

# Our Food Has A Story

with farmer Will Bergmann

## Our Food Has a Story Video and Frequently Asked Questions

Agriculture in the Classroom-Manitoba (AITC-M) gathered accurate, balanced and current information to address frequently asked questions students and teachers have about Canadian agriculture. We even asked a local Manitoba farmer, Will Bergmann, how he produces safe and nutritious food for us to eat. Watch the full video by clicking the following URL or typing it into a search engine:

<http://aitc.mb.ca/educational-resources/classroom-resources/food-facts-faq/>.

## About Agriculture in the Classroom-Manitoba

Agriculture in the Classroom-Manitoba Inc. (AITC-M) encourages Manitoba students to develop critical thinking skills related to agriculture, food, bioproducts and life sciences. Working with commodity and industry-related organizations, AITC-M's programming, events and services will further develop future decision makers and entrepreneurs.

## Classroom Activity

### GRADE 10 GEOGRAPHY – FOOD FROM THE LAND CURRICULUM CONNECTIONS

Frequently Asked Questions webpage resource at <http://aitc.mb.ca/educational-resources/classroom-resources/food-facts-faq/>










Farm-to-fork or gate-to-plate, our food has a story worth telling

Part 1: Farming Methods

Part 2: Pesticides

Part 3: Consumer Choices

Part 4: Crop Rotation

Knowledge Outcomes	Part 1	Part 2	Part 3	Part 4
<b>KL-023</b> Describe the impact of various agricultural practices on the physical environment. Examples: soil erosion, water quality, soil fertility...				
<b>KH-034</b> Give examples of ways in which food production has changed over time. Examples: soil conservation strategies, technological change...				
<b>KI-005</b> Identify human factors affecting the production and use of various types of food. Examples: cultural, economic, political, environmental, marketing...				
<b>KG-038</b> Identify issues related to scarcity and distribution of food.				
<b>KE-045</b> Identify issues related to genetic modification of plants and animals.				



## **INTRODUCTION:**

Have students complete the 'Your Opinions' sheet.

Have the class watch the video 'Our Food Has a Story with Farmer Will Bergmann' (4:31) on the Frequently Asked Questions page in the Educational Resources section on AITC-M's website. You can also find the page by typing in the following URL into a search engine: <http://aitc.mb.ca/educational-resources/classroom-resources/food-facts-faq/>. Then follow up with option 1 or option 2 below.

### **OPTION #1**

Break the class into groups of four. Assign each member in the group a number from one to four.

Have students rearrange themselves in their numbered groups.

Have students go to the Frequently Asked Questions page in the Educational Resources section on AITC-M's website. You can also find the page by typing in the following URL into a search engine: <http://aitc.mb.ca/educational-resources/classroom-resources/food-facts-faq/>.

Each group is responsible for discussing the questions and answers under the section that corresponds to their group number and to prepare what they will take back to their home group.

Group 1 - Part 1: Farming Methods

Group 2 – Part 2: Pesticides

Group 3 – Part 3: Consumer Choices

Group 4 – Part 4: Crop Rotation

### **OPTION #2**

Have students go to the Frequently Asked Questions page in the Educational Resources section on AITC-M's website. You can also find the page by typing in the following URL into a search engine: <http://aitc.mb.ca/educational-resources/classroom-resources/food-facts-faq/>.

Have students read through the answers to each of the questions in Show All FAQ.

Have students identify:

1. Four things that surprised them or that they did not know before.
2. One thing they would like to know more about or research further.

Then have students research further into the one thing they would like to know more about and/or have a classroom discussion or small group discussions about the four things that surprised them or that they did not know before.

## **EVALUATION:**

Have students complete the 'What I Learned' sheet.



## Our Food Has a Story Video and Frequently Asked Questions Classroom Activity

### YOUR OPINIONS

For each of the following write a sentence or two that includes these words and expresses your opinion.

Your answers can follow either of the following formats:

i. I believe . . . . because . . . .

**Or**

ii. 1st sentence states your opinion. 2nd sentence gives reasons for your opinion.

1. Organic farming, conventional farming

2. GMO crops, benefits

3. Chemical pesticides, food safety

4. Local food, environment

5. Fresh food, frozen food, nutrition

6. GMO food, nutrition

7. Conventional farming, technology, environment



## Our Food Has a Story Video and Frequently Asked Questions Classroom Activity

### WHAT I LEARNED

1. Identify three things you learned from the 'Our Food Has a Story' video and the Frequently Asked Questions.

2. Identify any information presented that surprised you? Why did it surprise you?

3. Based on what you learned make any revisions to your original sentences or write new sentences for each of the following which include the words provided.

a) Organic farming, conventional farming

b) GMO crops, benefits

c) Chemical pesticides, food safety

d) Local food, environment

e) Fresh food, frozen food, nutrition

f) GMO food, nutrition

g) Conventional farming, technology, environment

