



My planet, my food, my health!



Soup's On!

Educational Kit



For Elementary & High School Teachers
Second Edition

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Soup's On! Educational Kit (on CD)*

Introduction

Elementary School Level

Cycle 1 :

1. Inspector Veggie**
2. Where Have All the Vitamins Gone?
3. How Does it Grow?

Cycle 2 :

4. Farmers Market**
5. A Journey Back in Time and Around the World**
6. Snacks on the Rainbow**

Cycle 3 :

7. The 3N-F**
8. Up Close and Personal with a Farmer
9. Quebec on the Menu (*in French only*)
10. Eating according to Season**

High School Level

Cycle 1 :

11. The Life Cycle of Food
12. Organic or Not, That is the Question (*in French only*)
13. Soup's On Jeopardy

Cycle 2 :

14. Food Sovereignty (*in French only*)
15. Roleplay : the CAAAQ in Action! (*in French only*)
16. If I was a Farmer (*in French only*)
17. A Pizza for the Planet

* Please consult the attached CD.

** Revised and multiculturally-adapted activities and documents.

Educational Kit (Continued...)

Evaluation Questionnaires

- Appreciation Questionnaires:
 - Student's Appreciation Questionnaire
 - Teacher's Appreciation Questionnaire

- Evaluation Questionnaires:
 - Soup's On! Evaluation Guidelines
 - Student's Evaluation Questionnaire

Go Further

- Find a Local Farmer:
 - List of Local Farms **
 - List of Public Markets in Quebec **

- Become a More Responsible School:
 - Calendrier scolaire de dates environnementales
 - Ressources complémentaires
 - Sites à visiter
 - Aller plus loin : devenir une école plus responsable

Reference Documents

- Comprendre le système agroalimentaire (*in French only*)
- Eight Good Reasons for Eating Organic, Local and In-Season Food
- An Easy Guide to Eating Well
- Fiche d'information sur le diabète (*in French only*)
- The 3N-F in Action
- Quebec Seasonal Produce Calendar
- Quebec Fruits and Vegetables by Season
- Quebec-Grown Substitutes for Fruits and Vegetables **
- Local Food, Global Taste **
- Some Healthy Snack Ideas

*** Revised and multiculturally-adapted activities and documents.*





***Soup's On!* Educational Kit:**

A DYNAMIC WAY TO EXPLORE ECOLOGICAL & RESPONSIBLE EATING

Introduction

Soup's On! Educational Kit is a dynamic tool that aims to introduce the concept of responsible eating. Through the activities it presents, the kit invites students to look beyond their plate, to explore issues surrounding our current food system and to think about the impacts of their food choices on their health, the environment and the world around them. By focusing on the development of social and environmental competencies and critical thinking skills and by proposing concrete actions, the kit helps students become agents of change for a more healthy, ecological and just world, for now and for generations to come.

Why Talk about Responsible Eating?

Our planet is currently undergoing major changes at unprecedented rates. Our lifestyle lies at the heart of many of these changes. Often more driven by desires than by needs, the Canadian way of life is one of the world's most energy-intensive ones. Many studies show that if every human being lived like most of us do here, three to five planets would be needed to meet all our desires. However, we only have one planet and our actions increasingly put its health in jeopardy. It is in our power to make choices that are more environmentally-friendly. Why not make it our duty?

« Mother Earth can meet everyone's needs but not everyone's desires » - **Gandhi**

Despite the fact that it is often seen as trivial, eating is by far our daily activity that has the biggest impact on our environment, our health and our society. This educational kit *Soup's On!* aims to give teachers and students the tools that they need to become more responsible eaters by making food choices that are more healthy, ecologically responsible and just, and which promote solidarity with local farmers.

Looking Beyond the Plate: Impacts of our Food System

While the impacts of our food on the environment seem to be constantly growing, they are directly linked to the profound changes that our food system experienced in the last century. Here is a quick overview of some of the impacts of our current food system in Quebec (for more information, please see the « Reference Documents» folder of the educational kit).

Social and Environmental Impacts

In industrialized countries, rural regions are quickly disappearing. On average, from 2001 to 2006 in Quebec alone, 5.6 farms disappeared each week. Nowadays, only 1.8% of Quebec residents farm for a living and many of them must hold a second job in order to support themselves financially. The face of agriculture is quickly changing: although they seem to be regaining popularity, public markets and small-scale, local and diversified family farms have largely been replaced with supermarkets and large-scale monoculture agriculture. What are the consequences? More than a third of the trucks on the road are now food trucks, and on average, our food now travels 2,400 to 4,000 km from field to table. In addition, each year in Quebec, more than 200 kg of food packaging per person are sent to landfills. For the most part, kids, « citizen eaters » of tomorrow, do not have direct ties with the food they eat. In this context, it is not surprising that most kids cannot answer key questions such as: Where does our food come from? How does it grow? Who produces it and in what conditions? How and at what costs does it get to our table? Who prepared it? And what happens to our food waste?

The answers to such questions, however, have enormous impacts on their health, the environment and society.

Health Impacts

While roughly one child dies of hunger every thirty seconds, a recent study showed that in the last fifteen years, obesity rates in Canada doubled amongst 6 to 11 years old and increased by 40% amongst teens aged 12 to 17 years old. In Quebec, a third of children are overweight. The prevalence of type 2 diabetes (non hereditary diabetes) amongst Canadians is also on the rise. While historically type 2 diabetes usually developed after the age of 40, it is now increasingly common amongst Canadian children. The International Diabetes Foundation predicts that by 2025, largely due to our unhealthy lifestyle (e.g. eating too much salt, fat and sugar in our diet and not enough fresh vegetables, lack of exercise, etc.), anywhere between 11 to 14% of Canadians will have diabetes, compared to 2-5% in China. Moreover, less than 45% of 6th grade students in Quebec say that they eat at least one portion of vegetables per day and over 30% consume candy, potato chips and soft drinks on a daily basis.

The time has come to make better choices and better feed ourselves, for us, for our neighbours, and for the planet that sustains us. This is why we created this kit.

Who Should Use this Kit?

Developed in the spirit curriculum reform for elementary and high school teachers this multidisciplinary educational kit builds on a range of competencies related to the impacts of our food choices (see tables from appendices 1, 2 and 3). The activities proposed are particularly suited for the following subjects: English Language Arts, French*, Health Education, Science and Technology, as well as Geography, History and Citizenship Education. Based on participatory education, the activities presented are dynamic and can easily be adapted to other cycles, as well as to day camps and daycares. Any teacher, parent or educator interested in raising awareness about responsible eating can use this kit.

All the activities presented in the kit were tested in class at least twice, once by our team and at least once by teachers and educators. From fall 2007 to spring 2009, roughly 600 multicultural students from different socio-economic backgrounds and 14 teachers from 9 different schools and 2 educators from afterschool programs took part in the evaluation phase of our kit.

* Named **À la soupe ! Trousse pédagogique**, the educational kit is also available in French on the same CD.

Educational Kit Content

This kit proposes **17 complete, hands-on activities** (10 primary-level and 7 high school-level activities) that explore responsible eating. The kit offers :

- Three activities per cycle focusing on our food choices and their related impacts on our health, our environment and the vitality of local farms;
- Engaging and ready-to-print appendices for students;
- A list of complementary resources to discover;
- Concrete actions to become more enlightened and responsible consumers;
- Many multimedia references.



In this second edition of the kit, six primary-level activities have been enhanced and adapted for multicultural classroom needs.

Kit Objectives

The activities aim to :

- Strengthen ties between students, food and local agriculture;
- Help students understand the impacts of the food choices that they make;
- Inspire students and provide them with the tools they need to make more healthy, ecological and just food choices that stimulate local economy.

How are the Activities Structured?

Each activity follows the following structure:

- **Targeted cycle & duration***
- **Short introduction**
- **Learning objectives**
- **Subjects**
- **Materials**
- **« Did you know? »**: Interesting facts related to the activity.
- **Lesson Plan:**
 - Preparation
 - Presentation
 - Main activity
 - Integration
- **Enrichment** : Additional activities to further explore the issues presented.
- **« Take Action ! »** : Concrete actions adapted to each activity that teachers can present to students to help them become more responsible eaters.
- **References and Resources**
- **Appendices:** Easy to print, dynamic documents to use during the activity. They contain information, answers, interview questions, and tables to be filled out by students (see sample appendices shown here).



Sample Activity



Sample Appendix

Learning Assessment

The activities presented in this educational kit were designed to meet the requirements set by the Ministère de l'Éducation, du Loisir et du Sport (MELS) for elementary and high school levels. The tables in appendices 1, 2 and 3 (see following pages) further describe each activity and its objectives, as well as the subjects, broad areas of learning and cross-curricular competencies the activity builds on.

Learning assessment is an integral part of this kit; that is why each activity has an « Integration » section. Moreover, an evaluation quiz can be used to further assess student learning after a series of activities proposed per cycle is completed (please see the kit's « Learning Assessment Quizzes » folder).

*Based on the time it took to teachers who volunteered to test the activities to complete them, the duration of may vary depending on your class, your level of preparation and how familiar you are with the kit.

Concepts Covered in the Activities

Here is a glossary of terms often used in the kit. Although these definitions appear in activities when needed, we highly recommend anyone wanting to use the kit to familiarize themselves with the following terms before using the kit.

Conventional agriculture: This is the most widely used type of agriculture today. To reduce human work time, conventional agriculture uses chemical products (petroleum-based pesticides and fertilizers). However, pesticides have a huge impact on our environment (they pollute the water and soil, and harm living species) and our health. For example, pesticide residues contained in the food we eat are responsible for 85% to 90% of our exposure to chemicals.

Organic agriculture: This type of agriculture is free of chemical products and is therefore better for our health and the environment. To help fruits and vegetables grow well, compost is used to enrich the soil and plant-based products are used to control harmful insects. To keep animals healthy, growth hormones are banned and antibiotics are used only in case of a major illness.

Imported food: Many of the food items we find in the grocery store are imported from far away. Food eaten in Quebec travels an average of 2,400 to 4,000 km from the time it is picked to the time when we eat it. After travelling such long distances, foods lose their freshness and much of their nutritional value, not to mention that the greenhouse gas emissions (GHG) resulting from their transportation pollute the environment and contribute to global climate change.

Local food: term used to describe food items that can be grown in Quebec. It can also be applied to food items that have been transformed in Quebec as long as 80% of its transformation took part in the province. Local foods travel fewer than 100 km before getting to our plates (about 24-40 times less than imported foods). They are also fresher, since they are often picked only a few days before being shipped and sold. Buying local makes sense even for people who live near the border of another province or country as it helps stimulate the local economy.

Global climate change: A process that raises the air temperature in the lower atmosphere as heat becomes trapped by greenhouse gases. Although it is a natural, cyclical process, human activities (e.g. industrialization) are believed to be largely responsible for the accelerated rate at which global climate change is taking place. The impacts of global climate change vary greatly between regions and include: rising sea levels, partial and complete floods of low-lying islands and coastal cities (e.g. New York, Miami), extinction of many plant and animal species, severe agricultural disruption in many regions and increasingly frequent and severe hurricanes and droughts. (Source: Encarta)

Greenhouse gases (GHG): A gas, such as carbon dioxide, methane or water vapor, that contributes to the warming of the Earth's atmosphere by trapping heat in the lower atmosphere. In the past 100 years, human activities have generated heightened levels of greenhouse gases. (Source: Encarta)

Fair trade: A trading partnership, based on dialogue, transparency and respect that seeks greater equity in international trade. Fair trade contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South- in addition to helping communities invest in local infrastructure and environmental projects (e.g. building schools). (Source: Fairtrade Labelling Organizations International)

***Soup's On!* : a Fruitful Project**

Initiated in 2007, the three years pilot project named *Soup's On! Promoting Responsible Institutional Eating* aims to put the environment, health and solidarity on the menu in our health and education institutions. By linking institutions with local organic farms, the project helps these institutions obtain freshly picked fruits and vegetables during the growing season. Every year, more institutions are invited to join the project. ***Soup's On! Educational Kit*** is an integral part of this project.

An array of different tools and activities are offered to participating institutions. These include informative workshops for staff and parents, two educational kits (one for daycares as well as one for elementary and high school teachers), meetings and practical tools for kitchen staff, as well as a responsible eating electronic newsletter produced bimonthly. In addition, a committee comprised of members of key education, health and agricultural organizations closely follows the project and actively participates in developing collective solutions to make responsible eating more readily accessible throughout the province.

Good news: during the pilot-phase of the *Soup's On!* project (2006-2009) roughly thirty institutions including 15 schools were paired with local farmers. Due to the high demand, many institutions are registered on the project's waiting list and a « How to Start a Soup's On Project? » guide is planned for 2010. Everything seems to indicate that in Quebec, responsible institutional eating has a fruitful future ahead!



ÉQUITERRE IN A NUTSHELL

Mission

Founded in Montreal in 1993, Équiterre helps build a social movement by encouraging individuals, organizations and governments to make ecological and equitable choices, in a spirit of solidarity.

Programs

Through its programs (4) and its two campaigns (climate change and responsible consumption), Équiterre has developed projects that encourage individuals to take concrete actions that bring about positive change. All of Équiterre's projects are backed by solid expertise, built on the latest developments in the related fields.

- The **Fair Trade** program enables consumers to use their buying power to oppose existing inequalities in international trade and to choose fair trade products such (coffee, tea, sugar, cocoa, etc.).
- Through home visits, the **Energy Efficiency** program helps renters and owners alike lower their energy consumption thus also reducing their environmental impact and their energy bill.
- In order to minimize the impacts of transportation (global climate change, smog, etc.) and to reduce greenhouse gas (GHG) emissions, the **Sustainable Transportation** program helps citizens and employers adopt a combination of more environmentally-friendly modes of transportation (car-pooling, bicycling, walking, public transport, etc.). Équiterre also closely and actively works with citizens in their efforts to curb GHG emissions and with other organizations to positively influence municipal, provincial, national and international governing bodies.
- Reaching more than 30 000 citizens through its progressive projects (Community Supported Agriculture, *Organic Daycares*, *Soup's On !*, ecological landscaping), the **ecological agriculture** program helps citizens and institutions support local farmers and landscapers that use environmentally-sound techniques and that do not use pesticides or chemical fertilizers.

