

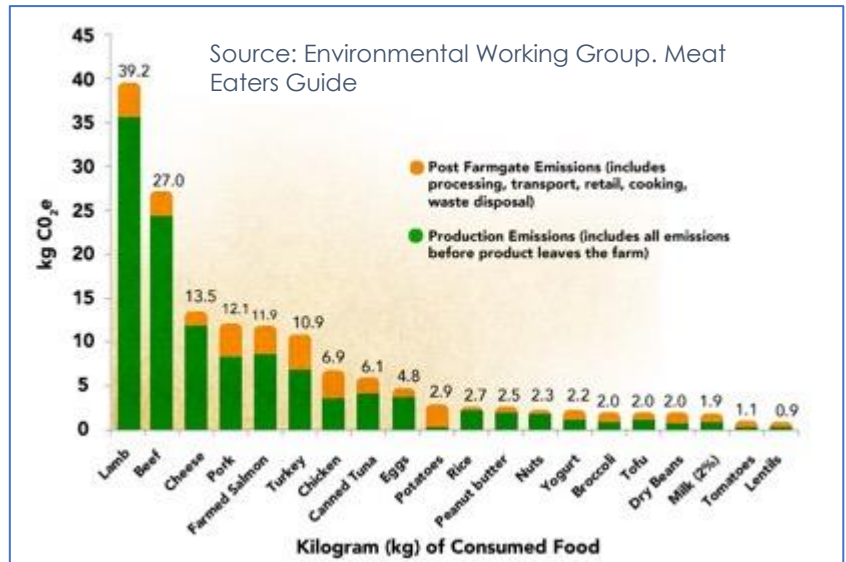


Food: How can I change the way I eat to support a healthier environment? How can I reduce greenhouse gas emissions and waste from the food that I eat?

Take photos of the foods you are making or growing or make a recipe book of your favourites. Graph your progress. Share your actions with your teacher, family, and friends.

I eat less meat

- Make a list of your favourite meatless meals.
- Make a plan to eat less meat. You aren't trying to eat "no meat", just less.
- Test out recipes that use proteins like lentils, chickpeas, kidney and other beans, and grains like quinoa.
- Photograph your creations and make a recipe book to share with friends.



I make snacks at home

- Prepackaged snacks make lunches fast and easy to make, but they also create a lot more waste. The packaging of most of these snacks is not recyclable.
- Find recipes for granola bars, cookies and other snacks and test them out.
- Wrap them in wax paper or keep them in reusable plastic containers.
- Add your favourites to your recipe book!



I grow vegetables in a garden

- Even if you don't have a yard, try growing something in a pot, and put it in a sunny window, or on a balcony.
 - Try growing greens like lettuce or spinach, a tomato plant or some herbs.
 - If you have more space, plant some zucchini, pumpkins, potatoes, or carrots.

I buy locally grown food

- Lots of farmers markets and grocery stores in Saskatoon sell locally grown foods. These foods don't have to travel a long way to get to you, making them better for the environment. Buying locally grown foods also supports local farms.
- CHEP also supports local farmers, so a [CHEP Good Food Box](#) usually contains lots of locally grown ingredients, at good value.

Curriculum Connections

Grade 4 Health Education USC4.1 Assess what healthy eating and physical activity mean for pre/adolescence. **AP4.1** Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

Mathematics P4.1 Demonstrate an understanding of patterns and relations by: identifying and describing patterns and relations in a chart, table or diagram, reproducing patterns and relations in a chart, table, or diagram using manipulatives, creating charts, tables, or diagrams to represent patterns and relations, solving problems involving patterns and relations **SP4.1** Demonstrate an understanding of many-to-one correspondence by: comparing correspondences on graphs, justifying the use of many-to-one correspondences, interpreting data shown using a many-to-one correspondence, creating bar graphs and pictographs using many-to-one correspondence.

Social Studies RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.

Grade 5 Health Education USC5.1 Analyze personal eating practices. **USC5.7** Assess the importance of self-regulation and taking responsibility for one's actions. **DM5.1** Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation. **AP5.1** Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Mathematics SP5.1 Differentiate between first-hand and second-hand data. **SP5.2** Construct and interpret double bar graphs to draw conclusions. **SP5.3** Describe, compare, predict, and test the likelihood of outcomes in probability situations.

Science HB5.1 Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.

Social Studies RW5.1 Explain the importance of sustainable management of the environment to Canada's future.

RW5.2 Hypothesize about economic changes that Canada may experience in the future.

Grade 6 Health Education AP6.10 Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.

Mathematics P6.1 Extend understanding of patterns and relationships in tables of values and graphs. **SP6.1** Extend understanding of data analysis to include: line graphs, graphs of discrete data, data collection through questionnaires, experiments, databases, and electronic media, interpolation and extrapolation.

Social Studies RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors. **RW6.2** Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

Grade 7 Health Education USC7.5 Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels). **AP7.10** Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

Mathematics P7.1 Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations.

Science IE7.3 Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems. **IE7.4** Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.

Social Studies RW7.3 Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.

Grade 8 Health Education USC8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours. **USC8.6** Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. **DM8.8** Appraise the role of "support" in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

DM8.9 Analyze the health opportunities and challenges, and establish "support others" personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health. **AP8.10** Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

Mathematics SP8.1 Analyze the modes of displaying data and the reasonableness of conclusions.

SP8.2 Demonstrate understanding of the probability of independent events concretely, pictorially, orally, and symbolically.

Social Studies RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism. **RW8.2** Assess the implications of personal consumer choices. **RW8.3** Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.