



# First We Eat

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## Education Guide

Directed by Suzanne Crocker



# Teachers Guide



This guide has been written to help teachers and students enrich their experience of FIRST WE EAT by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some web-links that provide starting points for further research or discussion.

## The Film

Putting food sovereignty to the test in the far North of Canada – filmmaker Suzanne Crocker, living just 300 km from the Arctic Circle, removes absolutely all grocery store food from her house. For one year, she feeds her family of five, only food that can be hunted, fished, gathered, grown or raised around Dawson City, Yukon on the traditional territory of the Tr'ondëk Hwëch'in. Add three skeptical teenagers, one reluctant husband, no salt, no caffeine, no sugar and -40 temperatures. Ultimately the story becomes a celebration of community and the surprising bounty of food that even a tiny community in the far North can provide.

FIRST WE EAT celebrates the ingenuity, resourcefulness & knowledge of Northern Canadians and our relationship to the land through the food that we hunt, fish, gather, grow and raise in the North.

Whether you are concerned with community (knowing where your food comes from and valuing the land and the people who produce it), sustainability, the nutritional value of your food, a finite oil supply, carbon footprint or food costs and accessibility – food sovereignty is a topic of interest for many of us.



[Watch the Trailer](#)

# About The Filmmaker

Suzanne Crocker, a Yukon filmmaker, switched careers from rural family physician to filmmaker in 2009. She has become known for turning her camera on herself and her family as she takes them through some rather extreme adventure/experiments. Suzanne's feature-film-directing debut was with [ALL THE TIME IN THE WORLD](#) (2014), a critically-acclaimed documentary film that has won 22 awards worldwide, screened in over 25 countries on every continent and been translated into 12 languages.

Of note: [An educational curriculum guide](#) is also available for ALL THE TIME IN THE WORLD, featuring the same family 7 years younger:

Suzanne lives in Dawson City with her husband and three children.

[Source](#)



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Design by First We Eat Team





## Viewing The Film With Students

The following three subsections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes, and a page of web links for further investigation.

- Pre-Viewing Activities
- Viewing Activities
- Post-Viewing Activities



# Pre-Viewing Activities

- Show students the trailer and/or poster for the film found on the [film's website](#). Have students work in small groups to try and identify themes or ideas conveyed by the trailer. As a larger group, discuss with students how effective/effective the trailer and movie poster are as media pieces.
- Print several of the questions or quotations from the Extension Activities section of this guide on individual sheets of paper. Have students work in small groups or with partners to discuss if they agree with the ideas.
- Set a purpose for viewing by having a discussion about one or more of the questions or quotations from the Extension Activities section of this guide. Have them share the statement and what they think or believe about it with the class.
- Have students define and discuss the following terms: (a) food security (b) food sovereignty (c) Indigenous food sovereignty (d) food justice (e) sustainability (f) regenerative farming (g) food accessibility (h) food banks (i) urban food production (j) food hubs (k) culturally appropriate food (l) food waste (m) composting (n) foodprint
- Have students choose one or more of the terms listed above. They can use a word organizer, by dividing a box in four. In each of the four boxes, have them write in one corner the following: Definition, Non-examples, Examples and Use in a Sentence. Ask the class their opinion about the word. Take it up as a class.
- Have students create a mind map on the issues around **Food Security** using these four categories: Environmental, Political, Economic and Social. Have students brainstorm one issue for each, on their own, or with a partner. Take it up as a class.
- Have a class discussion about the concept of a **foodprint** which is the land required to produce the food individuals consume. Have students take the [3 minute Foodprint Quiz](#) To help with the discussion, the FAO (Food and Agriculture Organization of the United Nations) has a news article listing ways to [reduce individual foodprints](#) and FoodPrint includes some [tips](#) as well. Ask the class their opinion about food waste and how they could reduce their foodprint. Take it up as a class.



# Pre-Viewing Activities: Continued

- Introduce the concept of **local eating and the 100-Mile diet** to the class. Introduce authors Alisa Smith and J.B. MacKinnon who co-wrote the book 'The 100-mile diet' from 2005. Have students read through the [Tyee's 100-Mile Diet](#) 15 anniversary series from 2020 with 9 articles, one of which is written by film director Suzanne Crocker.
- Play the [CBC Radio interview](#) from The Current, with director Suzanne Crocker and family (22:26 min). Discuss some of the students' initial reactions to the stories and challenges the family encountered during their one-year challenge.
- Play the [BBC World interview](#) with director Suzanne Crocker and family (30:52 min). Discuss some of the students' initial reaction to the stories and challenges the family encountered during their one-year challenge.
- Introduce the **Concept of Food Security** using the [FAO Policy Brief](#) (Food and Agriculture Organization of the United Nations)
  - "Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life". (World Food Summit, 1996). Discuss issues of food availability, access, utilization and stability in Canada.
- Have students use the graphic organizer in the pre-viewing activity titled 'Cause and Effect' found on the following pages. Have students, fill in what they think are 3 causes to the problems associated with food insecurity, and any 3 after-effects it causes. Then have students suggest 3 solutions to the problem. Take it up as a class.



# Pre-Viewing Activities: Continued

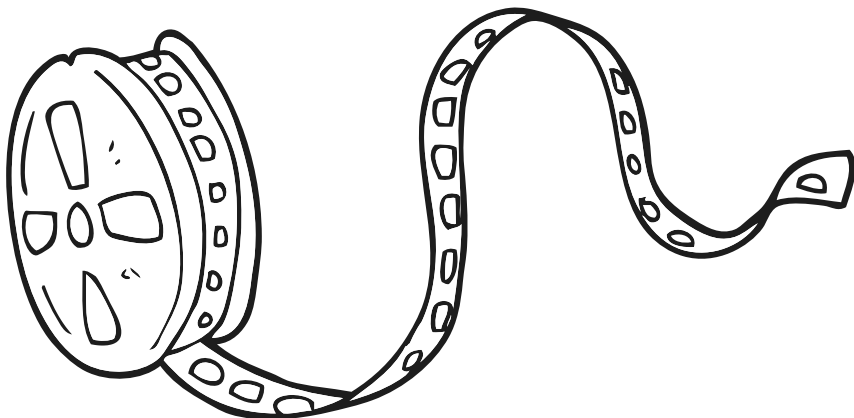
- Before watching the film, ask students to list 5 **foods in their kitchen** which are sourced in their province/territory, 5 from the rest of Canada, and 5 internationally. After watching the film, students can reflect on their lists to see if they were correct.
- Have students record and research the lifecycle of a food they eat at home using a graphic organizer titled '**Lifecycle of a Food Product**' that can be found on the following pages of this guide. Have students identify at least two important impacts of food production on the environment. The book "Stuff: The Secret Lives of Everyday Things" by Alan Thein Durning and John C. Ryan discusses the topic and contains useful examples and statistics.





# Viewing Activities

- Have students complete the [PBS viewing guide](#) on documentaries. Students can revisit their completed documents as a Post-Viewing Activity.
- Have students jot down five ideas for discussion, or questions, that the film raised in their minds.
- Have students record all the film techniques used in the film. Have them discuss each technique and explain its effectiveness. An explanation about the title sequence in the film illustrates the process of [stop motion animation](#) with the help of worms.
- Have students create a t-chart to record all the negative and positive aspects of eating locally.
- Have students use a Venn diagram to compare the lifestyle and mindset of Suzanne and her family to their own.
- Have students record all the food that was grown, gathered and hunted during the film.
- Assign some of the questions and quotations from the Extension Activities section of this guide for students to answer during the film. Collect or check for completion.

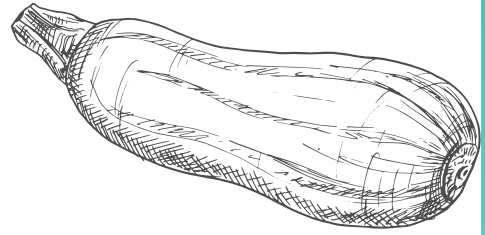




# Post-Viewing Activities

- Show the students their quotations from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by the film.
- Assign some of the questions and quotations from the Extension Activities section of this guide for homework to be taken up the next day in class. Check for completion.
- Have students complete an exit note (a single small sheet of paper with one phrase or idea written on it) that demonstrates one thing they have: learned, felt or decided as a result of watching the film.
- Discuss with students their initial reactions to the various scenes and situations addressed in the film.
- Have students create an advertising poster for the film. Have them view the [actual film's poster](#) prior to the activity. Alternatively, have them use different techniques like a word collage, using photos of local food, to spell out their school name, community or city.
- Have students **visit their local grocery store** and record any local food in various sections of the store. Also, have them find out the country of origin of some of their favourite foods during their visit.
- Have a class discussion around **urban agriculture**. Urban farms and gardens are useful to grow organic produce, cultivate food justice and equity in communities, and revitalize urban land. They not only contribute to food security but also to environmental stewardship and a cultural reconnection with the land through education. Inspiring examples of cities that are producing lots of their own food within the city itself are included in these two articles: [Food Tank](#) and [Refarmers](#).
- Have students decide what a **planet-friendly diet** looks like. Students can research tips to follow and specific foods to eat that support a healthy planet. [The David Suzuki Foundation](#) & [The Guardian](#) & [The Conversation](#)

# Post-Viewing Activities: Continued



- Have a class discussion comparing **omnivore vs vegan/vegetarian diets**. Start with analyzing the environmental impacts of livestock farming, specifically beef. Have students think about these issues while considering these quotes in the film:
  - “The only protein that can be produced in the north, comes from animals. You could not eat 100% local to the Yukon, and be a vegan, no way.” (Suzanne, Mother)
  - “There’s no commercial fertilizer on this stuff. Just pig manure and chicken manure. Probably a 20-pound cabbage when it gets done” (Paul, Farmer)
  - Consider this perspective ["Eating Meat Affects the Environment but Cows Are Not Killing the Climate"](#)
- Consider how **geographic perspective** is important to the discussion. Ask students in small groups to weigh the importance of the following food issues that present themselves in our food systems:
  - a. The effects of transporting soy and other vegan products from far away (in Dawson’s case)
  - b. Knowledge of how those products are grown (soy is one of the highest pesticide use crops)
  - c. Monoculture or cash crop vs. smaller biodiverse farms
  - d. Having livestock who produce local fertilizer vs shipping in heavy fertilizer from far away and using chemical fertilizers that are mined and non-renewable
  - e. Use of livestock i.e. pigs and chickens to help recycle farm waste (clippings, frost injured veggies, surplus etc.) into eggs/meat and also ultimately into fertilizer
  - f. Wild meat vs cultivated meat – thinking about environmental impact, but also the need to harvest sustainably (and considering options for larger population centres)
- Have a class debate on whether a **local or a global diet** is better for the environment. Show students some articles on the topic to start the conversation
  - [Food Revolution Network](#)
  - [Our World in Data](#)
  - [BCAITC](#)
  - [Regenerative International](#)
  - [Benefits and Choke Points of Eating Local](#)



# Post-Viewing Activities: Continued



- Have a class discussion of **certified organic vs knowing our farmer**. Small farms often cannot afford to become certified organic even though many of them avoid pesticides, [practice regenerative soil techniques](#), don't use growth hormones. Use this quote from film to start the discussion:
  - "In my opinion, organic is important if you don't know your farmer; you're not able to have a relationship with the source. But if you know your farmer, then you can make decisions for yourself." (Megan, Farmer). Also, have students visit the [films' website](#) to meet the farmers from the film.
- Have a class discussion on **the true cost of food**. Ask students to consider at whose expense are we able to buy cheaper food in the grocery store (compared to local food from the farm gate or farmer's markets) when the grocery store food has to be planted, tended to, grown, harvested, shipped far to a distributor, stored and shipped again, packaged, sold in a store that pays rent and hires staff. Consider government subsidies to big corporate farmers, crowded animal conditions, use of growth hormones and exploitive farm labour as part of the discussion. Use this quote from the film to start the discussion:
  - "Food actually does cost more than what you pay for it in the grocery store. It may seem like you're getting a really good deal, and you are, but it's at somebody else's expense" (Kim, Apple Farmer)
  - Have students watch this 4 min video [A Tale of Two Chickens](#)
  - The Rockefeller Foundation (USA) has done an analysis and concludes that the true cost of food is actually 2-3 times what we pay at the grocery store. See [graphic on Page 11](#)
- Have students create a one-page newsletter/infographic outlining the issues around **food security**. Have students use information from the film and online research comparing local vs. global diets; addressing current issues around food security in Canada; addressing possible solutions. Use a creative layout with high impact visuals. The film's website has some excellent [resources](#) with many sustainable solutions. An outline of the assignment and rubric titled 'Food Security Newsletter/Infographic' can be found on the following pages of this guide.

# Post-Viewing Activities: Continued



- Have students visit the [film's website](#) and read about the **challenges of farming in the north**. They include weather, moose, road access, off-grid farming, local fertilizer, local feed, overwintering of livestock, breeding and seed saving.
  - If students live further south, have them use their own communities and discuss different challenges that they face with local food production. They can use this information for their 100-Mile diet assignment.
- Have students **create a food plan for one day that only includes food from a 100-mile radius** from where they live. Students can choose which season they prefer, but spring or summer could expand their choices (winter could be encouraged for a bigger challenge!). Have students include an introduction to the topic, why it is important and what they will have to give up (i.e. coffee, salt, sugar, etc.). They should also explain how they would source these ingredients in their local community. They can use the suggested chart template to compare a meal on a regular day, with an estimate of where it came from, and how many food miles it included for one day on the 100-mile diet. They will then map out the locations of each food item (farm). They should conclude with any challenges that could be encountered. Students can also use a [local food personal action pledge sheet](#) from the film's official website to commit to trying local eating at home. The assignment and rubric titled 'The 100-Mile Diet' can be found on the following pages.
- Have students **solve food issues in their own community, in their school or their house**. Have them consider and analyze more than one issue in their analysis. They should conduct their own primary research through interviews, surveys and photos in a 'Food Audit'. Have them answer the following question: Where do these problems exist? Why do they happen? Why do we care? What next? How can we make positive change? What are some different ways you can communicate a change? (Announcements, posters, brochure, letter to the admin, board, etc.). The assignment can be done in various forms such as a video, display or report. The assignment and rubric titled 'Solving Food Issues in Our Community' can be found on the following pages.
- The film's official website has an [interactive seasonal boreal forest foraging guide](#) that can help students in the north with planning local diets



# Websites And Online Resources

## Film Related Links

- [About the Film](#)
- [Facebook](#)
- [Twitter](#)
- [Instagram](#)
- [#FirstWeEatMovie](#)
- [Trailer](#)

## Interviews/Articles:

- [En français orale](#) (13 min)
- [En français written](#)
- [BBC World Radio podcast](#) includes family (30 min):
- [Up Here](#)
- [Harrowsmith](#)
- [CBC Radio The Current](#)



# Additional Resources

## **Agriculture in the Classroom (AIT-C)**

The organization believes in enhancing knowledge and appreciation of agriculture and food in Canada. As part of a cross-country effort, they work with 10 provincial members to empower students and educators with accurate, balanced, and current curriculum-linked programs, resources, and initiatives focused on agriculture and the food industry.

## **AgScape**

In 1991, Ontario Agri-Food Education was founded to promote agriculture and food learning in the classroom.

## **Compost Council of Canada**

Information about current organics, recycling infrastructure regulations and support across Canada.

## **Darkspark**

The Darkspark team collaborated with a multicultural class of Grade 8 & 9 students, Elder Doreen Olsen and staff from Robert Service School. In conjunction with Heritage Canada, the Tr'ondëk Hwëch'in First Nation, The North Klondyke Music Society and Peter Menzies bringing the Four Directions Project to Dawson City. Included are four videos of songs/videos the students created.





# Additional Resources

## Feeding 9 Billion

A food security initiative based out of the University of Guelph providing insight, outreach & education around issues of food, agriculture & hunger globally. They offer objective, evidence-based information in an accessible manner for all. They are particularly committed to working with youth, helping them to improve the food system of the future. Their 13-part whiteboard animated video series would be useful to show in class.

## Food Secure Canada

Food Secure Canada is a pan-Canadian alliance of organizations and individuals working together to advance food security and food sovereignty through three interlocking goals: zero hunger, healthy and safe food, and sustainable food systems.

## Loop Resource

Started out in Dawson Creek, British Columbia, trying to reduce the operating cost of a family farm so that Dad could be home with the kids more! With one grocery store ready to reduce their landfill impact and a couple of meetings, Loop Resource was born. They work with grocery stores across BC, AB, and SK, diverting unsaleable grocery store food to hungry animal mouths on farms of all shapes and sizes, and to registered charities where possible.



# Additional Resources

## Ministry of Agriculture, Food and Rural Affairs

An Ontario government ministry responsible for the food, agriculture and rural sectors of the Canadian province of Ontario. A link to local food in Ontario is useful to learn about tools, resources and programs that support the province's local food economy.

## Proof – Food Insecurity Policy Research

An interdisciplinary research team investigating household food insecurity in Canada. The goal of this research program is to identify effective policy approaches to reduce household food insecurity, which is defined as inadequate or insecure access to food due to financial constraints. In 2011, they embarked on a five-year research program to identify viable and effective policy interventions to reduce household food insecurity in Canada.

## The 100-Mile Diet: A year of local eating; book written by Alisa Smith and J.B. MacKinnon

The remarkable, amusing and inspiring adventures of a Canadian couple who make a year-long attempt to eat foods grown and produced within a 100-mile radius of their Vancouver apartment. When Alisa Smith and James MacKinnon learned that the average ingredient in a North American meal travels 1,500 miles from farm to plate, they decided to launch a simple experiment to reconnect with the people and places that produced what they ate. The 100-Mile Diet was born.





# Additional Resources

## The Food and Agriculture Organization (FAO)

A specialized agency of the United Nations that leads international efforts to defeat hunger. Their goal is to achieve food security for all and make sure that people have regular access to enough high-quality food to lead active, healthy lives. With over 194 member states, FAO works in over 130 countries worldwide.

## Food Print

Provides innovative strategies to increase public awareness of the critical environmental and public health issues created by our current industrial food system, and to advocate for more sustainable alternatives. Provide tools such as What Is My Foodprint, How to Reduce My FoodPrint, Cooking/Shopping/Dining Out Sustainably.

## United Nations Department of Economic and Social Affairs Sustainable Development

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. Goal # 2 is aimed to End hunger, achieve food security and improved nutrition and promote sustainable agriculture.



# Additional Resources

## University of British Columbia: Just Food

There are seven food justice modules that you as an educator can integrate into your curriculum or classroom. Employ what is appropriate in your context and sample from the provided framework as needed. These modules can be considered somewhat of a work in progress – use them as a starting point. We invite individuals to build on these modules to advance pedagogy related to food justice.

## Yukon Agricultural Association

To foster and promote sustainable Yukon agriculture for the benefit of both private and commercial producers and consumers through education, infrastructure development, and liaison with government agencies and with non-government organizations. Links to the Yukon Farm guide could help with the 100-mile diet assignment.

## Yukon College – Cold Climate Innovation

Cold Climate Innovation and Technology Innovation offer support through funding, business mentoring, prototype development, project management, business planning, marketing and patent advice. CCI project areas include but are not limited to: alternative energy, building construction, climate-related research, environmental remediation, food security and mechanical innovation.

## Regenerative International

Regenerative Agriculture is a method of farming and grazing that improves soil, biodiversity, water and helps mitigate climate change.





# Extension Activities

## Questions for Pre-Viewing or Post-Viewing Activities



Do you know where your food comes from before watching the film? Why is the general public uninformed on the topic? Will you try to eat locally after watching the film? Explain.

Do you think there are benefits to eating locally? List all the reasons it is important. Consider human, environment and economic benefits.

Why does Suzanne complete this challenge for a year with her family? Why not 10 years? Why did Suzanne choose this journey for her family?

Suzanne's children were interviewed at the start of the film and had several concerns and hesitations towards local eating. What would you not want to give up from your diet? What would you miss/crave the most? What would be the first food you would eat after a year of local eating?

One of Suzanne's greatest challenges was replacing salt with many different alternatives. What would be the hardest food to give up if you switched to local eating? What do you think could replace it?

A caption in the film states '300 km south of the Arctic Circle'. Why does the filmmaker choose the Arctic Circle as a reference? Think about the spatial significance of that line of latitude.

How does the geographic location of Dawson City limit some of their local food availability? How has climate change affected this?



# Extension Activities: Continued



## Questions for Pre-Viewing or Post-Viewing Activities

97% of the food in Dawson City is trucked in from thousands of kilometers away. How does the origin of your food contribute to pollution and climate change?

Suzanne has an emotional attachment to her tea in the morning. Is there a food you enjoy that would make you unhappy if you couldn't have it anymore?

Suzanne feels the challenges of local food eating and preparation was not the lack of food but the lack of time. Much of Suzanne's time in the kitchen would be to make batches of food like ketchup and yogurt to keep up with her family's appetite. Have you ever made something from scratch that could be bought ready made in the store? Was it successful? How did you measure your success?

Suzanne reveals to the camera in an interview that she was not sure she could do this alone. How did her family and community help her with this local eating journey? Why is it important for the community to work together in food production?

Why do we have cravings? What do you crave in-between meals or when you get home from school?

The ability to respond to our own needs for healthy, culturally appropriate food is important. The Indigenous people in Dawson have hunted, fished, gathered, and grown their own food for generations. What benefits can we enjoy with a freedom from our dependence on grocery stores?





# Extension Activities: Continued

## Questions for Pre-Viewing or Post-Viewing Activities

What kinds of natural disasters affect farmers in the film?  
How do these events affect consumers? How important are farmers to the food supply chain?

There are many ailments and illnesses that humans suffer that could be connected to diet. Research 2 different ailments that could be resolved through a change of diet.

To eat local in Dawson means the end of a vegetarian diet. Discuss the pros and cons of a vegetarian or vegan diet vs eating what your local environment can produce.

Food security is a major issue for northern Canadian communities. Would subsidizing our food systems eliminate food security issues in the north? Read more about the [Nutrition North program](#) which has been considered a failure. Why does the government choose to spend more on transportation instead of strengthening local food systems?

Suzanne faced some cooking challenges in the kitchen. List some of the food fails that the family encountered during the film.

Why don't we think about where all the ingredients come from in our food? Explain why it is important to know where your food comes from. Do you know any farmers that produced your food?





# Extension Activities: Continued

## Questions for Pre-Viewing or Post-Viewing Activities

There were some scenes that illustrated stages of our food production unseen by the general public. Were there any that surprised you or you were unfamiliar with?

Suzanne's son, Sam, questions her title for the film 'First We Eat' as he felt eating was the lowest on the priority list in their house. The title comes from a quote: "First we eat, then we do everything else" – MFK Fisher. Discuss the meaning of this quote. Why do you think the filmmaker decided on this title for the film?

Suzanne made many different recipes with the local foods from her community. Would you prefer to eat this way? Do you eat local foods? Why or why not? What are some of the restrictions to eating locally?

Your 'foodprint' is a small part of your life that can have a negative impact on the environment. List three small parts of your life that you could change to reduce your impact on the environment.

What actions could you take to make your diet healthier for your body and the planet? Explain.

Which of these actions would you be willing to take? Which ones would you not be willing to take? Why? Explain.





# Quotations From The Film

## Opportunities To Explore

“When my grandparents were growing up and living off the land, the land was the freezer, the land was the fridge.” (Jackie, Tr’ondëk Hwëch’in)

“97% of our food is trucked in, from thousands of kilometers away.” (Suzanne, Mother)

“One of the things that I love about birch syruping the most, is it’s completely dependent on nature. You just have to have faith. The trees will run and the leaves will come back. And if they don’t, then we’re all in really big trouble.” (Sylvia, Birch Syrup Producer)

“If you want to find nutrients, there are plenty of them around. All you need is determination.” (Gerard, Father)

“I realize that my garden is just not big enough to feed my family for an entire year with only the vegetables that I can grow” (Suzanne, Mother)

“I’m constantly marvelling at the quality of the soil and thinking, wow, this is a really valuable resource. Especially at this latitude.” (Grant, Farmer)

“It’s very secure to know who the producers are, and to know where our food is coming from. I would much rather know that the dirt that carrot was grown in was my neighbour’s dirt.” (Jen, Farmer)

“There is enough food, what there is not enough of is time” (Suzanne, Mother)

“It’s been a long time since I had a bagel. But I remember the taste well. And I would welcome that taste again.” (Gerard, Father)

“I’m so fortunate to have had that little touch of yesterday.” (Angie, Tr’ondëk Hwëch’in Elder)

“When we used to catch our first fish, that was always told to us that we have to offer” (Angie, Tr’ondëk Hwëch’in Elder )

“There’s no commercial fertilizer on this stuff. Just pig manure and chicken manure. Probably a 20 pound cabbage when it gets done” (Paul, Farmer)



# Quotations From The Film

## Opportunities To Explore

“You could probably argue that economically it makes more sense just to grow it down south and to ship it up in volume. But then you have an entire society that’s really disconnected from agriculture” (Megan, Farmer)

“In my opinion, organic is important if you don’t know your farmer; you’re not able to have a relationship with the source. But if you know your farmer, then you can make decisions for yourself.” (Megan, Farmer)

“When you’re relying on the outside world to feed you, that’s a pretty shaky concept really.” (Paul, Farmer)

“There are some people say well, you’re just a farmer. That can change real fast. That grocery store is empty, all of a sudden that farmer becomes quite important.” (Paul, Farmer)

Sign for Tr’ondëk Hwëch’in Farm: “On the land we learn to grow our food.” – Percy Henry (Tr’ondëk Hwëch’in Elder)

“When I was young, we were raised on moose meat and caribou and salmon. And now so much of our food is processed. So one of the elders was really adamant that we need to start teaching people how to actually grow food for themselves.” (Jackie, Tr’ondëk Hwëch’in)

“I just look forward to the day when we can say, ‘you let that truck sit on the other side of the broken road. We’re ok.’” (Jackie, Tr’ondëk Hwëch’in)

“When tourists ask me “how long is your growing season?” I just ask them back “do you want that in days or hours?”” (Becky, Farmer)

“The combination of blood and milk has every amino acid, vitamin and mineral that you need.” (Suzanne, Mother)

“I had this revelation as to why stores are called stores Because they store things for us!” (Suzanne, Mother)





# Quotations From The Film

## Opportunities To Explore

"I think it is painful to know that we're so subsidized by the rest of Canada. When you have all these trucks coming up to carry food to us and then money is going towards fixing highways instead of growing food. That shouldn't be the way it is." (Shelby, Butcher)

"We should be able to raise what it is that we are consuming, in moderation, so why not support the people that are doing it." (Shelby, Butcher)

"Food actually does cost more than what you pay for it in the grocery store. It may seem like you're getting a really good deal, and you are, but it's at somebody else's expense" (Kim, Farmer)

"The only protein that can be produced in the north, comes from animals. You could not eat 100% local to the Yukon, and be a vegan, no way." (Suzanne, Mother)

"It's a long way to a loaf of bread" (Otto, Farmer)

"I don't know that my kids really think about where their food comes from or even care." (Suzanne, Mother)

"I just want to be able to eat whatever I want." (Sam, son)

"Sometimes Mother Nature is very helpful." (Otto, Farmer, while digging veggies out from under the snow)

The Hungry Gap: "The farmers talk about the hunger months, when your root vegetable storage is getting low, and your freezer storage is getting low, and things are spoiling." (Gerard, Father)

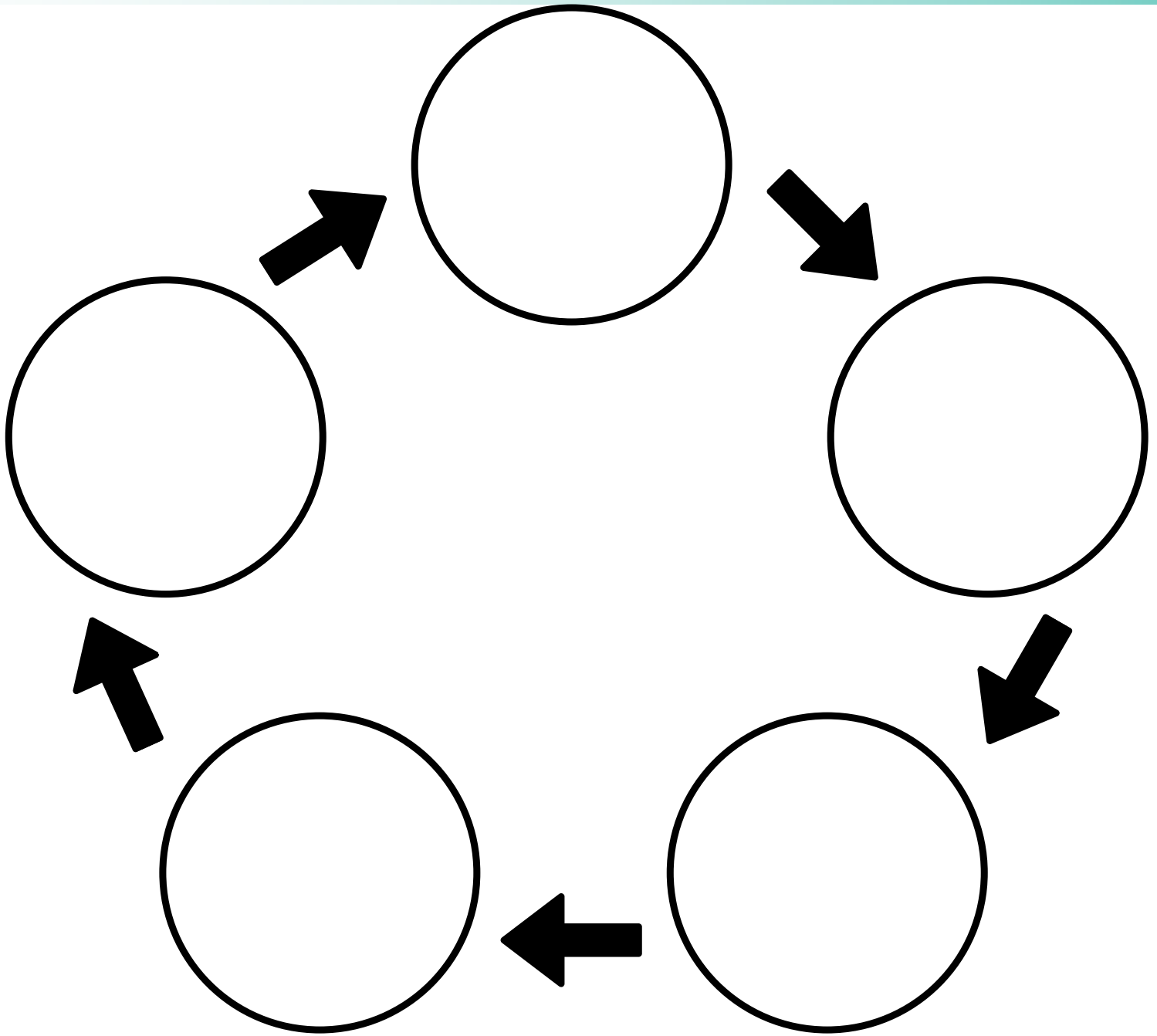
"My idea is, you take an animal's life like that, you show it respect." (Dave, Trapper)

"I actually don't miss salt anymore. I suspect that my taste buds have changed. I can taste the difference in the milk depending what the cows are eating." (Suzanne, Mother)

"It proves that if you do it here, that it can be done almost anywhere." (Kate, Daughter)

# Pre- Viewing Activity: Graphic Organizer

Lifecycle Of A Food Product



Identify at least two important impacts of food production on the environment.

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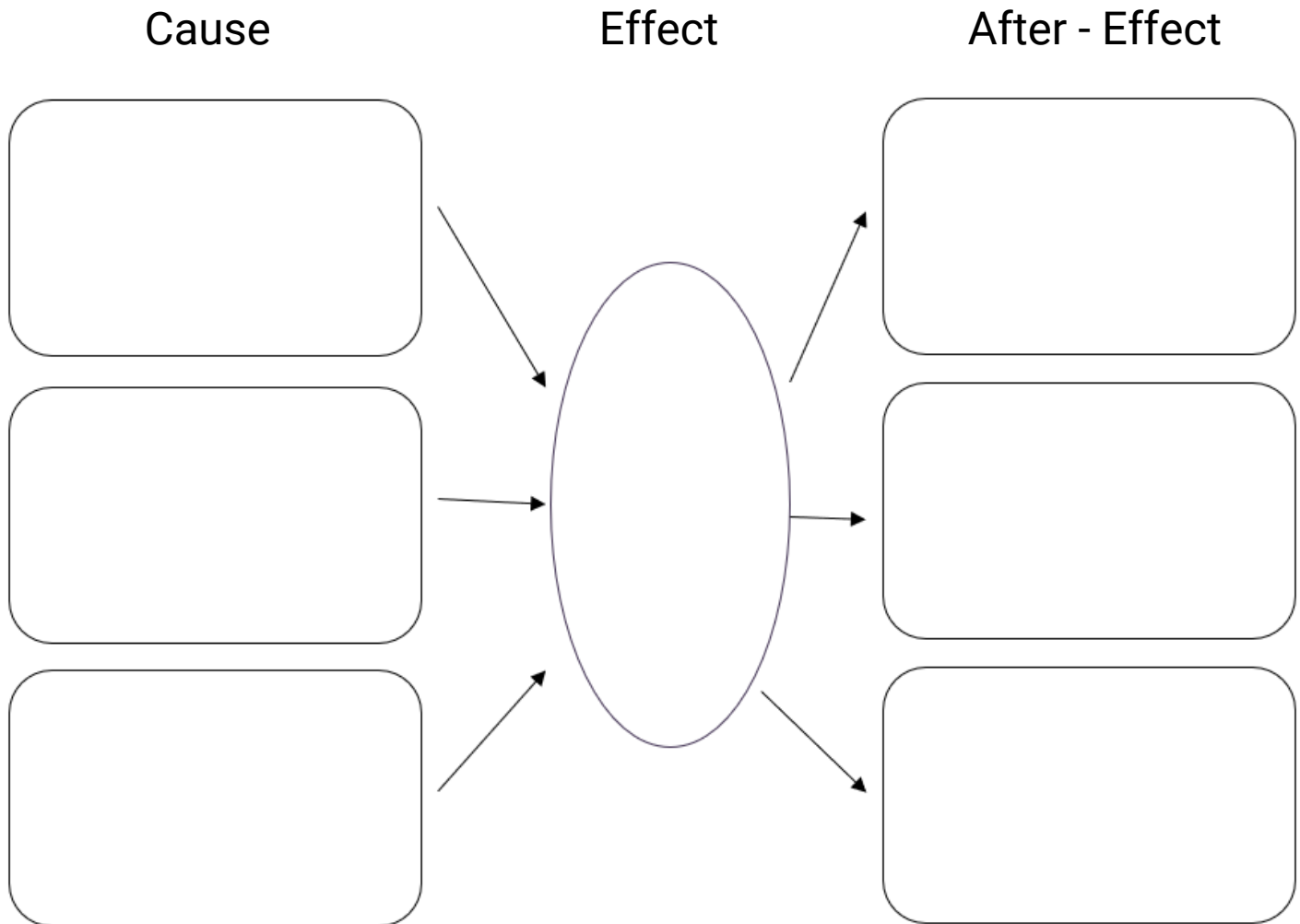
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# Pre- Viewing Activity: Cause & Effect

Using the graphic organizer, fill in what you think are 3 causes to the problems associated with food insecurity, and any 3 after-effects it causes.



List 3 solutions to the problem.

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# Post -Viewing Activity

## Food Security Newsletter & Infographic

Using information from the film as well as online research, create a one-page newsletter/infographic and outline the issues around food security. Compare local vs. global diets, the current issues around food security in Canada and the solutions using a creative layout with high impact visuals.

### Knowledge & Understanding

Concepts      2.5      2.9      3.0      3.4      3.5      3.9      4.0      5.0

Concepts/Intro  
(What exists,  
issues)

Limited  
success in  
use of terms  
& concepts

Some  
success in  
use of terms  
& concepts

Moderate  
success in  
use of terms  
& concepts

Employs  
terms and  
concepts with  
a high degree  
of success

/5

### Thinking & Inquiry

Research      2.5      2.9      3.0      3.4      3.5      3.9      4.0      5.0

Collection of  
Information

Information  
indicates limited  
research skills  
and does not  
include sufficient  
research on own  
topic

Information  
indicates  
moderately  
effective  
research skills  
on own topic

Information  
indicates  
effective  
research skills  
with most issues  
examined and  
considered

Information  
indicates  
excellent research  
skills with all  
issues thoroughly  
examined and  
considered

/5

### Communication

Layout      2.5      2.9      3.0      3.4      3.5      3.9      4.0      5.0

Layout is detailed,  
consistent and clear  
Included clipart  
images and photos to  
add quality to the  
newspaper/  
infographic

- Report Unclear and layout
- Includes few details
- Few visuals used
- poor quality

- Report somewhat clear and detailed layout
- some visuals used
- Accepted quality

- Overall aim clear, most issues addressed
- Many visuals used
- Good Quality

- Excellent effort with overall layout including many details
- Many visuals are included

/5

Descriptive  
Feedback

Total      /15

# Culminating Activity: The 100- Mile Diet

This assignment will take a look at where our food comes from and realizing that what we eat can impact the global environment. In this assignment, you will need to **create a food plan for one day** that only includes food from a 100-mile radius from where you live. We will assume that we are doing this in the **spring or summer** to expand our choices. It would be easier for someone who lives in a warm climate to do this, but it can still be done, even as Canadians!

**Your report should include:**

- An introduction to the topic and why it is important, realizing what is given up (i.e. coffee, salt, sugar, etc.)
- How you can find these ingredients in your local community
- Your meal you would have on a regular day, with an estimate of where it came from, and how many **food miles** it included (in a chart)
- Your meal plan for one day on the 100-mile diet, with a summary where it can be found, with specific merchants when possible (in a chart) i.e. Birch Hill Forest Farm
- A map to include your farms
- A conclusion and any challenges that could be encountered
- A list of your sources

Your report can be opinion based and don't be afraid to be creative, open-minded and try to incorporate this at home!





## Your paper should include:

An Introduction to your 100 mile diet activity

| Regular Day | Meal | Ingredients | Merchant/ Country of Origin/ Source |
|-------------|------|-------------|-------------------------------------|
| Breakfast   |      |             |                                     |
| Lunch       |      |             |                                     |
| Dinner      |      |             |                                     |
| Snacks      |      |             |                                     |

Total Food Miles \_\_\_\_\_

| 100 Mile Diet | Meal | Ingredients | Merchant/ Country of Origin/ Source |
|---------------|------|-------------|-------------------------------------|
| Breakfast     |      |             |                                     |
| Lunch         |      |             |                                     |
| Dinner        |      |             |                                     |
| Snacks        |      |             |                                     |

Locate all your farms on a **Google My Map**. Total Food Miles \_\_\_\_\_

A conclusion to your project on your 100 mile diet.

# Assignment Rubric: The 100- Mile Diet

## Knowledge & Understanding

Intro/ Meal Plan      2.5      2.9      3.0      3.4      3.5      3.9      4.0      5.0

Includes all information with a variety of communication style.

Shows very limited knowledge of the 100 mile diet with little local food included

Demonstrates moderate knowledge of the 100 mile diet with some local food included

Demonstrates considerable knowledge of the 100 mile diet with mostly local food included

Demonstrates thorough knowledge of the 100 mile diet with all local food included

/5

## Thinking & Inquiry

Conclusions      2.5      2.9      3.0      3.4      3.5      3.9      4.0      5.0

Shows excellent ability to define farming, climate or individual problems/challenges

Shows very limited ability to define farming, climate or individual problems/challenges.

Shows some ability to define to define farming, climate or individual problems/challenges.

Shows considerable ability to define farming, climate or individual problems/challenges

Shows excellent ability to define farming, climate or individual problems/challenges

/5

## Communication

Meal Plan      2.5      2.9      3.0      3.4      3.5      3.9      4.0      5.0

Demonstrates and communicates a clear and concise understanding of local foods with locations/merchants

Communicates with limited clarity and little understanding of local food with little or no merchants include. (0-1)

Communicates with some clarity and some understanding of local food with some merchants incl. (2-3)

Communicates with considerable clarity and considerable understanding of local food with many merchants incl. (4-5)

Communicates with excellent clarity and clear understanding of local food with numerous merchants incl. (6 +)

/5

Map      2.5      2.9      3.0      3.4      3.5      3.9      4.0      5.0

Map communicates location of all farms to intended audience

Map communicates results of research to intended audience with limited effectiveness

Map communicates results of research to intended audience with some effectiveness

Map communicates results of research to intended audience with considerable effectiveness

Map communicates results of research to intended audience with a high degree of effectiveness

/5

Comments:

Total

/20

# Culminating Activity: Solving Food Issues In Our Community

## Learning Goals:

- We are learning about food issues in our community so we can better address the needs of our community and the equality of food accessibility and nutrition for everyone.

What are the most pressing food issues in our community?  
Where do they exist? Why do they happen? Why do we care? What next?

You and a partner can choose from any or all of the following geographic levels:

- The school (cafeteria, vending, breakfast program)
- Local community (farmer's markets, grocery stores, food banks) or
- Your own house

Consider and analyze food issues involving (could involve more than one issue):

- Food Waste
- Local Food Production
- Food Packaging
- Processed Food vs. Eating 'Real' Food
- Income disparities – Food Security
- Culturally Appropriate Food
- Ethics
- Organic vs. GMO

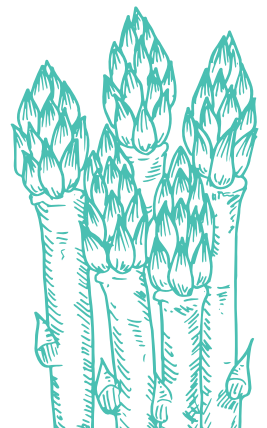
You will collectively create a short report outlining your observations through primary research in a 'Food Audit'. You are encouraged to interview, survey and take photos of your own research at any geographic level in our community.

*Where do these problems exist? Why do they happen? Why do we care? What next?*

- ✓ *How can we make positive change? What are some different ways you can communicate a change? (Announcements, posters, brochure, letter to the admin, board, etc.) Provide an example.*

Your assignment can be presented in different ways. You can create a:

- Video
- Written report
- Google Map
- Display board
- 3D model/box
- Google Slideshow or
- Anything else of your choice





# Assignment Rubric: The 100- Mile Diet

## Knowledge & Understanding

| Intro/ Meal Plan  | 2.5  | 2.9   | 3.0   | 3.4   | 3.5 | 3.9 | 4.0 | 5.0 |    |
|---|--|---|---|---|-----|-----|-----|-----|----|
| Understands food issue and the area of concern in the community | communicates with a limited degree of understanding of the background of the issue | communicates with a moderate degree of understanding of the background of the issue | communicates with a considerable degree of understanding of the background of the issue | communicates with a high degree of understanding of the background of the issue |     |     |     |     | /5 |

## Thinking & Inquiry

| Food Audit & Goals   | 2.5   | 2.9  | 3.0  | 3.4  | 3.5 | 3.9 | 4.0 | 5.0 |    |
|--|---|--|--|--|-----|-----|-----|-----|----|
| Use of planning skills (e.g., gathering information, organizing an inquiry, asking questions, setting goals) | Uses planning skills with limited effectiveness | Uses planning skills with some effectiveness | Uses planning skills with considerable effectiveness | Uses planning skills with a high degree of effectiveness |     |     |     |     | /5 |

## Application

| Timeline   | 2.5  | 2.9   | 3.0   | 3.4   | 3.5 | 3.9 | 4.0 | 5.0 |    |
|--|--|---|---|---|-----|-----|-----|-----|----|
| Making connections within and between various contexts (e.g., past, present, and future; environmental; social; personal)      | Makes connections within and between various contexts with limited effectiveness             | Makes connections within and between various contexts with some effectiveness                 | Makes connections within and between various contexts with considerable effectiveness             | Makes connections within and between various contexts with a high degree of effectiveness             |     |     |     |     | /5 |
| Proposal & Communication   | 2.5  | 2.9   | 3.0   | 3.4   | 3.5 | 3.9 | 4.0 | 5.0 |    |
| Expression and organization of ideas and information (e.g., clear, logical organization) in written and/or visual form         | Communicates issues through the use of writing skills with limited clarity and effectiveness | Communicates issues through the use of writing skills with moderate clarity and effectiveness | Communicates issues through the use of writing skills with considerable clarity and effectiveness | Communicates issues through the use of writing skills with a high degree of clarity and effectiveness |     |     |     |     | /5 |
| Seminar Presentation   | 2.5  | 2.9   | 3.0   | 3.4   | 3.5 | 3.9 | 4.0 | 5.0 |    |
| Overall communication skills are clear and to the point; well-supported points delivered with emphasis, clarity and confidence | Unequal division of speaking with little enthusiasm, volume, poor pace, little rehearsal     | Effort was somewhat adequate, with some effort on the individual role and presentation style  | Most information was complete, with good effort on the individual role and presentation style     | Was completely in role, very informative with excellent effort and presentation style                 |     |     |     |     | /5 |

Comments:

Total

/25

# Examples of Curriculum Expectations

The Overall Expectations listed below are from the Ontario Curriculum. Complete course descriptions, including all Overall and [Specific Expectations](#).

| Course                  | Overall Expectations  |
|-------------------------|---|
| Grade 1 Social Studies  | <ul style="list-style-type: none"><li>• Application: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs.</li><li>• Inquiry: use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship.</li></ul> |
| Grade 2 Social Studies  | <ul style="list-style-type: none"><li>• Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live.</li></ul>   |
| Grade 5 Social Studies  | <ul style="list-style-type: none"><li>• Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues</li></ul>   |
| Grade 7 and 8 Languages | <ul style="list-style-type: none"><li>• Generate, gather, and organize ideas and information to write for an intended purpose and audience.</li><li>• Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.</li><li>• Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li></ul>  |
| Grade 7 Geography       | <ul style="list-style-type: none"><li>• Inquiry: use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective.</li></ul>   |
| Grade 7 Science         | <ul style="list-style-type: none"><li>• Assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts.</li></ul>   |

# Examples of Curriculum Expectations

| Course                 | Overall Expectations  |
|------------------------|---|
| Grade 9-12 English     | <ul style="list-style-type: none"><li>• Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.</li><li>• Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li><li>• Understanding Media Texts: demonstrate an understanding of a variety of media texts.</li></ul>   |
| Grade 9 Family Studies | <ul style="list-style-type: none"><li>• Exploring: explore topics related to food and nutrition, and formulate questions to guide their research.</li><li>• Eating Patterns: demonstrate an understanding of eating patterns that contribute to optimal physical health.</li><li>• Food Needs: demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs.</li><li>• Influences on Food Choices: demonstrate an understanding of various factors that influence food choices.</li><li>• Availability of Food: demonstrate an understanding of where various foods are produced.</li><li>• Food and Environmental Responsibility: demonstrate an understanding of how various food purchasing choices and food preparation practices affect the environment.</li><li>• Food Security: demonstrate an understanding of issues related to food security.</li></ul> |
| Grade 9 Geography      | <ul style="list-style-type: none"><li>• The Physical Environment and Human Activities: analyse various interactions between physical processes, phenomena, and events and human activities in Canada.</li><li>• The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada.</li></ul>  |
| Grade 9 Science        | <ul style="list-style-type: none"><li>• Investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems.</li><li>• Assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts.</li></ul>  |
| Grade 10 Civics        | <ul style="list-style-type: none"><li>• Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada.</li></ul>  |



# Examples of Curriculum Expectations

| Course                  | Overall Expectations  |
|-------------------------|---|
| Grade 11 Science        | <ul style="list-style-type: none"><li>• Analyse social and economic issues related to an environmental challenge, and how societal needs influence scientific endeavours related to the environment.</li><li>• Investigate a range of perspectives that have contributed to scientific knowledge about the environment, and how scientific knowledge and procedures are applied to address contemporary environmental problems.</li><li>• Analyse economic, political, and environmental considerations affecting waste management strategies.</li><li>• Demonstrate an understanding of the nature and types of waste and strategies for its management.</li><li>• Analyse selected current environmental problems in terms of the role human activities have played in creating or perpetuating them, and propose possible solutions to one such problem.</li><li>• Demonstrate an understanding of some of the ways in which human activities affect the environment and how the impact of those activities is measured and monitored.</li></ul> |
| Grade 12 Family Studies | <ul style="list-style-type: none"><li>• Food Production and Supply: demonstrate an understanding of various factors that affect food production and supply.</li><li>• Food Production and the Environment: demonstrate an understanding of the impact of food production on the environment.</li></ul>  |
| Grade 12 Geography      | <ul style="list-style-type: none"><li>• Explain significant short-term and long-term effects of human activity on the natural environment.</li><li>• Evaluate a variety of approaches to resolving environmental and resource management concerns on a local, regional, and national scale.</li><li>• Evaluate the effectiveness of geotechnologies in identifying environmental problems and finding solutions.</li></ul>  |

# Examples of Curriculum Expectations

The course content listed below is from the British Columbia/Yukon Curriculum. [Complete learning standards.](#)

| Course                 | Course Content   |
|------------------------|--|
| Kindergarten Science   | <ul style="list-style-type: none"><li>• Local First Peoples uses of plants and animals.</li><li>• Weather changes.</li><li>• Seasonal changes.</li><li>• Living things make changes to accommodate daily and seasonal cycles.</li><li>• First Peoples knowledge of seasonal changes.</li></ul>   |
| Grade 1 Science        | <ul style="list-style-type: none"><li>• Local First Peoples knowledge of the local landscape, plants and animals.</li><li>• Local First Peoples understanding and use of seasonal rounds.</li></ul>  |
| Grade 1 Social Studies | <ul style="list-style-type: none"><li>• Characteristics of the local community that provide organization and meet the needs of the community.</li><li>• Diverse cultures, backgrounds, and perspectives within the local and other communities.</li><li>• Relationships between a community and its environment.</li><li>• Roles, rights, and responsibilities in the local community.</li><li>• Key events and developments in the local community, and in local First Peoples communities.</li><li>• Natural and human-made features of the local environment.</li></ul> |
| Grade 2 Social Studies | <ul style="list-style-type: none"><li>• Diverse characteristics of communities and cultures in Canada and around the world, including at least one First Peoples community and culture.</li><li>• How people's needs and wants are met in communities.</li><li>• Relationships between people and the environment in different communities.</li><li>• Diverse features of the environment in other parts of Canada and the world.</li></ul>  |
| Grade 3 Social Studies | <ul style="list-style-type: none"><li>• Cultural characteristics and ways of life of local First Peoples and global First peoples.</li><li>• Aspects of life shared by and common to peoples and cultures</li><li>• Relationship between humans and their environment.</li></ul>   |

# Examples of Curriculum Expectations

| Course                          | Course Content   |
|---------------------------------|--|
| Grade 3 Science                 | <ul style="list-style-type: none"><li>• The knowledge of local First Peoples of ecosystems</li></ul>   |
| Grade 4-5 English Language Arts | <ul style="list-style-type: none"><li>• Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts.</li><li>• Identify how the story in First Peoples cultures connects people to land.</li></ul>   |
| Grade 5 Science                 | <ul style="list-style-type: none"><li>• First Peoples concepts of interconnectedness in the environment.</li><li>• The nature of sustainable practices around BC's resources.</li><li>• First Peoples knowledge of sustainable practices.</li></ul>  |
| Grade 7 Social Studies          | <ul style="list-style-type: none"><li>• Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources.</li></ul>   |
| Grade 9 Science                 | <ul style="list-style-type: none"><li>• Sustainability of systems</li><li>• First Peoples knowledge of interconnectedness and sustainability.</li></ul>  |
| Grade 9 English Language Arts   | <ul style="list-style-type: none"><li>• Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability</li><li>• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.</li><li>• Synthesize ideas from a variety of sources to build understanding.</li><li>• Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages.</li><li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</li></ul> |



# Examples of Curriculum Expectations

| Course                   | Course Content   |
|--------------------------|--|
| Grade 9<br>Food Studies  | <ul style="list-style-type: none"><li>• Ethical issues related to food systems</li><li>• First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation</li><li>• Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies</li><li>• Health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts</li><li>• Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred future</li><li>• <a href="https://curriculum.gov.bc.ca/curriculum/adst/9/core">https://curriculum.gov.bc.ca/curriculum/adst/9/core</a></li></ul>  |
| Grade 10<br>Food Studies | <ul style="list-style-type: none"><li>• First Peoples food protocols, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership</li><li>• Relationship between eating practices and mental and physical well-being</li><li>• Food trends, including nutrition, marketing, and food systems</li><li>• <a href="https://curriculum.gov.bc.ca/curriculum/adst/10/food-studies">https://curriculum.gov.bc.ca/curriculum/adst/10/food-studies</a></li></ul>   |
| Grade 11<br>Food Studies | <ul style="list-style-type: none"><li>• Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment</li><li>• Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests</li><li>• Evaluate impacts, including unintended negative consequences, of choices made about technology use</li><li>• Analyze the role technologies play in societal change</li><li>• Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</li><li>• B.C. and Yukon agricultural practices</li><li>• Ethical, social, and environmental considerations related to commercial waste management and recycling</li><li>• Examine how culinary decisions impact social, ethical, and sustainability considerations</li><li>• <a href="https://curriculum.gov.bc.ca/curriculum/adst/11/food-studies">https://curriculum.gov.bc.ca/curriculum/adst/11/food-studies</a></li></ul> |

# Examples of Curriculum Expectations

| Course                            | Course Content   |
|-----------------------------------|--|
| Grade 11 Science                  | <ul style="list-style-type: none"><li>• First Peoples knowledge and other traditional ecological knowledge in sustaining biodiversity.</li><li>• Benefits of ecosystem services.</li><li>• Human actions and their impact on ecosystem integrity.</li><li>• First Peoples ways of knowing and doing.</li><li>• Resource stewardship.</li><li>• Restoration practices.</li></ul>  |
| Grade 12 Food Studies             | <ul style="list-style-type: none"><li>• Perspectives in First Peoples food sovereignty</li><li>• Future career options in food service and production</li><li>• Food justice in the local and global community</li><li>• Social, economic, and environmental effects of food procurement decisions</li><li>• <a href="https://curriculum.gov.bc.ca/curriculum/adst/12/food-studies">https://curriculum.gov.bc.ca/curriculum/adst/12/food-studies</a></li></ul> |
| Grade 11-12 English Language Arts | <ul style="list-style-type: none"><li>• Media and film studies – suggested content/topics include the globalization of the media industry, the influence of media on users' perceptions, and documentaries in the age of digital media.</li></ul>  |
| Grade 12 Science                  | <ul style="list-style-type: none"><li>• Changes to climate systems.</li><li>• Impacts of global warming.</li><li>• Soil characteristics and ecosystem services.</li><li>• Land management.</li><li>• Personal choices and sustainable living.</li></ul>  |