



Lesson 8: Farm to Fork

Nutrition Objective:

1. Students will be able to state how fruits and vegetables get from the farm to their plate.

Supplies/Materials:

- Food System cards
- Fruit Fractions worksheet (one for each student)

Lesson:

Ask→ Did you eat at least 2 cups of fruit and 2 cups of vegetables yesterday?

Ask→ Have you tried one new fruit or vegetable this week?

Say→ Last time we talked about the parts of the plant that we eat.

Ask→ Can anyone name some vegetables we eat when we eat the **top** or the **leaves** of the plant? (*lettuce, spinach, cabbage*)

Ask→ We eat the **bottom** or the **root** of the plant when we eat these vegetables. What are they? (*carrots, radishes, potatoes, beets, onions, turnips*)

Ask→ What vegetables are you eating when you eat the **middle** and the **seeds** of the plant? (*corn, peas, lima beans*)

Say→ Today we are learning about food systems. A food system is all the different steps that a food has to go through beginning from when it is planted to when you finally eat it.

Ask→ Where do fruits and vegetables come from? (*Fruits and vegetables come from plants or trees. They are grown on farms and in gardens.*)

Ask→ Has anyone here been to a farm?

Ask→ What kinds of fruits and vegetables did you see being grown on the farm?

Ask→ Have you ever grown anything in a garden?

Ask→ What types of fruits and vegetables have you grown in a garden?

Activity #1: Telling the Apple Story

- Food System cards are included with this lesson.
 - Ask for 8 student volunteers. Hand out one Food System card to each student. Tell them that they are going to tell the story of how an **apple** grows and becomes a food product.
 - Have the students work together to decide who has the first step in the food system, the second step, and so forth until the whole story is in place.

(continued)

- Answer:
Growing→Harvesting→Storing→Transporting→Selling→Preparing→Consuming
→Disposing

Ask→ Who has ever been apple picking?

Ask→ When you pick your own apples, which steps of the food system are you doing yourself?
(harvesting, storing, and transporting)

Say→ Let's talk about transporting which means delivering the apples from where they are grown to where they will be sold. Think about what happens to the environment.

Ask→ What happens when we ship apples thousands of miles around the world? *(it uses up lots of gasoline, creates pollution, apples get mushy and don't taste as good)*

Say→ Let's talk about the final step: disposing which means throwing your trash away.

Ask→ Why is it better for the environment if you eat fresh fruits and vegetables rather than processed or packaged foods? *(All the trash you create will break down and become part of the soil and you won't have to throw away a lot of packaging like paper or plastic which ends up in a landfill.)*

Curriculum Connection/Social Studies: On a world map, show all of the different countries that ship apples to the United States (examples—New Zealand, Chile, China, Argentina, Australia). Remind the children that we grow lots of apples here in the United States, including locally in Rhode Island.

Activity #2: Fruit Fractions (Curriculum Connection/Math) Have the students complete the worksheet.