



recipe for change

Animals in our Food System JK/SK- Grade 2 Facilitator Notes

Objective: To explore in a fun and safe environment, the many ways in which humans utilize animal products for not only their food, but also daily activities.



Recipe Category: Cooking & Tasting, Food: Outside the Box



Cooking Time: up to 60mins



Level of Difficulty: JK/SK – Grade 2



Recipe Ingredients:

Animal Sounds:

- Animal picture cards (2 of each animal)

“Who Make That?” Game Show:

- Animal product picture cards or, real objects
- Animal picture cards for cow, pig, sheep, chicken, bee and worms
- Animal puppets or toys: cow, pig, sheep, chicken, bees, and worms
- Puppet theatre (optional)

From Moo to You: All About Cows:

- “What goes in & Comes back” poster and stick-on pieces

Butter Making:

- Whipping Cream
- Plastic containers for shaking
- Marbles
- Small bowl
- Paper towel

- Crackers, bread or veggies
- Fresh herbs
- Scissors



Field to Table Schools Program

www.foodshare.net

Animals in our Food System

Last Reviewed June 2012



Curriculum Links:

Grade	Subject Area	Ontario Curriculum Links
JK/SK	Science & Technology	Awareness of the natural and man-made environment, understanding of and care for the natural world
1	Science & Technology	<i>Understanding Life Systems</i> – Investigate and demonstrate the needs and characteristics of plants and animals, including humans.
2	Science & Technology	<i>Understanding Life Systems</i> - Asses the ways in which animals have an impact on our society and the environment, and the ways in which humans have an impact upon animals and the places they live. Investigate the similarities and differences in the characteristics of various animals.

Animal Sounds (10mins)

Adapted from Shelburne Farms, Project Seasons, pg 35

Animals can be found in lots of different areas of our food system. Some animals we eat, some animals are used on the farm and some animals are used in gardening! *Can you guess the animals that may be in our food system?*

Have picture cards ready to show as they guess each one. As you show each card, practice or decide as a group how you would act/sound like that animal....

- Chicken
- Duck/Goose
- Lamb/ Sheep
- Goat
- Cow
- Pig
- Horses
- Turkey
- Rabbits
- Dog
- Fish
- Bees
- Worms
- Game (deer, bison, moose...)

Hand out pictures cards to the students (there are two of each animal – 28 all up). Make sure you pass out two of each type of animal, so there's a buddy for everyone.

When you say "*Animal Farmyard!*" the students have to make their animal noises and actions (no talking) and find their partner in the class. Make sure you set the farm yard boundaries first. Do this a few times, changing the distribution of animals each time.

"Who Made That?" Game Show (10mins)

Create a game show, where you put the **cow, lamb/sheep, chicken, worms, bees and pig** cards onto the front of the puppet theatre (to remind students of their animal options).

Show the students one "animal product" (card or real object) at a time. The students have to decide which of the animals it belongs to.

When they've decided which animal it came from, have your co-facilitator jump up from behind the puppet theatre, using that animal puppet in a dramatic way. (e.g. *Mooooooo! It was me, the cow! I made that milk for your milkshake! Moovalous Work everyone!*)

Here are some examples of animal products:

- Leather glove - tanned hide from a cow
- Ice Cream – Cow's or goat's milk
- Steak – Cow or Lamb or game meat
- Drumstick – Chicken or turkey
- Woolen Sweater – Lamb or Sheep
- Bacon – Pig meat
- Milkshake – Cow's milk (could also be a goat)
- Fried Eggs – Chicken eggs (could also be a duck)
- Ham sandwich – Pigs meat
- Beeswax candle – bee's wax
- Apple – Bees pollinated it
- Compost - Worms

For incorrect guesses, place them in the "*Let's Try Again*" category and come back to it later.

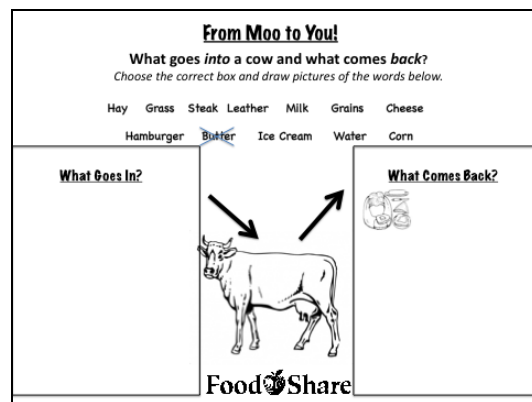
From Moo To You! All about Cows... (5mins)

Adapted from Shelburne Farms, Project Seasons, pg 42

Let's focus on cows. On a farm you might see different types of cows, some produce milk and some produce beef. *What other products do we get from cows?*

You might already know that cows produce milk. *Do you think they have to drink milk in order to create milk?* Let's have a look at what goes into a cow and what comes back...

Create a simple poster for your class "What goes in and what comes back". It can look something like this, showing a cow in the middle, with an arrow going into and out of the cow. This could also simply be done on the board.



Some examples of what goes into a cow:

- Hay
- Grass
- Water
- Corn

Some examples of what "comes back" from the cow:

- Milk
- Cheese
- Ice Cream
- Butter
- Leather
- Beef

- Hamburger

Butter Making (15mins)

Adapted from Shelburne Farms, Project Seasons, pg 51

Wash hands first!

Have the students sit in a circle

- Firstly ask the students how they *think* butter is made.
- What ingredients are needed?
- What animal is needed?
- How is butter used?
- How long do you think it takes to make?

1. Help the students fill a container about half full with whipping cream

2. Place 1-2 marbles inside. Make sure the lid is on tight!

- *Why did we put marbles in the containers?* To whip the butter quicker!

Look at the clock before you start so you know how long it took. Listen to the noise of the marbles and cream and take note of how it changes over time. This is a great "change of state" lesson.

In a group, you can sing as the jar gets passed around the circle:

***Shake it, shake it, shake it,
Shake it if you can!
Shake it like a milkshake,
And shake it once again!***

Once you have a congealed lump of butter, pour the buttermilk off into a bowl (this is drinkable if anyone is interested...). Spread the butter onto crackers/bread/veggies for tasting.

Note:

You could also add any selection of fresh or dried herbs to flavour your butter! Students love adding in their own "secret recipe" of herbs and then tasting the difference between groups.