

Kindergarten Social Studies IGI

Unit Lesson Plan #1

Grade: Kindergarten

Strand: Individuals, Groups and Institutions (IGI) - Social Structures

Date:

Standards:

- *IGI.I.* Explain the development and impact of social systems over time.
- *IGI.II.* Examine and appreciate the characteristics of culture as reflected in language, literature, the arts, traditions and social institutions.
- *IGI.III.* Understand and appreciate traditional values.

Benchmarks:

- *IGI.I.A.* Describe the roles and interactions of individuals and organisations in society and how they adapt.
- *IGI.II.A.* Critically examine and explain the various elements that define traditional Virgin Islands culture
- *IGI.II.B.* Explore commonalities, differences, and influences of various cultures represented in the VI.
- *IGI.II.C.* Explore current multicultural/social issues and decisions and analyse their implications for the future.
- *IGI.III.A* Reflect on knowledge and skills and demonstrate positive VI values and attitudes.

Lesson 1: The Food System

Lesson 2: Around the Table

Lesson 3: Agriculture in the Community

Lesson 4: Then and Now

Lesson 5: Who We Are

Kindergarten Social Studies

Strand	Individuals, Groups and Institutions
Lesson Plan	The Food System
Lesson Duration	
Reference	<i>/G/1.</i> Explain the development and impact of social systems over time. STRAND: ORAL COMMUNICATION (OCOM) - Listening, Speaking and Viewing

Objective

Follow the journey of a food item through the supply chain.
Explore relationships among food, health, society, and the environment.
Understand and explain the impact of food systems upon our society.

Summary of Tasks

(1) Ask a volunteer to list the ingredients in a recent meal they ate. Ask the questions:

What activities are involved in getting these ingredients to our plates?
For example, how are the raw ingredients transformed into something we can eat?
Who are the people involved at each step?
What tools are involved?

If time allows, have students respond in pictures or diagrams. List students' responses on the board in order from field to plate.

(2) Ask students to brainstorm as a class the places and people who were involved in the production and supply of the meal. Ask the questions:

Where do you buy your food? How did it get there? Who grew/raised the food?
How did it become a family meal? Identify key parties.

(3) Distribute Food System Connection Cards to small groups or partner pairs. Ask the groups to arrange the Cards in the appropriate order. Students will glue the cards in the correct order.

(4) Ask each group to share with the class their final Connection Card diagram. Discuss each diagram as a class.

Materials

Food System Connection Cards
Glue sticks
Food System Connection Card Template

Kindergarten Social Studies

Strand	Individuals, Groups and Institutions
Lesson Plan	Virgin Islands Meal Time
Lesson Duration	
Reference	<i>IGI.I.</i> Explain the development and impact of social systems over time. <i>IGI.II.A.</i> Critically examine and explain the various elements that define traditional Virgin Islands culture STRAND: ORAL COMMUNICATION (OCOM) - Listening, Speaking and Viewing

Objective

To understand the importance of food and mealtime within the family and community. To recognize a positive food system and eating practices.

Summary of Tasks

(1) Invite a senior from the community to share stories of how families grew, prepared and shared food during their childhood. Ask the guest to:

Identify how this is different to the modern experience of food and dining;
Describe traditional dishes and their ingredients; Identify how the ingredients of the traditional dish were sourced, i.e. provision ground, marketplace, wild foods, etc.

(2) After listening to the guest, work as a class to create a menu for a traditional meal. Identify one item from the menu and using the template, have each student copy the recipe.

(3) Ask students to share the recipe with their parents and try to cook the dish at home. Take a photo to share with the class.

(4) In class, ask each student to share their photo and a description of their experience cooking and eating the meal. Ask the questions:
How was this meal different or the same as your normal family meals?
What was your experience cooking with your family like?
Which ingredient did you enjoy the most? Why?
How many of the ingredients were you able to source locally?

Materials

Guest Speaker
Recipe Template

Kindergarten Social Studies

Strand	Individuals, Groups and Institutions
Lesson Plan	Your Dream Meal
Lesson Duration	
Reference	<i>IGI.II.C.</i> Explore current multicultural/social issues and decisions and analyse their implications for the future.

Objective

To understand how to make food choices that benefit health and society.
To celebrate diversity amongst cultures and foods.

Summary of Tasks

1) Discuss with students the differences between local and imported foods. This should include the higher nutrient content of local foods, fossil fuels used, taste, quality, enjoyment.

(2) Ask students to think for about 1 minute of their Dream Meal. Using the plate template, students will have the opportunity to draw their Dream Meal. Ask the questions: What is your favourite meal? Who cooks it? What are the different ingredients? How is it cooked? Where do you get the ingredients?

(3) Students take their drawing into the garden and determine if their dream meal has any ingredients that are grown here. Ask the questions: How much of your

meal can you grow? How much of your meal is imported? How much of your meal can you buy from local farmers?

(4) Students reflect upon their drawings. They should be able to identify how much of their meal can be sourced locally. They should determine if their

Materials

Plate template
Crayons

Kindergarten Social Studies

Strand	Individuals, Groups and Institutions
Lesson Plan	Final Assessment
Lesson Duration	
Reference	Strand: Individuals, Groups and Institutions STRAND: ORAL COMMUNICATION (OCOM) - Listening, Speaking and Viewing

Objective

To assess student understanding of the Individuals, Groups and Institutions Strand.

Summary of Tasks

(1) Visit to Community Farmer's farm.
Observe: What is growing. Soil type. Water harvesting. Compost.
Ask the farmer: Why do you farm? What do you love? What is hard? Who do you work with? What do you grow?

(2) In class, discuss and create a list of the foods that were found on the farm.
Review local dishes from the guest speaker.

(3) Create a dream meal menu as a class, using only ingredients spotted at the farm or that can be sourced locally

(4) To be assessed: Student understanding of our local food system, culturally and regionally appropriate food choices.

Materials
Community farmer Dream meal template Crayons Green VI can be contacted for community farmer connection.