul your whole system right away, it's important to know that great programs take time to build. If you want to get started keep these tips in mind:

### Start small, do it well, and market the idea:

- Your small success story can create buy-in, encourage others to model the idea, and attract funding to scale up. E.g. start a worm bin, mushroom log, or seedlings in a classroom; or move from a successful window box to a raised outdoor garden.
- Calling it a "pilot" can be powerful: it's a low-risk way to try something, see what happens, and learn for the next time.



### Find & Engage Multiple Champions:

- **School Champions.** It takes many people to change a school's food culture. You want champions from across the school: teachers from many subject areas, custodians, administrators, parents, clubs, etc. Ideally the whole school will be involved. Odds are there is at least 1 other teacher, 1 support staff, 1 parent who supports your idea. Start building a team of interested and excited folks who can help others see the work's value.
- **Community partners.** Many people want to support schools including dietitians, nutritionists, child & youth workers, carpenters, agronomists, structural engineers, master gardeners, caterers, fundraisers... These partners can fundraise, provide expertise, host workshops and field trips, do advocacy, provide Professional Development, and be caring adults in the school for students.

Ask: "How do we solve problems without creating new work?" This involves working with (not against) what's being served in the cafeteria or what's being taught in the school. A school food champion can then start to introduce ideas that excite them.

**Get to understand your staff member's focus and connect it to the garden.** Is your Administrator focused on increasing attendance? Many studies show that attendance rates increase when students participate in food programs.

**Find other schools that are doing what you want to do.** Invite teachers and principals from neighbouring schools to visit your gardens and ask if you can visit other schools. After seeing a space in person people often feel more confident about having something in their own school space.

**Show them the data.** There is a wealth of literature about the positive effects of food programs at school. Check out the Edible Schoolyard Literature Review: <https://edibleschoolyard.org/node/5010>



**Track your progress.** It's important to develop an evaluation plan at the start of a project.

- Ask what success will look like and develop a set of measurable indicators to track your progress.
- Develop a plan to record hard data, such as the pounds of food you've grown or number of meals you've made with local ingredients.
- Ask questions about the impact of your work.

Combining data with stories about the project's impact can help you communicate project successes to key stakeholders and funders.

### Check out the Farm to School model:

#### Farm to Cafeteria Canada

<http://www.farmtocafeteriacanada.ca/>



The Farm to School (F2S) movement supports a broad school food culture. This website provides F2S resources including Fact Sheets, Stories from the Field, Videos, and Toolkits.

## Q.10

How can I find good quality ready-to-use lesson plans and resources to teach local food literacy to my class across a wide range of subjects? I don't have a lot of time and so I want to be able to find specific resources tailored to my grade level and subject area, or that might be useful in different school settings

In addition to the other resources mentioned in this document, check out Sustain Ontario's Food Initiatives Greenhouse:  
<http://sustainontario.com/greenhouse/>



This website houses food lesson plans and resources for teachers as well as a wide range of other resources to enable good food in schools.

Click on the "Food Literacy" initiative to search hands-on teaching resources by subject, grade, and other search fields.



### Local Food Literacy Inspiration



#### Cardinal Leger Secondary School (Brampton)

"The Specialist High Skills Major hospitality students of Cardinal Leger S.S. celebrated local food week by visiting Ecosource's Iceland Teaching Garden and getting their hands dirty.

Upon arriving students were tasked to clear a patch of garden that was overcome with knee high prickly weeds and much to the facilitator's surprise, they eagerly rose to the occasion. The conversation around the weed bed varied from comparing the fullness of the respective weed pails to the nearby bird's nest and culminated in a discussion on how not to disturb the natural habitat of a pregnant spider one student had discovered.

From here students enjoyed some garden side cooking and made a yummy fresh herbed dip and a rhubarb beverage. On our trip to Iceland Teaching Garden students came to understand local food beyond the catchy # they have seen on Twitter, they experienced it to mean eating food that is grown here by being a part of the process of how food is grown in Ontario."

- Kerry Greco, Cardinal Leger Hospitality Teacher