



RESOURCE GUIDE: USING HOME ECONOMICS APPROACHES AS PART OF THE ADST CURRICULUM (K-8)

Workshop presented by Melissa Edstrom and Rachel Labossiere

BC Agriculture in the Classroom has full lesson plans, books, and ready to go activities. *Primary resources:* www.aitc.ca/bc/resources/primary-resources
Intermediate Resources: www.aitc.ca/bc/resources/intermediate-resources
One particular resource, **Corn and Black Bean Salsa Map**, has students make a salsa and track how far (km) the ingredients travelled to get here (distances provided, students just have to add). To apply the design cycle, you could challenge students to make a salsa that uses only local ingredients or that uses ingredients that have travelled less kilometers to get to you.

Don't have access to a kitchen at your school? Consider making a kit that multiple classes could share. For example, a hot plate, a few mixing bowls, paring knives, cutting boards, a couple of blenders, etc. Enough to do a couple of activities. Then, many classes can use the supplies without the additional cost of each teacher needing their own supplies.

Cross curricular possibilities:

KNITTING WITH CHOPSTICKS

Choose the purpose of the project, design and create. Supporting links:

<http://bit.ly/2zzScfd>
<http://bit.ly/2x62cvd>

OR, use straws to weave or knit. Instructions here:

<http://bit.ly/2gmXrqz>
At the workshop, it was suggested that we try upcycling t-shirts, and weaving onto a hula hoop.

Don't know how to knit? Contact a local knitting shop to see if there is an instructor who can do a class visit, or ravelry.com for local knitting groups

Cross curricular possibilities:

FNESC TEACHING RESOURCE

FNESC has a 'Science First Peoples' resource that is free to download from their website. While it is directly related to the Science curriculum, there is overlap with Home Ec. Check it out here: www.fnesc.ca/science-first-peoples/. See page 53 for an activity titled 'Plants and the Connection to Place' which guides you through the process of students using local plants to design their own herbal tea.

In groups of 4, have students design a kitchen around a central theme that connects to a trend in foods. I.e: technology, a "green" kitchen, sustainability, food systems (connecting farm to table), culinary wonders, etc. You could have one group think of ways to incorporate kitchen essentials into other rooms of the home (as homes get smaller, maybe the kitchen will become a thing of the past!). IKEA has a 'Kitchen of the Future' series that explores some of these ideas, which could be a good introduction to this project. You could even reach out to your nearest IKEA store to see if a kitchen planner will offer feedback or be a guest speaker.

Cross curricular possibilities:

Home Economics = Every day

education. Life skills. For this reason, a lot of these ideas will connect to topics you are already exploring in your other subject areas. Use the space under each idea to brainstorm how you might integrate the idea with something you are already doing or learning in class.

SPUDS IN TUBS PROGRAM

BC Agriculture in the Classroom offers a program in which you can grow potatoes in tubs. The program is free of charge, and more information can be found here: www.aitc.ca/bc.programs/spuds-in-tubs-2. The program is well supported, with several supporting materials to connect to other subject areas. No prior experience in growing food is needed to be successful. The design cycle can easily be applied here when you harvest your potatoes – designing recipes to use them up with, and thinking about ways to change those recipes or the growing conditions for greater success next time.

Cross curricular possibilities:

DESIGN A SMOOTHIE

In this activity, students will design a smoothie. You could make several smoothies as a class, or have kids work in small groups to design a smoothie, then do a class vote to pick 1 that you could make as a demonstration and for the class to sample. For this part, we've shown how this activity can apply to the design cycle.

- ✓ Students will **understand context** by exploring what 'seasonal food' is, why we would want to choose seasonal ingredients, and what is currently in season for their region. You could also choose to focus on plant parts, and/or ensuring that we eat all of our colours (ie. create a smoothie that uses 4 plant parts, or that has all the colours in it). You could design the lesson so that students must include all the essential elements of a smoothie (ie. liquid, magic, boost, base, cream and greens, according to Laura Stanton's article – see resources below).
- ✓ Students will **define and ideate** by choosing ingredients that are appropriate for a smoothie. ie. What is available to me right now? What blends well? Do we need to prepare any of the ingredients for blending (i.e. remove peels, dice, freeze etc.). What could make the smoothie creamy? More nutritious? Cold? What tools will I need to create my smoothie? How do I use them safely?
- ✓ Students will **prototype and make** by writing a recipe for their smoothie (students could choose from a list of ingredients you provide, or hand in a shopping list).
- ✓ Students will then **test** by making their smoothie.
- ✓ Students will **share** by reflecting critically on the taste and texture of the smoothie, make changes to their recipe and include a rationale for them.
- ✓ Students can further **prototype, share, make and test** by bringing their altered smoothie recipe home for a home lab. Create an evaluation sheet for families to fill in about the smoothie (teacher and/or student created).

Resources to support this activity:

- Steps to a sensational smoothie by Laura Stanton <http://wapo.st/1qs653M>
- Seasonal food chart: <http://bit.ly/29mS0Fm>
- Fish and Agriculture in BC Map: <http://bit.ly/2kYdLD3>
- Kid friendly smoothie recipes: <http://bit.ly/2ys49WX>

Remember: you don't have to do all of the steps, all of the time.

Looking for support? THESA is a network of 300+ Home Economics teachers. We are connected on social media, have quarterly newsletters, annual conferences and share resources via Teach BC to support the implementation of Home Economics from K-12. Most importantly, our membership is keen on supporting one another. Consider becoming a member of our PSA: <https://www.bctf.ca/PSA/join.aspx>

DIY FELT STUFFIES

Students design their own pattern and use hand sewing skills to sew it together. Buy needles, thread and polyfill at a discounted rate from N. Jeffersons (you register as a school & they can mail it out). Check it out here: www.njeffersonltd.com

Not sure how to make a felt stuffy? This website gives a good visual overview of the step in creating a cute winter penguin stuffy: <http://bit.ly/2ywR5gj> This blog curated 27 free patterns for felt stuffies: <http://bit.ly/2gRQKgS>.

If your students are struggling with pinning, use binder clips or staples to hold the fabric in place.

DIY APPLIQUE FELT SCARVES

Use similar skills as the felt stuffies, but in a project that requires less sewing and no polyfill. Students design an applique (patch) that they cut out (from felt) and sew onto a felt scarf. Learn how to do this here: www.marthastewart.com/269528/applique-scarves

To make a felt scarf, cut a rectangular piece of felt that is long enough for the child and cut a fringe into the edge with scissors. You can buy felt by the meter at fabric stores.

Cross curricular possibilities:

VEGGIE BOTS

Have students use veggies to design and construct a robot! Students could bring in veggies from home, use what is in their lunch or you could make use of the veggies in your Fruit & Veggie program.

