

Oakland Eats Garden Fresh Grades 4-5 Lessons



Healthy Living
...for life!

Nutrition Services • Alameda County Public Health Department



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Grades 4-5 Lesson Goals

Lesson One: *The Colors of Health*

Goals:

- Students will understand the benefits of eating a variety of fruits and vegetables.

Skills:

- Students will analyze information from charts.
- Students will integrate information from multiple charts.

Follow-up Assignment Skills:

- Students will analyze information from a chart.
- Students will advocate for making healthier food choices at home and at school.
- Students will support others in making positive food choices.

Lesson Two: *Bay Area Seasonal Produce*

Goals:

- Students will understand the benefits of eating seasonal produce.

Skills:

- Students will speak in complete sentences when appropriate to task.
- Students will analyze information from charts.

Lesson Three: *Local Foods*

Goals:

- Students will understand the benefits of eating locally grown produce.

Skills:

- Students will draw inferences, conclusions and/or generalizations about text.
- Students will integrate information from multiple sources to create a promotional poster.

Follow-up Assignment Skills:

- Students will advocate for eating a variety of seasonal, local fruits and vegetables.

Oakland Eats Garden Fresh

4th – 5th Grade – Day One

Overview

Some information is adapted from <http://noahnet.myweb.uga.edu/plans.html>

Materials:

- Two large class charts – one for fruits and one for vegetables OR one combination chart (see example for possible set up).
- Red, orange/yellow, green, blue/purple, black (to outline “white” fruits and vegetables) markers and small strips of paper.
- Individual copies Vitamins and Minerals handout – 1 per student.
- Individual copies – How Much is Needed Each Day handout – 1 per student.
- Optional: Individual OUSD Cafeteria Connections handout – 1 per student.

Teacher: What are the colors of health? It’s fun to think about a rainbow of colors when you eat your daily fruits and vegetables. Every day you should choose fruits and vegetables from these colors (*pick up pieces of colored paper, one at a time and call out the colors*): **Blue-purple; green; white; yellow-orange; and red.**

Time Out: *Have students work in teams to list as many fruits and vegetables as possible in these color categories. Create a class charts that show the colors at the top and have students add their ideas to the class chart. Additionally, they might draw and/or add cut-and-paste pictures to illustrate the fruits/vegetables on this chart.*

Teacher: The different colored fruits and vegetables are good for you in different ways:

(As you give this information to students, use markers/crayons from each color category to design a symbol [or symbols] that represents the benefits of fruits and vegetables with that color---the suggestions below are simply suggestions – use your creativity for other ideas and invite students to contribute ideas as well!)

Blue-purple fruits and vegetables help with memory and may lower the risk of some cancers. What symbol could we use to represent these benefits to our bodies?

(Have student draw symbol on Blue-purple section of chart and then repeat this task for all of the colors.)

Green fruits and vegetables help with...

Color	Benefits	Symbol
Blue-Purple	<ul style="list-style-type: none">✓ Help with memory✓ Lower risk of some cancers	<i>(Perhaps a blue string tied around a finger or the word cancer in a circle with a slash through it...)</i>
Green	<ul style="list-style-type: none">✓ Lower risk of some cancers✓ Protect eyes✓ Keep bones and teeth strong	<i>(Perhaps green eyes OR green bones OR green teeth OR cancer/slash...)</i>
White	<ul style="list-style-type: none">✓ Help keep heart healthy✓ Lower risk of some cancers	<i>(Perhaps a white heart or cancer/slash...)</i>
Yellow-Orange	<ul style="list-style-type: none">✓ Help keep heart healthy✓ Help fight disease✓ Protect eyes✓ Lower risk of some cancers	<i>(Perhaps a yellow-orange heart, eyes, boxing glove...)</i>
Red	<ul style="list-style-type: none">✓ Help with memory✓ Protect heart✓ Reduce risk of some cancers	<i>(Perhaps a red heart, string tied around a finger...)</i>

Teacher: What makes these colorful fruits and vegetables an important part of staying healthy? These deeply colored fruits and vegetables give us lots of **vitamins** and **minerals; fiber**; and special disease fighters called **phytochemicals** (fight-o-chemicals) that your body needs to stay healthy and to help fight diseases. Colorful fruits and vegetables are AMAZING!!! You just have to eat them!

Let's take a look at the **Vitamins and Minerals** that we get from fruits and vegetables.

Time Out: *Have students complete the Vitamins and Minerals Found in Fruits and Vegetables Chart.*

Teacher: **Fiber** is another benefit we get from eating fruits and vegetables. Why is fiber important? It helps keep things moving in our digestive system. If you eat foods that are high in fiber every day, it may help reduce your risk of some cancers and keep your blood pressure at a healthy level.

Now, the vitamins, minerals and fiber that fruits and vegetables give us are very important. But the superstar right now may be the **phytochemicals**. What are phytochemicals? *Phyto* means "plant" in Greek. Phytochemicals are the natural plant parts that give fruits and vegetables their deep, dark colors. They are the very things that plants use to protect themselves from bugs, insects and sun damage. They also protect **us** when we eat these fruits and vegetables. In fact, they may be very strong disease fighters – or "*phyters*" -- and help fight cancer, heart disease as well as other diseases.

- **Review of Terms:** What are the benefits of eating vegetables and fruits? They keep us healthy by providing us with **vitamins, minerals, fiber, and phytochemicals.**

Time Out: *Using the How Much is Needed Each Day Chart, have students calculate the amounts of fruits and vegetables they need each day and complete the Personal Menu.*

Homework:

- Have students share Weekly Menu at home. Brainstorm and practice ways they can suggest to their families that they want to eat more fruits and vegetables at home and at school.
- Have Students complete the OUSD Cafeteria Connections handout.
- Have students create a Fruit and Vegetable cartoon panel that teaches about the benefits of eating fruits and vegetables of different colors.

Vitamins and Minerals Found in Fruits and Vegetables

What's the Nutrient?	Where can I get it?	Foods I Like to Eat from this Group
Vitamin A	Carrots, sweet potatoes, greens, kale, spinach, cantaloupes, papayas, mangoes, peas, zucchini, winter squash, pumpkin, Swiss chard, bok choy, apricot.	
Vitamin C	Oranges, grapefruits, tangerines, broccoli, bell peppers, tomatoes, sweet potatoes, strawberries, pineapple, kiwi, potato.	
Vitamin K	Green leafy vegetables, broccoli, cabbage, turnip greens, kale.	
Folate	Green leafy vegetables, kale, spinach, orange juice, asparagus.	
Calcium	Fortified orange juice, broccoli, collard greens, bok choy, kale.	
Potassium	Bananas, oranges, apricots, avocados, sweet potatoes, dried fruit.	
Iron	Spinach, lima beans.	

Name: _____ Date: _____

Below find two charts to help you calculate how many fruits and vegetables you need each day to be healthy. The information below is based on a diet for children who are not active. For those children who are vigorously active each day, more fruits and vegetables may be required. Use the information from the charts to answer the question and to complete the assignment on the next page.

How Much Is Needed Each Day?

Children	Age	Amount of Fruit	Amount of Vegetables
Boys	4-8 years old	1-1 ½ cups	1 ½ cups
Girls	4-8 years old	1-1 ½ cups	1 ½ cups
Boys	9-13 years old	1 ½ cups	2 ½ cups
Girls	9-13 years old	1 ½ cups	2 cups
Boys	14-18 years old	2 cups	3 cups
Girls	14-18 years old	1 ½ cups	2 ½ cups

1. Find the row that matches your age and gender. How much fruit should you eat each day?
 _____ How many vegetables should you eat each day? _____

Examples of Measures

Measure	Fruit Examples	Vegetable Examples	If I don't have a measuring cup, what can I use?
½ cup	<ul style="list-style-type: none"> ▪ 1 small box of raisins ▪ ½ grapefruit ▪ 1 large plum ▪ 1 small banana ▪ 1/8 of a medium cantaloupe ▪ 16 grapes ▪ 1 small peach ▪ ½ cup sliced or chopped fruit ▪ 1/4 cup dried fruit ▪ ½ cup 100% fruit juice 	<ul style="list-style-type: none"> ▪ 1 cup raw greens ▪ 1 medium carrot ▪ 1 small bell pepper ▪ 1 small raw whole tomato ▪ ½ cup cooked vegetables ▪ 1 small ear of corn ▪ 1 large stalk of celery 	<p>One cupped hand/handful = ½ cup cooked vegetables or sliced/chopped fruit.</p>
1 cup	<ul style="list-style-type: none"> ▪ 1 small apple ▪ 1 medium orange ▪ 8 large strawberries ▪ 1 medium pear ▪ 1 cup sliced or chopped fruit ▪ ½ cup dried fruit ▪ 1 cup 100% fruit juice 	<ul style="list-style-type: none"> ▪ 12 baby carrots ▪ 2 cups raw greens (such as lettuce or spinach) ▪ 1 medium boiled or baked potato ▪ 20 medium French fried potato strips ▪ 1 cup cooked vegetables 	<p>One fist = one medium whole, raw fruit or 1 cup cooked vegetable or sliced/chopped fruit.</p>

2. Using the two charts on the back of this paper, plan your personal weekly menu for fruits and vegetables. (Feel free to use fruits and vegetables that are not on the chart, but be sure to calculate the amounts based on the items in the *“Examples of Measures”* chart.) Try to include a variety of colors of fruits and vegetables so that you will get as many different nutrients as possible. See the example below for a girl who is 10 years old:

Girl, 10 years old = 1 ½ cups fruit and 2 cups vegetables

Day	Fruits	Total Cups Fruit	Vegetables	Total Cups Vegetables	Total Daily Colors for Fruits and Vegetables
Monday	<i>1 small red apple 1 small banana</i>	<i>1 ½ cups</i>	<i>1 sm. ear of corn 2 cups salad 1 small red pepper</i>	<i>2 cups</i>	<i>Red, white, yellow, green Missing = blue/purple</i>

Personal Weekly Fruit and Vegetable Menu

Day	Fruits	Total Cups Fruit	Vegetables	Total Cups Vegetables	Total Daily Colors for Fruits and Vegetables
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Oakland Eats Garden Fresh
4th – 5th Grade – Day Two
Overview

Materials:

- Papers for students to use to respond to writing prompt.
- Individual copies of Bay Area SEASONALITY charts – 1 per student.
- Individual copies of “OEGF – Analyzing Charts handout” – 1 per student.

Write, Pair Share:

Write about your favorite season. Include details of when it occurs and why it is your favorite season.

[Teachers: Be deliberately open-ended about this prompt....some students may respond with one of the four periods of the year (summer), while others may respond to a period of the year marked by certain activities (baseball season) or holidays (Christmas season) or even a period of particular weather (rainy season).]

Invite students to share their responses with their partner using complete sentences. Then invite some students to share with the whole class.

My favorite season is _____ which is _____. It's my favorite season because _____.

Hopefully, you will get a range of responses about the meaning of the word season, but if you don't, introduce the different meanings of the word (as above).

Teacher:

There are many meanings for the word season, and today, we're going to look at one particular meaning that relates to fruits and vegetables:

Season = the period of the year when something is best or available for eating.

Fruits and vegetables that are “in season” taste better and are usually cheaper. Since we live in the Bay Area, we're going to examine when certain fruits and vegetables are grown in the Bay Area so that we know when they are “in season.”

*[Have students examine the **Bay Area SEASONALITY** chart and complete the analysis questions. Be sure to explain what the * on the chart means before students begin working on the handout. Go over the first few questions together so students will have guided experience in examining the chart. Then have students work with partners, or individually to complete the handout. When students have completed the chart analysis, review responses to clarify any misconceptions and/or answer any questions.]*

Wrap-Up Discussion:

Teacher:

We've just studied when fruits and vegetables are in season in the Bay Area by using the Bay Area SEASONALITY chart.

- If you didn't have access to a Bay Area SEASONALITY chart, how would you know what fruits and vegetables are in season in the Bay Area? **(Go to a Farmers' Market or a School Produce Market and examine what is available there; examine signs in grocery stores to see if produce is local; note the price of produce in grocery stores – foods that are “in season” tend to be less expensive than foods that are out-of-season.)**

- Who has been to a Farmers' Market before? Where was it? What did you buy?
- [If your school has a School Produce Market] Who has been to our School Produce Market? When and where does it occur? What did you buy?
- What are the benefits to buying fruits and vegetables from a Farmers' Market or a School Produce Market?

Wrap-up:

Tomorrow we will do a little more investigating about the benefits of buying fruits and vegetables from a Farmers' Market or a School Produce Market.

* = "in-season"

Bay Area SEASONALITY - Intermediate

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Apples	*	*	*					*	*	*	*	*
Avocados				*	*	*	*	*	*	*		
Beets	*	*	*	*	*	*	*	*	*	*	*	*
Blueberries					*	*	*					
Bok Choy	*	*	*	*	*	*	*	*	*	*	*	*
Broccoli	*	*	*	*	*	*	*	*	*	*	*	*
Cabbage	*	*	*	*	*	*	*	*	*	*	*	*
Carrots	*	*	*	*	*	*	*	*	*	*	*	*
Cauliflower	*	*	*	*	*	*	*	*	*	*	*	*
Corn						*	*	*	*	*	*	
Grapes							*	*	*	*	*	*
Lettuces	*	*	*	*	*	*	*	*	*	*	*	*
Melons						*	*	*	*	*		
Mushrooms	*	*	*	*	*	*	*	*	*	*	*	*
Oranges	*	*	*	*	*						*	*
Peaches					*	*	*	*	*			
Pears	*							*	*	*	*	*
Peas				*	*	*	*	*				
Peppers, bell							*	*	*	*	*	*
Plums						*	*	*	*			
Potatoes	*	*	*	*	*			*	*	*	*	*
Spinach	*	*	*	*	*	*	*	*	*	*	*	*
Strawberries			*	*	*	*	*	*	*	*		
Squash, summer					*	*	*	*	*	*	*	
Squash, winter	*	*							*	*	*	*
Tomatoes						*	*	*	*	*	*	

Oakland Eats Garden Fresh
Analyzing Chart (Student)

Name: _____ Date: _____

Directions: Use the "Bay Area Seasonality" Chart to answer the following questions.

1. List 3 fruits that are "in season" in the Bay Area in January.

2. List 4 vegetables that are "in season" in the Bay Area in February.

3. What vegetables are "in season" in the Bay Area throughout the entire year?

4. During which month will you find the greatest number of different fruits/vegetables grown in the Bay Area? _____

5. During which month will you find the least number of different fruits/vegetables grown in the Bay Area? _____

6. If you wanted to stay in the area during the entire time that Bay Area blueberries are available (i.e. blueberry season), in what month would you arrive?

In what month would you depart? _____

7. Which fruit or vegetable has the shortest season? _____

8. What is your favorite month for seasonal fruits/vegetables in the Bay Area? Why?

9. Name a fruit or vegetable that you eat that is NOT on this chart. _____
Why do you think it is not on this chart?

Challenge Questions:

a. **Arrange the months in order from the greatest number of different fruits/vegetables grown in the Bay Area to the least number of different fruits/vegetables grown in the Bay Area.**

b. **What 3-month span offers the greatest number of different fruits/vegetables “in season” in the Bay Area?**

c. **Using seasonal fruits and vegetables, what recipes could you make in the current month?**

**Oakland Eats Garden Fresh
Analyzing Charts (Teacher Version)**

Name: _____ Date: _____

Directions: Use the “Bay Area Seasonality*” Chart to answer the following questions. Be sure to clarify what the * means on the chart. (*This is a revised chart and does not include ALL of the seasonable produce available in the Bay Area. For a more complete list, please refer to OEGF-Analyzing Chart-Advanced. The Advanced Chart is also available in color – be sure to clarify that the yellow boxes mean that the fruit/vegetable is “in season.”)

1. List 3 fruits that are “in season” in the Bay Area in January.
Apples, oranges, pears.
2. List 4 vegetables that are “in season” in the Bay Area in February.
Beets, bok choy, broccoli, cabbage, carrots, lettuce, mushrooms, potatoes, spinach winter squash.
3. What vegetables are “in season” in the Bay Area throughout the entire year?
Beets, bok choy, broccoli, cabbage, carrots, cauliflower
4. During which month (s) will you find the greatest number of different fruits/vegetables grown in the Bay Area? August and September
5. During which month (s) will you find the least number of different fruits/vegetables grown in the Bay Area? February and March
6. If you wanted to stay in the area during the entire time that Bay Area melons are available (i.e. melon season), in what month would you arrive? June
In what month would you depart? October
7. Which fruit or vegetable has the shortest season? blueberries
8. What is your favorite month for seasonal fruits/vegetables in the Bay Area? Why?
Answers will vary.
9. Name a fruit or vegetable that you eat that is NOT on this chart. Answers will vary.
Why do you think it is not on this chart?
This is an incomplete chart, so it may grow in the Bay Area and it’s simply not on this chart. Some other fruits and vegetables are not grown in the Bay Area and must be shipped from greater distances to stores in the Bay Area.

Challenge Questions:

- a. **Arrange the months in order from the greatest number of different fruits/vegetables grown in the Bay Area to the least number of different fruits/vegetables grown in the Bay Area.**
August (23); September (23); July (21); October (21); June (19); November (19); May (17);
December (16); April (14); January (14); February (13); March (13).
- b. **What 3-month span offers the greatest number of different fruits/vegetables “in season” in the Bay Area?**
July – September OR August - October
- c. **Using seasonal fruits and vegetables, what recipes could you make in the current month?**
Answers will vary.

Oakland Eats Garden Fresh
4th-5th Grade – Day Three
Overview

Materials:

- Enlarged copies of individual reasons to eat local (One reason per group/one copy per student);
- 1 piece of large chart paper per group;
- Markers/crayon for each group
- “Eat Local Food Notes” handout for each student

Think, Write, Share:

Yesterday we learned about “seasonal” fruits and vegetables in the Bay Area. *Why do you think we learned about these foods from the Bay Area and NOT from New York or Florida?* Do a quick write that responds to this question.

TEACHER: *(When students have completed writing, have them share their response with their partner and then with the class. If no one mentions it, guide students to the response that the foods from the Bay Area are close to us – they are **LOCAL** foods.)*

Today we’re going to look at reasons to buy LOCAL foods – especially local fruits and vegetables. Each group will get one reason. *(There are 5 reasons if you have more than 5 groups, some groups will be doing the same reason.)* You will become the experts about that reason. You will read the information together, clarify any words that might be unfamiliar and then complete a group poster that illustrates your reason. Please use your charts and graphs from our previous lessons to help you illustrate your poster with appropriate examples of fruits and vegetables from the Bay Area. Exemplary posters will be used to decorate the cafeteria and our school produce market *(if school has one)*.

All posters should include:

- 1) A catchy title related to eating Local food.
 - 2) The clearly labeled REASON for eating Local food.
 - 3.) Why this reason is important.
 - 4.) WHERE you can get Local foods.
 - 5) Appropriate and colorful visuals
- *) For bonus points, have students include recommendations about how to include more Local food in their diet.

Once all groups have completed their posters have them either share the poster as a group or attach posters to the walls and have students do a Gallery Walk. In either case, have students complete the “Eat Local Food” Notes to help them remember the information from the posters.

Follow-Up Assignment:

Have students write a letter to their parents/guardians about what they learned in the past three lessons. They should include information about: how/why fruits and vegetables are important to good health and why eating seasonal, local produce is a good idea. Additionally they should include ideas about how they can eat more local food as a family.

Five Reasons to Buy Local Food

(adapted from Central Coast Buy Fresh Buy Local Campaign)

Local produce tastes better and it's better for you

A recent study showed that fresh produce loses nutrients quickly. In the time it takes to harvest the food, ship it to grocery stores, stock it on the shelves, buy the food and then cook and eat it, more than a week would have gone by. In that time from harvest to dinner table, sugars turn to starches, plant cells shrink, and produce loses its freshness. Even in California, produce may have traveled very far to get to your grocery store. Food grown in your own community was probably picked within the past day or two. It is crisp, sweet and loaded with flavor.

Local food supports local families

Fewer than one million Americans now claim farming as their main occupation (That's less than 1% of the population.) Farming is a disappearing lifestyle. Here's the main reason: the farmer today gets less than 10 cents out of every dollar that their products sell for. For example, let's say that a farmer sold a basket of apples to Safeway. Safeway pays the farmer \$1.00 for the basket of apples, but then charges \$10.00 to sell the basket of apples to customers like us. The farmer only got a small part of the total sale.

Local farmers who sell directly to the people who eat their food products cut out the many middlemen {such as the grocery stores} and get the full price for their food {for example, they'd get \$10.00 for the basket of apples} – which means farm families can make more money and they can afford to stay on the farm, doing the work they love.

Local food protects genetic diversity.

In the modern, big farming system, varieties of produce are chosen because they can ripen at the same time and they are strong enough to be harvested by machines. Shippers want produce that have tough skins so that they will survive being packed and transported and will last a long time in the grocery store. There are only a few varieties of each fruit and vegetable that meet these requirements so there is very little genetic diversity in the plants that are grown.

In contrast, local farmers who sell directly to the public or to local restaurants or grocery stores don't have to meet those requirements. They grow many varieties because they have the best flavors, have a long harvest season and look beautiful. Many varieties are heirlooms, passed down from generation to generation simply because they taste good.

Local food preserves open space and supports a clean environment.

Farmland is very valuable. A well-managed family farm is a place where the resources of good soil and clean water are important. Farmers grow cover crops that prevent erosion and replace nutrients used by their crops. Cover crops also help fight global climate change. In addition, the combination of fields, shrubs, ponds and buildings is the perfect environment for many species of wildlife.

This farming landscape will survive only as long as farms are able to make enough money. When farmers sell their products directly to the people who eat these products, they make more money. Thus, they are less likely to sell their farmland for other purposes -- such as constructing new homes or business buildings. When you buy locally grown food, you are helping to preserve the farming landscape.

Local food is about the future.

By supporting local farmers today, you can help make sure that there will be farms in your community in the future. These farms will provide future generations with plenty of nourishing and delicious food.

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Name: _____ Date: _____

“Eat Local Foods” Notes

Find a student poster for each “Reason to Eat Local.” Study the poster. In your own words, write why this reason is important and then sketch an illustration or a symbol that will help you remember this reason to eat local foods.

Reason to Eat Local Foods	Why is this Reason Important? (In my own words.)	Illustration or Symbol that helps me remember this reason
1. Local produce tastes better and it’s better for you.		
2. Local food supports local families.		
3. Local food protects genetic Diversity.		
4. Local food preserves open space and supports a clean environment.		
5. Local food is about the future.		