

## Exploring Food Miles

This game is a fun, energetic way to think about food miles. 'Food miles' refers to the distance food travels between farm and consumer. A carrot, for example, from a local farm, has very low food miles, whereas a banana from South America has high food miles.

<p><b>Purpose</b></p>	<p><b>To explore the concept of 'food miles'</b></p> <p>Things to consider:          What are the benefits of buying food with low miles? (Examples: apples, carrots, potatoes, beef)</p> <ul style="list-style-type: none"> <li>• Buying regionally and provincially produced food supports the local economy</li> <li>• You are able to see where and how your food is being produced</li> <li>• Food can be harvested when it is ripe and full of nutrients, and will not spoil before making it to the market</li> </ul> <p>What are the benefits of buying food with high miles? (Examples: Bananas, most fruit, seafood, sugar, salt, coffee, chocolate)</p> <ul style="list-style-type: none"> <li>• We can have a variety of foods that cannot grow here</li> <li>• We can have enough food</li> <li>• It would take more effort and resources to grow some foods in our climate</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Cheerios or another hoop shaped cereal</li> <li>• Spaghetti (1-2 sticks per student)</li> <li>• Bowls (2 per team - 3-5 students per team)</li> </ul>
<p><b>Directions</b></p>	<ol style="list-style-type: none"> <li>1) Divide the class into teams of around 4 students. Each team should have room to move in an imaginary lane from one end of the room to the other.</li> <li>2) Place an empty bowl for each team at one end of the classroom and a bowl full of Cheerios for each team at the other side.</li> <li>3) Give each student a piece of spaghetti.</li> <li>4) Give each group a different meal card. Introduce each meal. Talk about the ingredients and where they come from.</li> <li>5) Give the students a time limit (5-10 min). Explain the goal of the game: to get as many Cheerios as possible from one bowl to the other, BUT they can only use the spaghetti (no fingers, hands or other body parts) and can only bring 1 Cheerio at a time.</li> <li>6) When time has expired have students count how many Cheerios they successfully transported. And finally, how many of the teams can make their meal?</li> </ol>
<p><b>Example follow up questions</b></p>	<ol style="list-style-type: none"> <li>1) What did you eat for breakfast? How far do you think it had to travel?</li> <li>2) Which meal required the most travel/work?</li> <li>3) Imported food is more abundant and sometimes cheaper (even though it takes more work to get it here). How is this possible? Why is this so?</li> </ol>

## Exploring Food Miles - Meal Cards

(Adapt the cards to add the names of local farms if possible)

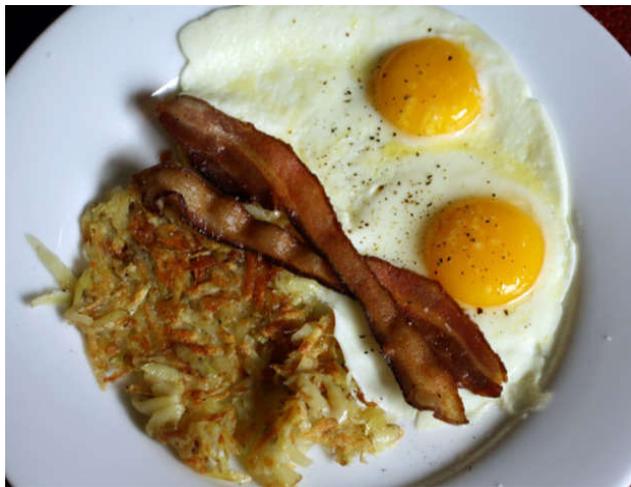


### Local

#### Egg and Ham Sandwich

- Eggs from a local farm (2)
- Ham from a local farm (2)
- Cheese from a local farm (2)
- English Muffin - wheat from Alberta (5)

Total = 11 Cheerios per meal



### Kind of Local

#### Eggs with Bacon and Hashbrowns

- Eggs from an Ontario producer (5)
- Bacon from Maple Leaf (5)
- Potatoes from a local farm (2)
- Onions from a local farm (2)

Total = 14 Cheerios per meal



### Canadian

#### Oatmeal with Apple and Maple Syrup

- Oats from Saskatchewan (5)
- Apples from BC (10)
- Maple syrup from Quebec (3)

Total = 18 Cheerios per meal



### North American

#### Grapefruit with Peanut Butter Toast

- Grapefruit from Florida (10)
- Peanuts from Virginia (10)
- Bread from local Bakery (2)

Total = 22 Cheerios per meal



### Intercontinental

#### Coffee with Banana Muffin

- Coffee beans from Columbia (15)
- Bananas from Costa Rica (15)
- Wheat from Alberta (5)

Total = 35 Cheerios per meal