

LOCAL FOOD AWARENESS & ACTION CAMPAIGNS



TABLE OF CONTENTS

2	Background Info
3	Designing Your Campaign
4	School Communications
7	Whole School Activities

8	Classroom Lessons
9	Investigating Local Grains
12	Investigating Footprints
14	100-Mile Diet

LOCAL FOOD AWARENESS & ACTION CAMPAIGNS

Did you know that the average meal travels 1200 km from farm to plate?¹

Have you ever thought about where your food comes from? Where your banana was grown? How far your apple traveled before you were able to take a bite? While we often do not ask these questions, our food choices can have a big impact on our environment, economy, and health.

What is Local Food?

Local food is food that is grown, processed, distributed and purchased in your geographic region. It is an alternative to the conventional, global food system, where food often travels long distances before it reaches our plates.

Pumpkins grown in Norfolk County, blueberries from Prince Edward County, apples farmed in Simcoe County.

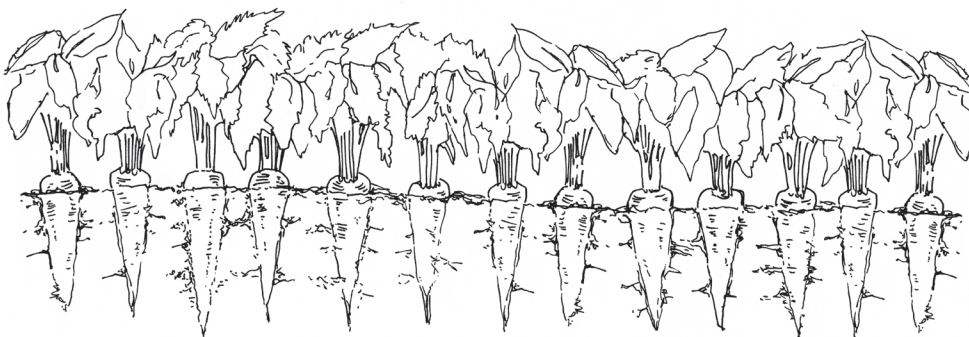
Food that is grown closer to home is often considered to be more climate-friendly and is often fresher. This is primarily due to fewer greenhouse gas emissions associated with transportation, compared to items travelling far distances. Consider how many more emissions are generated when shipping a container of strawberries from Santa Cruz, California versus an orchard near Niagara, Ontario. Foods that are shipped across the country, continent, and world often require lots of energy for refrigeration or to be chemically ripened, which increases their environmental footprint. Buying foods that are farmed close to home will help support local farmers and your local economy. Knowing where your food comes from allows you to learn about who grew your food and how it was grown.

Ontario is committed to local food

In November 2013, Ontario passed the Local Food Act (also known as Bill 36) to *“help foster successful and resilient local food economies and systems in Ontario, help increase awareness of local food in Ontario, including the diversity of local food, and develop new markets for local food”*.² In fact, since 2003 the province has invested over \$160 million in projects that promote and celebrate local food.³

Local food in your school

A Local Food Awareness and Action campaign within your school can provide students with the tools and knowledge needed to make choices that can have a positive effect on their health, the environment, and the economy. Simple actions such as sourcing locally grown produce for snack time; learning about a local farmer in your community; growing an herb or vegetable in a container or windowsill pot; or trying your hand at a recipe with local ingredients, are all great ways to support the local food movement.



DESIGNING A LOCAL FOOD CAMPAIGN

Plan your campaign

- Choose to host a local food event or organize a weeklong campaign during Local Food Week (first week of June in Ontario).
- Provide teachers with local food lessons and activities to embed local food education into classrooms across the school (see page 8).
- Gather support from the greater school community. Invite families, community organizations, local farmers, and/or local food advocates to participate in your campaign.

Communicate

- Arrange a launch assembly for your local food campaign that clarifies how our food choices directly impact the environment.
- Create a bulletin board to educate your school about local food.
- Design a map to showcase local farmers in your community or the food miles/kilometres associated to common food items.
- Distribute a newsletter to engage families in your campaign by outlining actions they can take to support the local food movement (see page 6).

Implement and monitor success

- Track student participation in the campaign individually or as classes.
- Calculate food miles/kilometres of fruits and vegetables students bring to school.
- Grow food at school and track plant growth.

Celebrate success, reflect, and evaluate

- Celebrate your school's participation in local food initiatives via newsletters, websites, blogs, or social media accounts.

Tips for success

- Encourage participation from the greater school community by connecting with local farmers and community organizations to assist with your campaign initiatives.

CALENDAR HIGHLIGHTS

- **World Food Day** (October 16th): On October 16, 1945 42 countries created the Food and Agriculture Organization of the United Nations. World Food Day is celebrated each year on the 16th of October to mark the anniversary. fao.org/world-food-day/home/en
- **Farm to School Month** (October): A celebration of all that is happening across Canada to get healthy, local, and sustainable foods into the minds and onto the plates of students. farmtocafeteriacanada.ca/farm-to-school-month
- **Nutrition Month** (March): Nutrition Month has been planned and delivered by Dietitians of Canada for more than 30 years to increase public awareness about the importance of healthy eating.
- **The Great Big Crunch** (mid-March): Distribute local apples or carrots to all school members and take a synchronized bite into crunchy fresh local produce. foodshare.net/program/crunch
- **Local Food Week** (First week of June): Proclaimed under the Local Food Act, the first week of June marks the annual celebration of local food in Ontario. omafra.gov.on.ca/english/about/localfood.htm

SCHOOL COMMUNICATIONS

Letter to Parents/Guardians

(Insert Date)

Dear Parents/Guardians,

This year [Insert School Name] will be participating in a Local Food Awareness and Action Campaign. On [day, week, month, etc.] we will demonstrate our commitment to local food, local farmers, local economies, and the sustainability of our local and global environment.

What is local food? Local food is food that is grown, processed, distributed and purchased in the same geographic region. A Local Food Awareness and Action campaign can benefit local economies, increase student health, and reduce the environmental footprint associated to our global food system.

Throughout the campaign, students will have the opportunity to participate in a variety of activities such as [insert activity/workshop/lesson/event]. During this time we will also encourage students and their families to take action in support of this cause. This includes sourcing locally grown produce at the grocery store; learning about a local farmer in your community; growing an herb or vegetable in a backyard garden or windowsill pot; or trying your hand at a recipe with only local ingredients.

Thank you for your support, we look forward to hearing about the unique ways your family participated in raising awareness and taking action!

Sincerely,

The EcoTeam [Insert Name]

SCHOOL COMMUNICATIONS

Use this information in school newsletters, campaign posters, and morning announcements

Facts & Trivia:

Incorporate facts and trivia about local food into your daily announcements and encourage students to share their own knowledge and reflect on what they learn.

- Did you know that over 40% of all fruits and vegetables purchased in Canada are imported?⁴
- The agri-food sector is a key component of Ontario's economy, making \$63 billion in 2006.⁵
- If every household in Ontario spent an extra \$10 of their grocery money on local food, it would equal an investment of \$750,000 per week back to their local economy. That's \$39 million back to each mid-sized community in Ontario per year!⁶
- There are 37,000 farms in Ontario that proudly produce food for the people of Ontario to purchase.⁷
- The eggs you buy at a store from a local farm in Ontario only take 4-7 days to travel from farm to the grocery store. Now that's fresh!⁸
- The average meal travels 1200 km from farm to plate. Food that is grown closer to home will have fewer transportation emissions associated with it, is fresher, and supports local farmers.⁹
- If Ontario were to replace the top 10 imported fruits and vegetables by growing them in Ontario, \$250,000 million could be created for the economy and this would create 3,400 more jobs.¹⁰
- In 2011, Ontario produced more than 361 million pounds of apples. That's enough to fill 102 Olympic-sized swimming pools!¹¹



SCHOOL COMMUNICATIONS

Tips and tricks to add more local to your meals at home

Learn what is in season: Knowing what is in season in your region will help you select locally grown produce at grocery stores and/or markets.

Shop at farmers markets: Farmers markets often feature local farmers and business, and can be a fun way to get to know people in your community while increasing your local food consumption.

Join community supported agriculture (CSA): Community supported agriculture connects participants to a specific farm (or group of farms). You buy a share in a farm and in return you get a share of the harvest.

Shop at stores that label food origins: If you have a choice of grocery stores and/or markets, choose one that indicates where its products come from.

Go ultra-local and plant a garden: Growing your own food is the ultimate way to eat local! From a herb garden on a windowsill or a backyard vegetable plot, to joining a community garden, there are lots of ways to grow your own food.

Visit a local farm and pick some fresh fruit: Picking fruit or vegetables at a local farm can be loads of fun and provide you with large quantities of fresh produce. Consider canning or freezing some of your pickings to eat later.

Choose restaurants that source locally: Eat at restaurants that buy from local and regional farms.

Try out the 100-Mile Diet: Do research and consider trying to go one meal, one day, or one week only eating locally sourced food.

EcoSchools in ACTION!

Holy Cross Secondary School (ALCDSB) created Wellness Wednesdays where students prepare a free salad bar for the whole school using local produce.

WHOLE SCHOOL ACTIVITIES

There are several opportunities to involve the whole school community in local food activities. School EcoTeams can develop and present the following events and initiatives:

- Whole school assembly
- Student eco-themed skits
- Talent show/coffee house
- Student featured videos and presentations
- Student organized info booths
- Speaker series
- Eco-themed spirit day

Food Pledge: Select a local vegetable or fruit (such as an apple, peach, or carrot) and create cut-outs to distribute to every student. Ask students to write down their pledge to support local food. This could include: eating one local food item at each meal, researching local farmers to visit, or making a recipe with entirely local ingredients. Collect the pledges and display them in a common area of the school.

The Great Big Crunch: The Great Big Crunch, spearheaded by FoodShare, is an annual celebration that takes place in mid-March to support local, healthy food choices. Distribute local apples or carrots to all school members and take a synchronized bite into crunchy fresh local produce. Complete the day with activities and classroom lessons that highlight local produce and promote healthy snacking.

Local Recipe Day: Have each class in the school choose a local salad, soup, or other recipe and invite students to bring one local ingredient to class. Each class can create a collective salad, soup, or dish and enjoy the meal together. Depending on facilities, you may choose to have the students bring precut/cooked items that can be easily combined on the day of the event. Have students take pictures of the process and write up their recipes for a whole school local food recipe book.

The Very Berry Challenge: Encourage classrooms across the school to participate in various local food contests for their chance to win a Very Berry Award. Challenges could include tracking local fruits and vegetables that students eat during lunch or answering trivia questions about local food.

Salad Garden: Plant a salad-themed food garden using a variety of fruits and vegetables such as lettuce, tomatoes, and even strawberries! Select a harvest day where students from across the school can harvest produce and make a salad to share.

Food Map: Post a large map of the world and a map of Ontario in a common space within the school. Designate one food item to each class in the school (e.g., apple, banana, wheat, chicken, corn, etc.). Have each class research their food item and place stickers on the maps indicating where these foods are grown. When possible, classes can also research and provide local options for foods.

Local Food Potluck: Invite families to participate in a potluck meal using as many local ingredients as possible! Create signs for each recipe and consider compiling the recipes onto a school blog to share throughout the school community.

Local Food Sale: Prepare a number of treats using as many local ingredients as possible and have a local food sale. Proceeds can go towards a local food project at your school. Remember to use the event as a way of educating the school about local food.

Farmers Market Day: Invite local farmers, organizations, and community members to attend a Farmers Market Day. This market can include student bulletin boards and information booths, as well information and local produce provided by students, farmers, and organizations.



CLASSROOM LESSONS

INVESTIGATING LOCAL GRAINS

Grades K-3, Health & Physical Activity

Adapted from "Grains on the Brain", *Recipe for Change*, FoodShare. To access FoodShare's curriculum-linked lessons and for more on FoodShare's programs, please visit: www.foodshare.net

DESCRIPTION

In this lesson, students will learn to identify Canadian grains and the foods that are made from these grains. They will compare and sort different types of grain and engage in hands-on exploration. Students will also have the opportunity to make their own healthy and local grain-based snack.

CURRICULUM LINKS - HEALTH & PHYSICAL ACTIVITY, K-3

KINDERGARTEN - Health & Physical Activity

A. Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.

GRADE 2 - Health & Physical Activity

Healthy Eating

C2. Demonstrate the ability to apply healthy knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

GRADE 1 - Health & Physical Activity

Healthy Eating

C1. Demonstrate an understanding of factors that contribute to healthy development.

GRADE 3 - Health & Physical Activity

Healthy Eating

C3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

PLANNING NOTES

Background Information

Grains are dry, seed-like "fruits" produced by cereal grasses. Some examples of cereal grasses are wheat, rice, rye, oats, corn, and maize. They have been used all over the world for thousands of years to make food, such as wheat for bread and barley for soup. Grains give us essential vitamins and minerals and are excellent sources of energy.

Recommended Class Time

- 2-3 class periods

Materials

- World map and stickers
- Cut out examples of different foods made from grains (ie: breads, rice dishes, oatmeal, cereals, tortillas)
- Containers with different grain samples
- *Grainy Local Granola Recipe* (Appendix 1)
- Optional additional reading: *Evening Meals Around the World* by Michele Zurakowski and Jeff Yesh

Things to Think About

Make sure that none of your students are allergic to the grains. If you are going to make Grainy Local Granola in class, set up centres and invite a volunteer in to help. Ask students to bring in their own containers to take the granola home.

TEACHING/LEARNING STRATEGIES

Ignite

1. Bring students together in a circle. Show them a container filled with grain (i.e. oats, rye, corn, barley, wheat) and ask if they know what it is. Then show them another example and compare the two. Explain that there are several different grains that are important to our diets and that are used regularly all around the world. In Canada, many types of grains are grown by farmers throughout the country. For example, Saskatchewan farms a lot of barley, Manitoba grows most of our oats crops, and Ontario is one of the main producers of corn. Wheat is another major Canadian grain crop that has been grown for hundreds of years. First Nations communities have been using wheat to make bannock bread for centuries.
2. Show the students various pictures of food made from grain like bread and cereal. Ask them if they recognize any of the food items. Are these things they eat at home? What other grains do they eat? As a class, make a list of as many food items they can think of that are made from grains.

Explore

1. Give each student a container with a local grain variety in it. Ensure that at least one other student has the same type of grain in their container.
2. Ask students to look closely at their container. Are the grains small or big? What shape are they? What colour? What do they smell like?
3. After examining the containers, ask students to turn the person sitting beside them and compare their containers. Do the grains look the same? What is different about them?
4. As a class, discuss ways the different grains could be sorted. What categories could you use? Colour? Size? Shape? Sort them in a few different ways and compare the results.
 - One possible sorting technique is by type: oats, wheat, quinoa, rye and barley, corn.
5. Next, have students get up to find the other students with the same grain as them. This new group of students can now sit together on the carpet or at desks. What do they know about their grain? What do they think it tastes like? What kind of food does it make?

Reflect

1. After each group has had some time to discuss their grain, bring out a map of Canada. As a class, place stickers on the map indicating where different grains are grown. Are there certain places in Canada that seem to grow more grains than others?
2. Have each group review their grain with the class. Explain that maize and corn are part of the Three Sisters in First Nations culture. What do we eat that is made from maize and corn?
3. With their group, ask students to talk about why they think it is important to eat foods that come from Canada. Then as a whole group, come up with a list of reasons about why it is important to eat local Canadian grains.

EXTENSIONS

Make Your Own Grainy Local Granola: Use the *Grainy Local Granola Recipe* (Appendix 1) to make local granola as a class. Students can take home uncooked granola and some can be made in class as a snack. Ask students to identify the different ingredients and describe them.

Grains Around the World: Read the book *Evening Meals Around the World* by Michele Zurakowski and Jeff Yesh. As a class, compare the differences and similarities between grains eaten around the world.

APPENDIX

Appendix 1: *Grainy Granola Recipe*

APPENDIX 1

INVESTIGATING LOCAL GRAINS GRAINY LOCAL GRANOLA RECIPE

Materials:

- Kitchen items: measuring cup, large bowl, measuring spoons, cookie sheet, large spoon
- Prepared granola
- Spoon (for taste testing granola)
- Small mason jars or other recycled glass jars

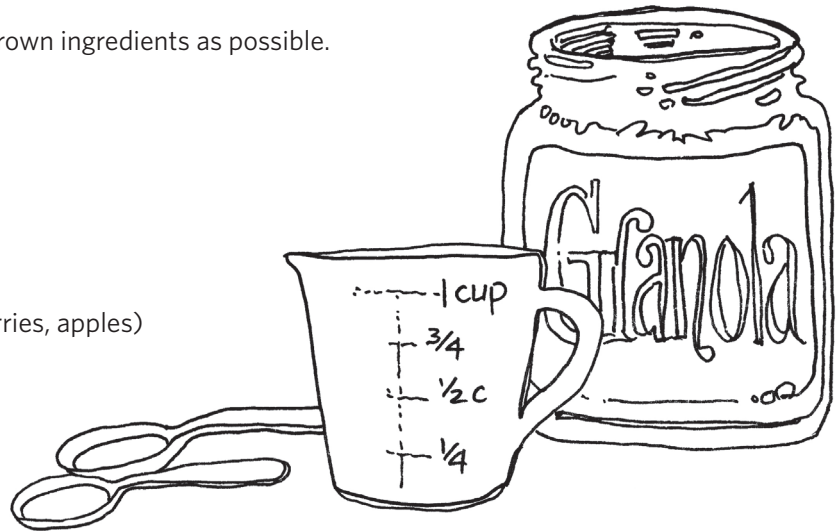
Ingredients:

Do your best to source as many locally grown ingredients as possible.

- 8 cups rolled oats
- 1 ½ cups wheat germ
- 1 ½ cups oat bran
- 1 cup sunflower seeds
- 1 cup pumpkin seeds
- ¾ cup honey
- 2 cups dried fruit (raisins, cranberries, apples)
- ½ cup oil (sunflower, vegetable)
- 1 ½ tsp salt (preferably sea salt)

Optional

- 2 Tb ground cinnamon
- 1tsp ground ginger
- 1 Tb vanilla extract
- 1 cup shredded coconut



DIRECTIONS

- Preheat oven to 325 degrees F.
- Mix dry ingredients, except raisins or other dried fruit, together in large bowl.
- Combine honey, oil, and vanilla.
- Mix both wet and dry ingredients together.
- Mix well until oats are coated.
- Spoon mixture onto ungreased cookie sheets or shallow baking dishes.
- Bake until golden brown, about ½ hour.
- Remove from oven, let cool.
- Add raisins and/or any other dried fruit and mix through.
- Enjoy!

Grade 7, Geography, Science and Technology

Source: *FoodPrints & Energy Detectives, Recipe for Change, FoodShare*. To access FoodShare's curriculum-linked lessons and for more on FoodShares programs, please visit: www.foodshare.net

DESCRIPTION

In this lesson, students will make important connections between our food choices and their impact on the environment. They will explore the effect that food miles/kilometres have on the environment and the consequences of importing food items.

CURRICULUM LINKS – GEOGRAPHY, SCIENCE AND TECHNOLOGY, GRADE 7

Geography

Natural Resources Around the World: Use and Sustainability

Overall Expectation B1. Application: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources

Specific Expectations: B1.1, B1.4

Science and Technology

Understanding Life Systems: Interactions in the Environment

Overall Expectation 1: assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;

Overall Expectation 3: demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.

Specific Expectation: 1.1, 3.1, 3.8

PLANNING NOTES

Background Information

FoodPrints refer to the impact that our food choices have on the environment. The following factors influence our collective FoodPrint:

- The types of food we eat
- The way food is grown
- The way food is processed
- How food is transported
- The way food is stored
- How food is packaged
- How and where food is sold
- How food is cooked
- How food waste is disposed

Materials

- 7 signs for the different transportation methods
- Pledge cards/templates

Recommended Class Time

- 1-2 class periods

TEACHING/LEARNING STRATEGIES

Ignite

1. Display the words “ecological footprint” and ask students to share what they think this means. As a class, come up with a definition.
2. Then, ask students to discuss “FoodPrints” with a partner. What do they think a FoodPrint is? How is it similar to an ecological footprint? How is it different?
3. Explain that FoodPrints refer to the impact that our food choices have on the environment. Ask students to make a list of factors that affect their own FoodPrint. They can draw their ideas to create a class FoodPrint map.

Explore

1. Ask students what they had for breakfast. Do they know where this food came from? Was it grown in Ontario? If not, how did it get here?
2. Explain that food often has to be imported and that the gasoline used in the transport process impacts the environment. Gasoline comes from oil and is a non-renewable source of energy. It takes thousands of years to replenish and the use of gasoline contributes to climate change.
3. Select seven volunteers to represent the following modes of transport: train, plane, walking, biking, ship, car, and truck. Ask each volunteer to stand at the front of the room.
4. As a class, arrange the seven volunteers in order from lowest to highest environmental impact.
 - Correct order is: walking, biking, train, ship, truck, car, plane
5. After the volunteers are correctly positioned, assign them the appropriate carbon emission value and explain that this value is calculated by the grams of CO₂ released for every tonne of cargo that is transported one kilometre.
 - Train = 18 grams, ship = 33 grams, truck = 160 grams, car = 180 grams, plane = 370 grams
6. Ask the students to analyze the values. Does the difference between a plane’s carbon emission and a train’s surprise you? Why might a truck have a lower carbon emission than a car does?
7. As a class, discuss your combined FoodPrint. Where does most of your food come from and how does it impact the environment?

Reflect

1. Explain to the class that they have the ability to change their FoodPrint and reduce their environmental impact.
2. As a class, come up with a list of things they can do to reduce their FoodPrint, i.e. buying local Ontario produce and riding their bike, instead of taking a bus or car.
3. Ask each individual student to write a personal pledge that identifies one thing they can do to reduce their FoodPrint. Display all the FoodPrints together to show how one class can contribute to meaningful change.

EXTENSIONS

Go School Wide: Hold a school assembly or do class presentations to educate the rest of the school on their FoodPrint. Ask all students to make a pledge and display them in a central area of the school.

Local Lunch Day: Encourage everyone to bring a lunch made with local ingredients and have a class picnic.

100-MILE DIET

GRADE 9, ISSUES IN CANADIAN GEOGRAPHY

Source: Adapted from “The 100 KM Diet” written by Carolyn Carr, Durham District School Board. Classroom Connects: A Collection of lesson plans to engage young people in critical thought about our food system, Ecosource, 2014. To access the Classroom Connects curriculum resource and for more on Ecosource’s programs, please visit: www.ecosource.ca.

DESCRIPTION

In this lesson, students will be introduced to the 100-Mile Diet, which is only eating what can be grown within 100 miles of where they live. This is equivalent to 160 kilometres and will be referred to in miles throughout this lesson. Students will have an opportunity to map their food, learn about locally grown produce, and consider the benefits and drawbacks of eating locally.

CURRICULUM LINKS – ISSUES IN CANADIAN GEOGRAPHY GRADE 9

Livable Communities

Overall Expectation E1. The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada

PLANNING NOTES

Background Information

The 100-Mile Diet (equivalent to 160 km) began in 2005, when Alisa Smith and J.B. MacKinnon published the book *The 100-Mile Diet: A Year of Local Eating*. In the book, the authors recount their experiences on restricting their diet for one year to only foods grown within 100 miles of their residence. What started out as an experiment by the two authors has now inspired millions of people to eat locally. Eating local has many benefits including reducing emissions produced by the global food system, as well as supporting local farmers and economies.

Recommended Class Time

- 2 or 3 periods (can be extended for research)

Materials

- Maps of North America and the world
- Computer lab
- *Eating a truly local diet for a year poses some tricky questions* (Appendix 1)
- *Living on the 100-Mile Diet Questions* (Appendix 2)
- *Living on the 100-Mile Diet: Researching Produce* (Appendix 3)
- *Reflection on 100-Mile Diet* (Appendix 4)

Suggested Websites

- Canadian Import and Export Data: ats-sea.agr.gc.ca/stats/fs-fd-eng
- California Exports: cdfa.ca.gov/statistics/files/CDFA_Sec10.pdf
- Canadian Living Interview: canadianliving.com/life/green_living/interview_the_100_mile_diet.php Smith et al, (2007). *The 100-Mile Diet*. Toronto: Vintage Canada

TEACHING/LEARNING STRATEGIES

Ignite

What is the 100-Mile Diet? Why and how did it start?

1. Ask students to read the article *Eating a truly local diet for a year poses some tricky questions* (Appendix 1) which introduces the diet and describes the authors' challenges.
2. After reading the article, students can answer the 3 questions included on *Living on the 100-Mile Diet Questions* (Appendix 2). Take up the answers as a class and record student ideas.
3. Encourage students to think critically about the challenge and how it would impact them. As a whole class, discuss questions 2 and 3 in more depth.

Explore

Where does your 100 mile radius fall on the map?

1. Provide each student with a handout of the map of North America.
2. Explain to the students that 100 miles is equal to 160 km.
3. Have students draw a 100 mile radius circle originating from where they live.
Note: If using a paper map, check that a scale is provided to allow students to measure 100 miles.

What local produce can you eat? What produce is not locally available?

4. As a whole class, come up with a list of produce available in stores, farmers markets, and at roadside stands.
5. Ask students to form groups of 4 and divide up the list of produce among the groups. Hand out *Living on the 100-Mile Diet: Researching Produce* (Appendix 3). Students can then research where the food comes from and report back to the class.
6. As a class, classify the list of produce as grown locally or non-locally.
7. Generate a 'special' list of produce that is grown locally, but is not available all year. If possible, include where it comes from for the rest of the year. Refer students to the California Export website or Canadian Import and Export Data website as needed (see Planning Notes for links).

Mapping the Origin of Produce

8. Provide each student with a handout of a map of North America and a map of the world. (See instructions and guideline on Appendix 3)
9. Ask students to indicate on their world map the countries of origin for the produce they researched and the 'special' produce list. The map must include:
 - Title
 - Legend
 - Scale
 - Title

Reflect

1. Ask each student complete and submit the *Reflection on 100-Mile Diet* (Appendix 4).
2. Review the reflections as a whole class and discuss the following questions:
 - How would your current diet change if you followed the 100-Mile Diet? Would you be willing to do this? Why or why not?
 - Who would benefit from the 100-Mile Diet and in what way?
 - The 100-Mile Diet idea originated in British Columbia by authors Alisa Smith and J.B. MacKinnon. As indicated in the article, we have a unique concern because of winter. What are some strategies to maintain the challenge during the winter months?

EXTENSIONS

Food Diary: Challenge students to keep a food diary and eat local food for a weekend or whole week.

Plan a 100 mile meal: Students can plan one or two meals using only food from their 100 mile list. Students should gather information on any ingredients that were not researched during the class assignment.

Create a seasonal 100 mile recipe book: Students can research and create menus for each season that only uses 100 mile food available in that season. They can compile their recipes into a class book and share it with their families.

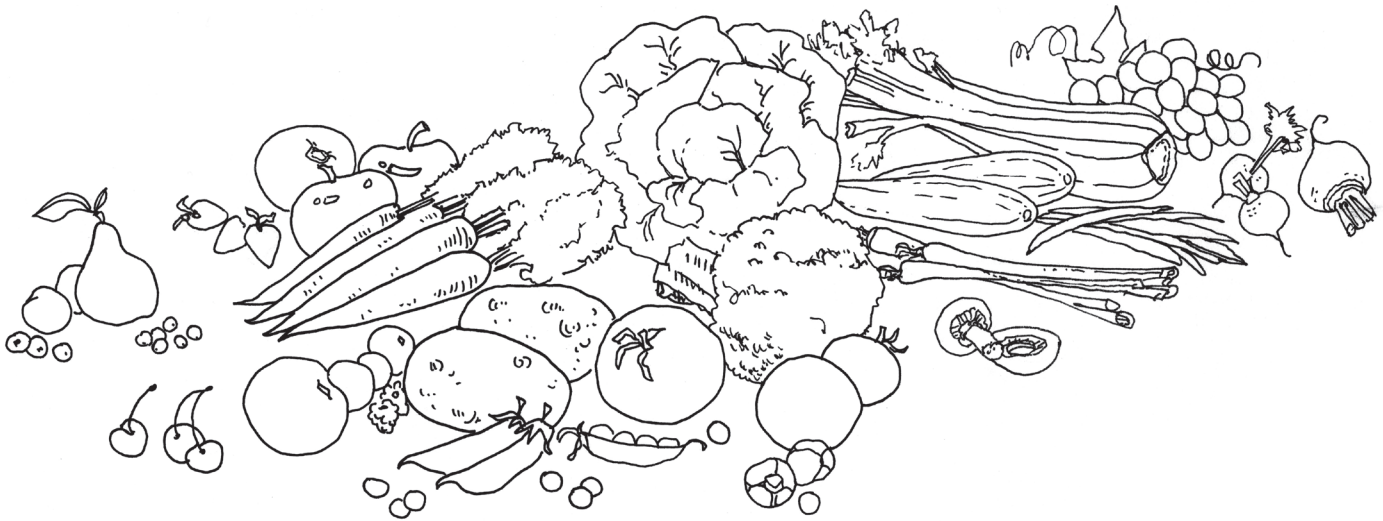
APPENDICES

Appendix 1: *Eating a truly local diet for a year poses some tricky questions*

Appendix 2: *Living on the 100-Mile Diet Questions*

Appendix 3: *Living on the 100-Mile Diet: Researching Produce*

Appendix 4: *Reflection on 100-Mile Diet*



APPENDIX 1 100-MILE DIET

Eating a truly local diet for a year poses some tricky questions

By Alisa Smith and J.B. MacKinnon, 28 Jun 2005, TheTyee.ca

It's strawberry season. James and I are at the Ellis Farms u-pick on Delta's Westham Island, crouching between long rows of the bunchy green plants, plucking the big berries and dropping them gently into small buckets. We imagine their future with cream and in pies. I lick the sweet red juice from my fingers. "If I make jam we can have strawberries all year," I say. James asks with what, exactly, I plan to make the jam? Sugar? One of the planet's most exploitative products, shipped in from thousands of kilometres away! "But what," I reply, "will we eat all winter?"

This may seem like a peculiar question in an age when it's normal to have Caribbean mangoes in winter and Australian pears in spring. However, on March 21, the first day of spring, we took a vow to live with the rhythms of the land as our ancestors did. For one year we would only buy food and drink for home consumption that was produced within 100 miles of our home, a circle that takes in all the fertile Fraser Valley, the southern Gulf Islands and some of Vancouver Island, and the ocean between these zones. This terrain well served the European settlers of a hundred years ago, and the First Nations population for thousands of years before.

This may sound like a lunatic Luddite scheme, but we had our reasons. The short form would be: fossil fuels bad. For the average American meal (and we assume the average Canadian meal is similar), World Watch reports that the ingredients typically travel between 2,500 and 4,000 kilometres, a 25 percent increase from 1980 alone. This average meal uses up to 17 times more petroleum products, and increases carbon dioxide emissions by the same amount, compared to an entirely local meal.

Let's translate that into the ecological footprint model devised by Dr. William Rees of UBC which measures how many planets'-worth of resources would be needed if everyone did the same. If you had an average North American lifestyle in every other way, from driving habits to the size of your house, by switching to a local diet you would save almost an entire planet's worth of resources (though you'd still be gobbling up seven earths).

Mmmm, Good?

But forget about virtue. Think instead about the pure enjoyment that should come with eating. Few would deny that all this seasonless supermarket produce often has very little taste. Those grapefruits the size of your head, and strawberries the size plums used to be, have the consistency of cardboard. On the other hand, we took our inspiration from a meal we created entirely from the bounty around us while staying at our off the-grid cabin in northern British Columbia: a Dolly Varden trout, chanterelle mushrooms, dandelion greens and potatoes—all from the fields, forests, and streams within easy walking distance.

So our rules, when we began, were purist. It was not enough for food to be locally produced (as in bread made by local bakers.) No. Every single ingredient had to come from the earth in our magic 100-mile circle. Our only "out" was that we were allowed to eat occasionally in restaurants or at friends' houses as we always had, so that we did not have to be social outcasts for a year. And, if we happened to travel elsewhere, we could bring home foods grown within a hundred miles of that new place. Immediately there were problems. First was the expense. We used to eat a nearly vegan diet at home—our dwindling bank accounts emphasized how much cheaper beans, rice and tofu are than wild salmon, oysters and organic boutique cheeses.

APPENDIX 1 100-MILE DIET

Shrinking Butts

Then, we wasted away. We were unable to find any locally grown grains-no more bread, pasta, or rice. The only starch left to us was the potato. Between us, we lost about 15 pounds in six weeks. While I appreciated the beauty and creativity of James' turnip sandwich, with big slabs of roasted turnip as the "bread," this innovation did little to stave off the constant hunger. James' jeans hung down his butt like a skater boy. He told me I had no butt left at all.

At the end of these desperate six weeks, we loosened our rules to include locally milled flour. Anita's, the one local company we found, said they got their organic grains from the Peace district and from Saskatchewan. We decided this would have to do. We had phoned a couple of local organic farmers who, on the Certified Organic Associations of BC website, listed wheat among their products, but one said he no longer did it, and the other never returned our call. Surely, 100 years ago, farmers grew wheat in the Fraser Valley to supply local needs, but the global market system is a disincentive to such small-scale production. There's no competing with the huge agri-businesses that have cloaked the Canadian prairies with grain.

Then there was a lack of variety. From March 21 until the farmers' markets started in mid- May, the only locally grown vegetables available were humble fare like kale, cabbage, turnip, rutabaga, parsnip and leeks. By late April, even these ran out in our West Side neighbourhood stores-Capers, IGA, Safeway, New Apple, and the Granville Island market- and only U.S.-grown versions were available. For a couple of weeks we wondered if it would be possible to go on with this crazy diet. We could walk into, say, an IGA and look down all those glittering aisles, and there was not a single thing we could buy.

On a late-April visit to Victoria I checked out a Thrifty's supermarket, and they had a local organic salad mix. I bought a huge bag to bring home-at \$17.99 a pound. While we are grateful to have a Capers near our home, we were frustrated that, for about two weeks after local lettuces were for sale at the Trout Lake farmer's market, Capers continued to sell only organic greens from California.

Farmers' Market Heaven

Now that the farmers' markets are in full swing, we are perfectly content with the 100- Mile Diet. But the markets end in September. What to do from then until next March? My thoughts turn to preserves. Then it comes back to the sugar question. "Couldn't we use honey?" James says as we survey our 26 pounds of fresh-picked strawberries. "I don't think it will 'jam' with just honey," I say. "And you need so much sugar-I can't imagine what that much honey would cost." The strawberry lady tells us that the Cameron family sells honey just up the road, so we drive there to find out the cost. The bee lady, Gail Cameron, walks out of her bungalow when she hears the crunch of our tires on the driveway. She tells us that this is the first honey of the season, blueberry, and she gives us a sample on a popsicle stick. It is the sweetest, most delicious honey I've ever had. We buy a kilogram for \$11. (A kilogram of sugar costs \$2.59.)

At home I heat a few saucepots of strawberries until they release their own juices, and grudgingly add one cup of precious honey, to make a grand total of two large jars of preserves. I was right, they don't "jam," but we do end up with a tasty sauce. We pray for good bulk rates when summer sunshine gets the bees making more honey, but we suspect that honey is out of our reach as a means of preserving a winter's worth of fruit. But there is detente for now on the sugar quest.

APPENDIX 2
100-MILE DIET

STUDENT NAME

DATE

LIVING ON THE 100 MILE DIET QUESTIONS

What are some hardships the authors of this article faced with the 100-Mile Diet challenge?

Why do you think people take on the 100-Mile Diet challenge?

Think of **THREE** other challenges not mentioned in this article that you would face if you were the people in the article. What could you **NOT** eat that would be difficult to give up?

APPENDIX 3 100-MILE DIET

STUDENT NAME

DATE

THE 100 MILE DIET: RESEARCHING PRODUCE

Research the origin of TEN types of produce (fruits and vegetables). Select symbols that are simple and distinct. Pick fruits and vegetables that you like!

Name of Produce	Symbol to Be Used on Map	Country of Origin	Source of Information (website)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Tips for Producing a Quality Map

Maps should contain basic information so that someone looking at it would know what they were looking at.

A fridge-worthy map should include:

1. Title: short, but to the point so everyone knows what information is on the map.
2. Scale: so we know what level of detail we are looking at.
3. Compass Rose: this helps the reader orient themselves.
4. Legend: all symbols, lines, colours etc must be explained in your legend.
5. Your Name: take pride in your work!

Mapping Origin of Produce

Your task is to mark on the North America map and world map the origin of the TEN types of produce that you researched and recorded in the chart. Clearly show if the produce is inside or outside the 100 mile radius (160 km) circle originating from where you live. If you chose fruits or vegetables that are available locally for part of the year, use different colours. Mark both the local and non-local locations.

APPENDIX 4
100-MILE DIET

STUDENT NAME

DATE

REFLECTION ON 100-MILE DIET

Why do you think people follow the 100-Mile Diet?

Do you think you could follow the 100-Mile Diet? Explain.

How would your current diet change if you followed this diet?

What if it wasn't all or nothing? What could you give up that is outside your 100 miles? Explain.

What are some deal breakers that you really are not willing to give up? Could you improve your buying power in a different way, for example by buying fair trade or organic? Explain.

What are the benefits to the community and to the world if people followed this way of eating?

REFERENCES

1. David Suzuki Foundation. (2015). *Food And Climate Change*. Retrieved 2015 from David Suzuki Foundation: www.davidsuzuki.org/what-you-can-do/food-and-our-planet/food-and-climate-change/
2. Ontario's Local Food Strategy. Government of Ontario. Retrieved March 2016. www.omafra.gov.on.ca/english/about/localfood.htm
3. Ontario's Local Food Strategy. Government of Ontario. Retrieved March 2016. www.omafra.gov.on.ca/english/about/localfood.htm
4. Guelph Wellington Local Food. (2015). *Why Buy Local?* Retrieved 2015 from Taste Real From The Ground Up: www.tastereal.com/why-buy-local/
5. Guelph Wellington Local Food. (2015). *Why Buy Local?* Retrieved 2015 from Taste Real From The Ground Up: www.tastereal.com/why-buy-local/
6. Guelph Wellington Local Food. (2015). *Why Buy Local?* Retrieved 2015 from Taste Real From The Ground Up: www.tastereal.com/why-buy-local/
7. Foodland Ontario. (2015). *Local Food Week*. Retrieved 2015 from I Love Local Food: www.loveontfood.ca
8. Eat Right Ontario. (2015). *Benefits of Buying Local Food*. Retrieved 2015 from Eat Right Ontario Resources: www.eatrightontario.ca/en/Articles/Farming/Food-production/Benefits-of-buying-local-food.aspx#.VYI8nkI2U3Y
9. David Suzuki Foundation. (2015). *Food And Climate Change*. Retrieved 2015 from David Suzuki Foundation: www.davidsuzuki.org/what-you-can-do/food-and-our-planet/food-and-climate-change/
10. Grescko, D. (February 2015). *Ontario Doesn't Grow Enough Food To Feed Itself, But it Could: Study*. Retrieved 2015 from CBC Hamilton: www.cbc.ca/news/canada/hamilton/news/ontario-doesn-t-grow-enough-food-to-feed-itself-but-it-could-study-1.2951737
11. Foodland Ontario. (2015). *Foodland Ontario*. Retrieved 2015 from Kids Corner: www.ontario.ca/foodland/page/apples