



Food for Us: Cross-curricular connections

Subject	Grade	Big Ideas (B)	Competencies	Content	How Food for Us Relates
Applied Design, Skills, and Technologies	2-3		<ul style="list-style-type: none"> • Generate ideas from their experiences and interests (2,3), add to others ideas • Make a product using known procedures or through modeling of others (2,3) • Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment (2,3) • Develop skills and add new ones through play and collaborative work (2,3) 		<ul style="list-style-type: none"> • Students use workbooks to identify individual foods and more complex dishes, meals and snack choices. This workbook can be shared with classmates and families through lesson plans/ extensions. • Class discussion questions prompt students to reflect and evaluate their previous experiences with food and agriculture and build on other students' experiences. • Workbook exercises prompt students to construct goals to add a variety of foods to their regular eating routines. • Hands-on and home involvement activities prompt students to draw and colour meals and snacks, reflect on their family's food choices/traditions, and share with the class.(Lesson 2-7) • Optional tasting activities with student involvement provides opportunities for hands-on learning, creation of new dishes, and development of new skills.

Subject	Grade	Big Ideas (B)	Competencies	Content	How Food for Us Relates
Arts Education	2-3	<ul style="list-style-type: none"> • Creative expression develops our unique identity and voice (2) • Inquiry through the arts creates opportunities for risk taking (2) • Creative experiences involve an interplay between exploration, inquiry, and purposeful choice (3) 	<ul style="list-style-type: none"> • Develop processes and technical skills in a variety of art forms to refine artistic abilities (2) • Express feelings, ideas, stories, observations, and experiences through creative works (2) • Explore identity, place, culture, and belonging through arts experiences (3) 	<ul style="list-style-type: none"> • visual arts: elements of design: line, shape, texture, colour, form (2,3) • Image development strategies (2,3) • personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment (2,3) 	<ul style="list-style-type: none"> • Students create individual drawings of their favorite meals/dishes and their own farm scene, these are followed by class discussions and sharing opportunities. • Hands-on activities prompt students to draw and colour their daily meals and snacks, and reflect on their family's food choices (Lesson 2-7). • Suggested development or updating current classroom agreements establishing safe spaces for sharing with other classmates. • Hands-on activities provide opportunities for the development of various art skills: drawing, coloring, cutting, and pasting.

Subject	Grade	Big Ideas (B)	Competencies	Content	How Food for Us Relates
Career Education	2-3	<ul style="list-style-type: none"> • Strong communities are the result of being connected to family and community and working together toward common goals (2,3) • Effective collaboration relies on clear, respectful communication (2,3) • Everything we learn helps us to develop skills (2,3) • Communities include many different roles requiring many different skills (2,3) 	<ul style="list-style-type: none"> • Share ideas, information, personal feelings, and knowledge with others (2,3) • Identify and appreciate the roles and responsibilities of people in their schools, families, and communities (2,3) • Recognize the basic skills required in a variety of jobs in the community (2,3) 	<ul style="list-style-type: none"> • Risk taking and its role in self-exploration (2,3) • cultural and social awareness (2,3) • roles and responsibilities at home, at school, and in the local community (2,3) • jobs in the local community (2,3) 	<ul style="list-style-type: none"> • Students learn about various agricultural jobs, and the skills and responsibilities of farmers through agriculture themed stories (Lessons 1-7). • Students learn about their connection to the agricultural sector and the overall role farmers play in their lives (Lesson 1-7). • Students work in groups to classify different foods into food groups that link to Canada's Food Guide (Lesson 8). • Tasting opportunities and the establishment of no- pressure environments allow students to self-explore and assess their ability to try new foods. • Home involvement activities provide opportunities for sharing family meals, traditions, dishes, celebrations, and feelings around those activities (Lessons 2-7).

Subject	Grade	Big Ideas (B)	Competencies	Content	How Food for Us Relates
English Language Arts	2-3	<ul style="list-style-type: none"> • Language and story can be a source of creativity and joy. (2,3) • Stories and other texts connect us to ourselves, our families, and our communities (2,3) • Everyone has a unique story to share (2) • Through listening and speaking, we connect with others and share our world (2) • Playing with language help us discover how language works (2) • Using language in creative and playful ways helps us understand how language works (3) 	<ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning (2,3) • Use developmentally appropriate reading, listening, and viewing strategies to make meaning (2,3) • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (2) • Demonstrate awareness of the role that story plays in personal, family, and community identity (2, 3) • Use personal experience and knowledge to connect to stories and other texts to make meaning (2,3) 	<ul style="list-style-type: none"> • vocabulary associated with texts (2) • reading strategies (2,3) • oral language (2,3) • writing processes (2,3) • letter formation (2) • legible handwriting (3) 	<ul style="list-style-type: none"> • Agriculture stories link student’s food choices to BC’s environment and agricultural landscapes (Lesson 1-8). • Students make meaning of personal food choices through reading, writing, and oral exercises in their workbook and through extension activities. • Students listen to others tell personal stories about their family’s food choices. • Personal stories allow students to connect with others within their class. • Wrap up activities involve word games allowing students to play with language.
Mathematics	2-3	<ul style="list-style-type: none"> • Objects and shapes have attributes that can be described, measured, and compared (2) 		<ul style="list-style-type: none"> • multiple attributes of 2D shapes and 3D objects (2) 	<ul style="list-style-type: none"> • 2D and 3D attributes of food can be explored through this program and various extension activities.

Subject	Grade	Big Ideas (B)	Competencies	Content	How Food for Us Relates
Physical and Health Education	2-3	<ul style="list-style-type: none"> Adopting healthy personal practices and safety strategies protects ourselves and others (2,3) 	<ul style="list-style-type: none"> Explore strategies for making healthy eating choices (2) Explore and describe components of healthy living (2) Explore and describe strategies for making healthy eating choices in a variety of settings (3) Explore and describe strategies for pursuing personal healthy-living goals (3) Develop and demonstrate respectful behaviour when participating in activities with others (2) 	<ul style="list-style-type: none"> practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention (2,3) Nutrition and hydration choices to support different activities and overall health (3) 	<ul style="list-style-type: none"> Students identify a wide variety of foods and where they come from. Students classify foods into groups analogous to Canada's Food Guide food groups. Students are introduced to a variety of foods and allowed to discuss, taste, and explore textures, flavors, and smells. Program content is enhanced through extension and integration activities: Parent or Community Involvement, Challenges, Food Tasting, Written Practice, Oral Practice, Hands-on Practice. Respectful discussions around food choices and preferences.

Subject	Grade	Big Ideas (B)	Competencies	Content	How Food for Us Relates
Science	2-3	<ul style="list-style-type: none"> Living things are diverse, can be grouped, and interact in their ecosystems (3) 	<ul style="list-style-type: none"> Demonstrate curiosity and a sense of wonder about the world (2,3) Observe objects and events in familiar contexts and ask questions about familiar objects and events (2,3) Experience and interpret the local environment (2,3) Communicate observations and ideas using oral or written language, drawing, or role-play (2) Express and reflect on personal experiences of place (2,3) Sort and classify data and information using drawings, pictographs and provided tables (2,3) Take part in caring for self, family, classroom, and school through personal approaches (2,3) Transfer and apply learning to new situations (2,3) 	<ul style="list-style-type: none"> metamorphic and non-metamorphic life cycles of different organisms (2) Physical and chemical ways of changing materials (2) Biodiversity in the local environment (3) 	<ul style="list-style-type: none"> Students observe where their food comes from through agriculture stories, class discussions and workbook activities. Students communicate their understanding of where their food comes from through oral and written exercises and extension activities. Students take information from agricultural stories and translate it into workbook activities. Discussions around where foods in different food groups come from and how these foods can change through different methods of cooking or processing.

Subject	Grade	Big Ideas (B)	Competencies	Content	How Food for Us Relates
Social Studies	2-3	<ul style="list-style-type: none"> Local actions have global consequences, and global actions have local consequences (2) Canada is made up of many diverse regions and communities (2) People from diverse cultures and societies share some common experiences and aspects of life (3) 	<ul style="list-style-type: none"> Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (2,3) Explain why people, events, or places are significant to various individuals and groups (significance) (2,3) 	<ul style="list-style-type: none"> diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture (2,3) relationships between people and the environment in different communities (2,3) 	<ul style="list-style-type: none"> Agriculture stories link student's food choices to BC's environment and agricultural landscapes (Lesson 1-8). Students explore traditional food choices, from their own and others' cultures. These discussions may include cultural or family traditions, recipes for different dishes, and other classmates' experiences with food. Students listen to others tell personal stories about their family's food choices and share with the class.