

## About This Module

<b>Overview</b>	Youth learn that we are all dependent on nature for our food. They learn about food chains and discover that plants are the foundation for all the food we eat. Then they use an app to learn what country the produce in their local grocery store comes from. Finally, they try their hand at gardening!
<b>Guiding Questions*</b>	<ul style="list-style-type: none"> <li>• What are some connections in a simple food web?</li> <li>• Why is it best to eat foods grown locally?</li> <li>• What do plants need to grow?</li> </ul> <p>*Guiding questions are not specifically asked in the activities themselves but are meant to guide your preparation and facilitation of the module. Keep these questions top of mind so you can help youth make connections and capture key takeaways relating to the topic.</p>
<b>Activity 1</b>	<b>We're All Connected</b> Youth learn about the food chain and food web by playing a game to learn how we are all connected in nature.
<b>Activity 2</b>	<b>Where in the World Did That Come From?</b> Youth guess, research and discuss where a variety of foods were grown. They discover that the foods we eat come from all over the world and the distance food travels impacts the environment.
<b>Activity 3</b>	<b>Plant a Garden</b> Youth learn what it takes for plants to grow. They also learn how to start and care for a garden, which is a healthy life skill they can use throughout their lives.



## Key Terms

<b>Food chain</b>	Describes how energy flows from one organism to another. For example: A rabbit eats grass and a hawk eats a rabbit.
<b>Food web</b>	Interconnected food chains in an ecosystem. For example: Rabbits eat more than grass – they eat berries, seeds, etc. Hawks eat more than rabbits – they eat mice, voles, snakes, etc. A food web illustrates how all plants and animals rely on each other for energy.
<b>Photosynthesis</b>	The process through which plants use sunlight, water, and carbon dioxide from the air to make their own food (glucose) and oxygen.
<b>Producer</b>	An organism, such as a plant, that produces its own food by using energy from the sun.
<b>Primary consumer</b>	An organism that consumes only plants, which is on the first level of the food chain.
<b>Secondary consumer</b>	An organism that consumes plant-eating animals.

## Supplies

<b>Activity 1:</b> <b>We're All Connected</b>	Handouts	
	1	Food Chain Diagram
	1 (extra if needed)	Food Web Game Cards
	1	Food Web Game Answer Key
	Supplies Needed	
	1 per participant	Ultimate Journey Passports saved from previous activities
	1	Computer or projector to display videos
	2	Balls of yarn
	1	Scissors
	1	Hole punch
<b>Activity 2:</b> <b>Where in the World Did That Come From?</b>	Handouts	
	1	Where in the World Did That Come From?
	Supplies Needed	
	1 per participant	Ultimate Journey Passports saved from previous activities
		Whiteboard or flipchart paper and marker
	1	Large world map
	1 per pair of participants	Computer or device with internet connection, if possible

## Supplies

Activity 2: Where in the World Did That Come From?	Supplies Needed	
	1 unique item per participant to display, plus enough to serve	Foods originating from a variety of locations
	2 per participants	Sticky notes
	1 per pair of participants	Marker
Activity 3: Plant a garden	Handouts	
	1	Container Gardening Tips
	Supplies Needed	
	1 per participant	Ultimate Journey Passports saved from previous activities
	1 per small group	5-gallon containers
	1	Watering can or a garden hose with sprayer
	Several per small group	Vegetable, fruit or herb seedlings, such as cherry tomatoes, peppers, lettuce, spinach or basil
	Enough to fill a 5-gallon container for each group	Potting soil appropriate for the plants selected
	1 per small group	Hand shovel
	1 per pair of participants	Gloves, if possible

## Skills

Academic Skills	Social-Emotional Skills
Curiosity	Communication
Creativity and Innovation	Collaboration
Designing and Constructing Explanations	Empathy
	Identifying and Solving Problems
	Ethical Responsibility

## Links to Resources

### Activity 3: Plant a Garden

**American Community Garden Association** ([communitygarden.org](http://communitygarden.org))

**The National Garden Association** ([garden.org](http://garden.org))

**Kids Gardening** ([kidsgardening.org](http://kidsgardening.org))

## Extension Activities

### Activity 1: We're All Connected

Reflect on how the U.S. government, as well as other organizations and people, work to protect land for plants and animals. For example:

- The Fish and Wildlife Service manages 89.1 million acres of land, mainly to conserve and protect animals and plants.
- The National Park Service manages 79.6 million acres of land and provides habitat protection for 421 species of threatened or endangered animals and plants.  
(Sources: [parkrangeredu.org](http://parkrangeredu.org) and [fas.org/sgp/crs/misc/R42346.pdf](https://fas.org/sgp/crs/misc/R42346.pdf))

### Activity 3: Plant a Garden

In addition to the container plants, depending on your Club site, you can have youth start a traditional garden, work in an existing garden or participate in a community garden. See the Pollinator Garden Planning Guide under the resources tab of this collection. You may also view Activity 3 Links to Resources for helpful information.

Youth can learn about gardening and the importance of pollinators producing the food we eat at **Pollinator Live** ([pollinatorlive.fsnaturelive.org/index.php](http://pollinatorlive.fsnaturelive.org/index.php)). This website includes webcasts and activities in both Spanish and English. Pollinator Live is a distance learning adventure sponsored by federal and private partners. Before sharing the website, explain the following.

- Pollination is the transfer of pollen from the anther of the flower to the stigma.
- Pollination is essential for plants to reproduce.
- Pollinators – such as bees, bats and butterflies – are important because approximately 35% of our food crops are dependent on pollinators to reproduce.
- Some scientists estimate that one out of every three bites of food we eat exists because of pollinators. (Source: United States Department of Agriculture)

### Activity Variations

**Activity 1:**  
We're All Connected

Take the Food Web Game outdoors! Create a food web in the area around the Club or a nearby park. In addition to leading the activity as described above in the outdoors, you can connect the cards to actual plants. For example, start by tying the yarn to tall grass or to a plant. Connect the plant to other living things, and use the animal signs instead of real animals! Tell participants to clean up the yarn when the game is completed.

### Career Connections

**Activity 1:**  
We're All Connected

Help participants brainstorm a list of careers that help protect plants and animals. You can post the list on a poster board in a location where youth can refer to it.

Some careers include:

Wildlife biologist	Park ranger
Park educator/interpreter	Game warden
Plant scientist	Fisheries biologist
Soil scientist	

**Note to Facilitator:** Portions of Activities 1 and 3 are conducted outdoors. Check the weather and schedule the sessions for a clear, sunny day.