

# Salad Race

Grade 3-6

## Objective

Students will learn about the importance of local food, as well as energy differences between imported and local foods.

## Materials

- 30-100 Bean bags or balls
- 2 decks of Salad Race cards (one (1) Deck 1, one (1) Deck 2)
- 4 containers to hold the bean bags or balls
- Space to run

**Advanced Preparation:** Print Salad Race cards double sided onto cardstock or other heavy stock paper. Print enough cards of each style to work with the group size. Cut along outline to create cards.

## Introduction

*“Every day Canadians eat food that has been brought in from far away, even when there are opportunities to eat local all year long! This activity is meant to show that eating imported fruits and vegetables takes a lot more energy and travel time than eating local ones.”*

Ask the students to make of list of what fruits and vegetables they think are imported and which they think can grow locally. This can be done class or in smaller groups.

## Activity

### Preparation: Cut out 30 cards each

1. Place 2 containers on one side of the playing field. Split the balls evenly between both containers.
2. Place the remaining 2 containers on the other side of the playing field.
3. Divide the students into 2 teams. Each team gets a deck of cards. There should be enough for at least 1 card per student. These cards are the ingredients in their salad.

*“The number on each card represents how far the ingredient had to travel to get into your salad*

***The team with Deck 1, you are making your salad with as many foods that can be sourced locally, but you will notice that some foods still come from far away!***

***The team with Deck 2, you are making your salad out of mostly imported foods!”***

4. In a relay style, students will need to bring the number of balls or bean bags indicated on the card from the starting line to finish line.

**Note:** Students can only take one bag or ball at a time, so to complete their card, multiple trips will have to be made before the next card may be selected. The trips may be shared between students.

**Example:** Johnny picks Lettuce with the number 3. He must run and grab one ball and bring it back. He can then let Suzy run and get the second ball or get it himself. If Suzy runs and gets the second ball, she can let Tommy run and get the third ball or get it herself. After three balls are brought back, a new card can be pulled, and the process starts again!

5. The objective is to complete all Salad Cards in the deck, run out of ball, or have more Salad Cards when the time is up.



## Discussion

*Which team took longer to complete their salad? In real life, why does eating imported food take more energy?*

*What did you eat for breakfast today? How far do you think it had to travel to get to you?*

*What are some ways we can grow vegetables all year round in Canada?*

### Table 1: Ontario Curriculum Links

| Grade | Subject Area           | Ontario Curriculum Links   |
|-------|------------------------|--|
| 3     | Science and Technology | <p><b>Growth and Changes in Plants</b></p> <p>Specific Expectation:</p> <p>1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration and suggest ways in which humans can protect plants</p> <p>1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects</p> <p>3.7 describe the different ways in which plants are grown for food (e.g., on farms, in orchards, greenhouses, home gardens), and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits</p> |
| 3     | Social Studies         | <p><b>Living and Working in Ontario</b></p> <p>Specific Expectation:</p> <p>B1.1 describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region (e.g., ports on lakes or major rivers; farming on flat land with fertile soil; resource towns in areas with ore, trees, or other natural resources)</p>  |
| 4     | Science and Technology | <p><b>Habitats and Communities</b></p> <p>Specific Expectation:</p> <p>1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities (e.g., human dependence on natural materials), taking different perspectives into account (e.g., the perspectives of a housing developer, a family in need of housing, an ecologist), and evaluate ways of minimizing the negative impacts</p> <p>3.9 demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support</p>   |

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| 4 | Social Studies | <p><b>Political and Physical Regions of Canada</b></p> <p>Specific Expectation:<br/> <b>B1.3</b> describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources</p> <p><b>B2.5</b> evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada</p>  |
| 5 | Social Studies | <p><b>The Role of Government and Responsible Citizenship</b></p> <p>Specific Expectation:<br/> <b>B1.3</b> create a plan of action to address an environmental issue of local, provincial/ territorial, and/or national significance</p> <p><b>B2.1</b> formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues</p> <p><b>B2.5</b> evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues</p> <p><b>B3.6</b> explain why different groups may have different perspectives on specific social and environmental issues</p>   |
| 6 | Social Studies | <p><b>Canada’s Interactions with The Global Community</b></p> <p>Specific Expectation:<br/> <b>B1.3</b> explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed</p> <p><b>B2.1</b> formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance</p> <p><b>B2.3</b> analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them</p> <p><b>B2.4</b> interpret and analyse information and data relevant to their investigations, using a variety of tools</p> <p><b>B3.7</b> identify countries/regions with which Canada has a significant economic relationship and some of the reasons why close relationships developed with these countries/regions and not others</p> |