



*Kentucky Agriculture &
Environment in the Classroom, Inc.*

LESSON

Linking Farm to Table

SCIENCE, SOCIAL STUDIES, PRACTICAL LIVING,
VOCATIONAL STUDIES

Students will:

- Understand the origin of their food before processing.
- Understand that farmers grow or raise the plants and animals we use for food.
- Make an ingredient model of a meal.

Kentucky Academic Standards

Science

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

LS1.C: Organization for Matter and Energy Flow in Organisms - All animals need food in order to live and grow. They obtain their food from plants or from other animals.

Social Studies

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Practical Living & Vocational Studies

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

5.4 Students use a decision-making process to make informed decisions among options.

Materials

- Meal Cards
- Ingredient Cards – Farm Origin and Processed
- Links
- Linking Farm to Table Worksheet

Activity

Begin by telling the students that most all foods originate on farms and are provided by plants, animals, or both. Ask, “Who grows our food?” *Farmers.*

Pass out all the “ingredient” cards (1 to each student) or lay them out on a table. A display board may also be used in the front of the group if you wish to affix Velcro or magnets on the cards. The goal is to link the chain of ingredients for each meal and/or find similarities between ingredients.

If time allows, a fun ice breaker at the beginning of the lesson could be to allow the students to organize the ingredients on their own, and ask them why they grouped them that way. There is no right or wrong.

Bring out the “meal” cards and walk the students through the Spaghetti and Meatballs meal. Ask where each of the components come from, and have the students who have those ingredient cards come to the front and link arms.

Pasta > Wheat > Tomato Sauce > Tomatoes > Ground Meat > Beef, Pork or Chicken is acceptable.

You may also link the animal’s food (corn and soybeans) to each animal. Be sure to have a conversation about producers (plants) and consumers (humans and animals, primary and secondary). Forages are also in animal diets.

See if the students can then complete the “chain” for other meals. Some ingredients will be used more than once.

Students may also be asked to find ingredients that have similarities:

Which ingredients come from plants? From animals?

What ingredients can we eat with little to no processing (closest to farm)?

What ingredients require processing?

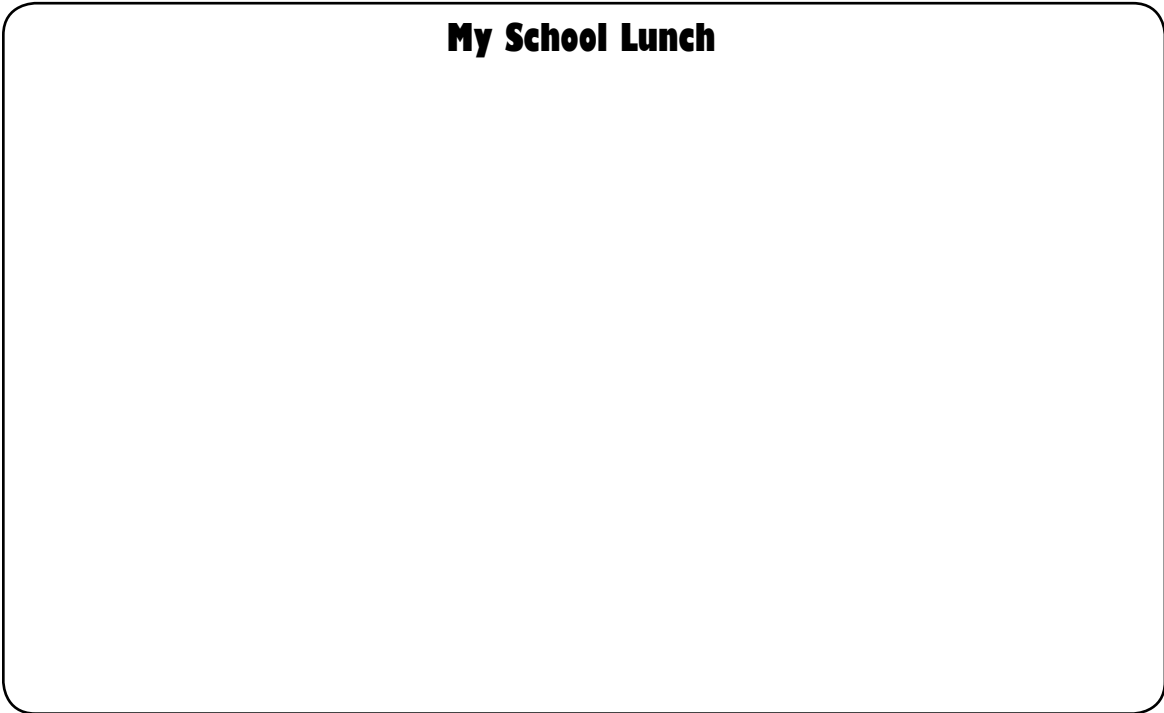
What ingredients are grain foods? fruits/vegetables? proteins?

OPTIONAL: Ask students to make the farm to table link of their school lunch with the attached worksheet.

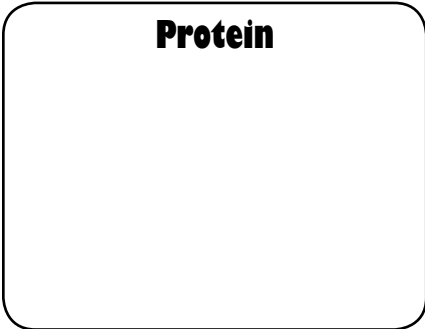
Linking Farm to Table

Use what you learned in class to find the farm links to your meal. Draw a picture or write the foods you ate for your school lunch in the box below. Then draw pictures of or write in the farm ingredients needed to make that meal underneath in the correct food group category. Did you have a balanced meal?

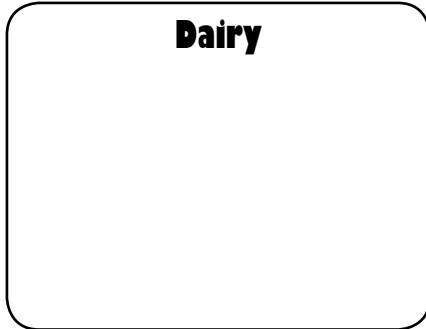
My School Lunch



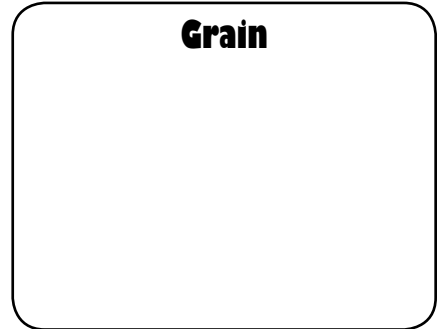
Protein



Dairy



Grain



Fruits & Vegetables

