



Forget the 100 mile diet.... Grade 10 Facilitator Notes

Objective: Students will learn about Toronto's urban orchard. Students will make connections between food waste, local hunger, and local fruit production/consumption.



Recipe Category: Plants & Gardening



Cooking Time: 25 mins



Level of Difficulty: Grade 10



Recipe Ingredients:

- examples of processed fruit – commercial and home
- photographs of local fruit and non-local fruit
- examples of fruit
- labels from processed fruit
(eg: jam labels, fruit cup labels, etc).





Curriculum Links:

Grade	Subject Area	Ontario Curriculum Links
10	Science	<p><i>Earth & Space Science</i></p> <p>D2.8 classify the climate of their local region using various tools or systems (e.g., Ecoregions of Canada, bioclimate profiles), and compare their region to other regions in Ontario, Canada, and the world (S)</p>
	Social Science & the Humanities	<p><i>Food and Nutrition – Self & Others</i></p> <p>Analyse the importance of each family member’s contribution to the selection, preparation, and serving of food (O)</p> <ul style="list-style-type: none"> describe ways that individuals and family members can contribute to the provision of food (e.g., growing fruits, vegetables, and herbs; planning meals; shopping for describe ways that individuals and family members can contribute to the provision of food (e.g., growing fruits, vegetables, and herbs; planning meals; shopping for food items; preparing meals). (S)
		<p><i>Food and Nutrition – Diversity, Interdependence, and Global Connections</i></p> <p>demonstrate an understanding of our Canadian food heritage (O)</p> <p>– complete an assessment of the influence of</p> <ul style="list-style-type: none"> geography on food supply and production (S)



Forget the 100 Mile Diet....

A) Introduction: (5 mins)

- Introductions (2 mins)
- Overview of our organization, Not Far From The Tree – who we are, what we do (3 mins)

B) Group interactive discussion: what kind of fruit grows in Toronto? (5 mins)

- using photographic aids, compare and discuss our ability to identify local fruit versus tropical fruit (eg: walnuts versus mangos; mulberries versus pineapples; elderberries versus oranges)
- Key concepts: microclimates; “fruit goggles”

C) Activity One: How much is wasted? (5 mins)

- Interactive demonstration of how far fruit travels to get to your plate
- Brainstorming discussion of all aspects of what happens from harvesting the fruit to getting to your plate --- what are the negative aspects of this? What are the benefits?
- making the link: food waste and local hunger
- added statistics from Daily Bread, The Stop, FoodShare
- Key concepts: food supply geography

D) Activity Two: What’s on the label? (5 mins)

- Discussion about commercially processed fruit versus at-home processed fruit; commercially produced fruit versus local, organic fruit
- Examination of labels – what’s added? What is this?
- Key concepts: food selection and nutrition

