THE JOURNEY OF FOOD: FROM THE FARM TO YOUR TABLE

Virtual Field Trip Educator's Guide

Summary/Big Idea

The purpose of this virtual field trip is to inform students of the steps involved in getting food from a farm to a table through a local food hub. Students will most likely say that their food comes from a grocery store, but the goal is to introduce an alternative path for foods to get on our collective tables.

The lessons and activities in this guide will give educators opportunities to extend the concepts into follow-up work for their students. The students will explain the lifecycle of the collard plant, how produce moves from the farm to the table and also have opportunities to research other appropriate concepts. The *How Did That Get In My Lunchbox?* Lesson Plan is the perfect culminating activity for grades K-3 but can be scaled up to meet older student's needs.

Resources

- Clemson Extension Home and Garden Information Center: Collards - information for the educator about the collard plant
- BrainPop Seed Plants - video link for students, available through a subscription or CLEVER login
- Harvesting Vegetable Flowers- video link for students
- Clemson Extension Home and Garden Information Center: Growing Microgreens - a how-to for educators

Recommended Reading List

- *From Seed to Plant* by Gail Gibbons
- *How a Seed Grows* by Helene J. Jordan
- *The Reason for a Flower* by Ruth Heller
- *A Seed is Sleepy* by Dianna Hutts Aston and Sylvia Long
- *Before We Eat: From Farm to Table* by Pat Brisson
- *The Farm that Feeds Us* by Nancy Castaldo
- *Our School Garden* by Rick Swann *additional lesson plans
- *Farmer Will Allen and The Growing Table* by Jacqueline Briggs Martin *additional lesson plans
- *The Honey Makers* by Gail Gibbons *additional lesson plans
- *The World of Bees* by Cristina Banfi and Giulia De Amicis

Lessons and Activities

- **KWL Class Discussion**
  Begin with a class discussion using the KWL Chart, encouraging students to explain what they already know about where the food we eat comes from. Students can fill in their own chart or it can be done as a whole class through a digital platform or face-to-face on large chart paper.

- **Farm to Table Comic Strip**
  Before watching the virtual field trip, the educator should show the students the Comic Strip template and explain that they will use it to explain the journey of the collard from the farm to the table. Have the students take notes if necessary to prepare to illustrate and create their Comic Strip. This tool should be used as a flow chart to follow the process but the students can be as creative as they would like to be! Encourage the students to create characters if necessary and even give their collards a voice!

- **Lifecycle of a Collard Plant**
  The students can learn about the lifecycle of seed plants and then create their own lifecycle presentation to share with the class or school! This can be done with digital platforms or more traditional paper and pencil approaches. It is easy to germinate microgreen seeds at home or at school with a little sunlight, water, and soil. See the Growing Microgreens article (in 'Resources' section above) to get started! Collards are seed plants, they sprout from seed and can grow flowers to produce more seeds. Seed plants have four basic stages: seed, germination, mature plant, and flower.
  The BrainPop video will introduce and explain the parts of the lifecycle of seed plants. Students will recognize the mature collard plant from the Journey of Food video, and the Harvesting Vegetable Flowers video will show the students the collard's flowers. (Fun fact: the collard's flowers are also edible!) Check out the Recommended Reading List for titles about other seed plants!
  Suggestions for student presentation:

  - Book Creator App
  - Explain Everything App
  - Lifecycle printable
  - Google Slideshow

- ***How Did That Get In My Lunchbox?* Lesson Plan**
  This lesson plan for grade level K-3 from SC Ag in the Classroom is a perfect companion lesson for this virtual field trip. With vocabulary, background information, printable worksheets, and step-by-step instructions, this standards-based lesson plan helps students understand how agriculture affects their lunchtime goodies. Available through SCFB.org or via the QR code.

Can your students explain the life cycle of collards?

Discussion Questions

- How do farms work and why are they important?
- What do you think farmers need to be successful at their job?
- What are some things that might keep a farmer from growing crops successfully?
- Why should we know where our food comes from?
- How does a food hub like GrowFood Carolina help farmers?
- How do they help restaurants and markets?
- Why do you think it is important for restaurants to buy from local farmers?
- What would happen to the crops that the farmers harvest if they did not have a food hub to sell to?
- How do bees and other pollinators help farmers?
- Why does the farmer call bees a “natural resource?”
- Why does it matter that Chef Charlie at Basic Kitchen wants to use food that is in season?
- What do you think Chef Charlie means when he talks about food safety? *Hint: think about what Chef Charlie was doing when he was talking about food safety.
- What are some things that you can do to help farmers?
- What does farm to the table mean?

Research Questions

- Use this South Carolina Commodities Map to discover what your local farmers are producing. Find your county and research what is grown in your area. If you live out of state, use the National Ag in the Classroom website for suggestions for what is grown in your state!
- Watch the BrainPop video about seedless plants. Research and share with your classmates what you learned.
- Research how bees and other pollinators are beneficial to crops. Some farmers even hire commercial beekeepers to bring their hives to farms to pollinate crops.
- Some of the items that GrowFood Carolina had in their warehouse were eggs, collards, sweet potatoes, leeks, winter squash, and tomatoes. Research one or more to explain lifecycle, if they are grown in your area, or even find a good recipe that you might use!

Journal Prompts

- Would you want to work as a farmer? What would be some of the benefits that you think you might enjoy? What would make it a difficult job for you?
- If you were a farmer, what would you grow? Why would you want to grow it?
- What are some of your favorite fruits and vegetables to eat? Tell your favorite way to make them or share a recipe!
- Would you be interested in being a chef like Charlie? What kinds of foods would you like to make and why?

Basic Kitchen's Collard Roll with Yuzu Dipping Sauce Recipe

6-8 large collard leaves, washed thoroughly
1 cup quinoa
2 ½ cups of water
A pinch of salt
2 tbsp mirin
½ medium carrot, washed peeled and cut into small strips
½ english cucumber, washed and cut into small strips
1 red bell pepper cut into small strips
1 ripe avocado, cut into strips
Green half of 2 scallions, cut in strips
4tbsp tamari/soy sauce
2tbsp sesame oil
2 tbsp rice vinegar
1tbsp yuzu juice(can sub lemon or lime juice if yuzu is unavailable)

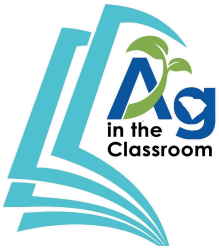
Bring a large pan of water to the boil, big enough to fit your collards in! As that is coming up to boil, put the 2 ½ cups of water and salt into a small saucepan with a lid. When the water is boiling, add in the quinoa. Stir and bring back up to a boil, reduce the heat to a simmer and cover for about 5 minutes, or until all the water has been absorbed. Remove from the heat and add the 2 tbsp mirin. Allow to cool (its best to scrape it out on to a sheet pan to help it cool quickly.)

Cook your collard leaves in the large pan of boiling water for about 30-45 seconds and then shock them in iced water to stop them over cooking. Drain off the leaves and pat them dry with a paper towel. Trim the thick stem with a small knife to take some of the woodier parts off. While the quinoa is cooling put the tamari/soy sauce, sesame oil, rice vinegar and yuzu in a bowl and whisk together.

Lay out your first collard leaf on a board and press some quinoa onto it to line the leaf, leaving about 1.5 to 2 inches on either side to allow a good roll and tuck. Place a line of the veggie strips along the rice. Roll up the collard leaf tightly around the quinoa and veggies like a california roll. Place on a sheet tray, seam side down, and repeat with the remaining leaves. When all the leaves are wrapped, place them in the fridge for about an hour. This will help everything stick together and allow for easier cutting. Once rested, roll into two inch sections and serve with the yuzu dipping sauce!

Want to add some sweetness? Add some Bee Cause Honey, purchased from our friends at Savannah Bee Company, to the yuzu dipping sauce or drizzle over your collard roll!

Made possible by:



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