



# FOOD & FILM CHALLENGE

## EDUCATOR GUIDE

Nourish Nova Scotia, Devour! The Food Film Fest and CBC invite school-aged children and youth to make a short film around the theme **Everybody Eats: The Power of Plants**.

Learners in all grades can benefit from this **safe, experiential** and **cross-curricular** learning experience that integrates inclusive education concepts.

### STEP 1

#### Connect to Curriculum

This challenge is **cross-curricular**. Refer to the next page to help you incorporate this challenge into your lesson planning.

Across all cultures, continents and centuries, **people have always eaten plants**. Host a discussion about this with your learners using some of our [prompting questions](#).

### STEP 2

#### Discuss the Topic

### STEP 3

#### Determine Key Messages

Have learners record their ideas or answers to their favourite question(s) before beginning filming. **Clear messages** make for stronger films.

- Younger learners could submit journal entries
- Older learners could try a storyboard or essay

Decide if this will be **individual or group work**. Find **space for recording**. If filming at school, try semi-private areas like a cafeteria or playground. **Source equipment** like tablets or smartphones. See [this video](#) for tips on smartphone filming and [this tips & tricks video](#) from a former winner.

### STEP 4

#### Consider the Logistics

### STEP 5

#### Guide Editing Process

Guide learners in **editing video clips together, adding music or text to the video\*** and more. Suggestions for user-friendly editing software:

- iMovie for iOS devices
- Videorama for iOS devices
- Video Show for Android
- Film Maker Pro for Android

\*Review your school policy on media use and filming, and be sure to secure appropriate permissions.

Deadline for entries is **October 10th, 2022**. Films must be submitted via Google Drive, WeTransfer or email (info@nourishns.ca) **along with a completed [submission form](#)**.

### STEP 6

#### Submit Film Entries



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## EXAMPLE ELEMENTARY CURRICULUM CONNECTS

	English Language Arts	Health Education	Science	Social Studies	Visual Arts
P	<b>Outcome:</b> Learners will interact using effective oral language skills considering audience, purpose, and situation.		<b>Outcome:</b> Learners will compare living things through the senses.	<b>Outcome:</b> Learners will investigate how local people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and various cultural groups, have varied traditions, rituals, and celebrations.	<b>Outcome:</b> Learners will create artworks that express feelings, ideas, and understandings.
1	<b>Outcome:</b> Learners will interact using effective oral language skills considering audience, purpose, and situation.	<b>Outcome:</b> Learners will investigate habits that contribute to having a healthy mind and a healthy body.	<b>Outcome:</b> Learners will analyse interconnectiveness of living things and the environment.	<b>Outcome:</b> Learners will investigate the diversity of cultural groups.	<b>Outcome:</b> Learners will create artworks that express feelings, ideas, and understandings.
2	<b>Outcome:</b> Learners will interact using effective oral language skills considering audience, purpose, and situation.		<b>Outcome:</b> Learners will analyse the interconnectiveness of air and water in the environment, inclusive of a Mi'kmaw perspective.	<b>Outcome:</b> Learners will investigate how decisions are made as consumers.	<b>Outcome:</b> Learners will create artworks that express feelings, ideas, and understandings.
3	<b>Outcome:</b> Learners will interact using effective oral language skills considering audience, purpose, and situation.	<b>Outcome:</b> Learners will investigate decisions that affect physical, social, mental, and emotional health.	<b>Outcome:</b> Learners will investigate plants in the environment.	<b>Outcome:</b> Learners will investigate various groups including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, through their expressions of culture.	<b>Outcome:</b> Learners will create artworks that express feelings, ideas, and understandings.
4	<b>Outcome:</b> Learners will communicate effectively and clearly respecting cultural contexts.	<b>Outcome:</b> Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health.	<b>Outcome:</b> Learners will analyse interconnectiveness of and within local habitats, inclusive of a Mi'kmaw perspective.	<b>Outcome:</b> Learners will investigate the relationships between humans and the physical environment.	<b>Outcome:</b> Learners will create artworks that express feelings, ideas, and understandings.
5	<b>Outcome:</b> Learners will communicate effectively and clearly respecting cultural contexts.	<b>Outcome:</b> Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health.	<b>Outcome:</b> Learners will analyse how the body functions to meet its needs.	<b>Outcome:</b> Learners will investigate how environment influenced the development of an ancient society.	<b>Outcome:</b> Learners will create artworks that express feelings, ideas, and understandings.
6	<b>Outcome:</b> Learners will create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes.	<b>Outcome:</b> Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health.	<b>Outcome:</b> Learners will analyse diversity of life in nature and significant relationships within the natural world.	<b>Outcome:</b> Learners will analyse how traditions and beliefs relate to culture in a region.	<b>Outcome:</b> Learners will create artworks that express feelings, ideas, and understandings.

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## EXAMPLE JUNIOR HIGH CURRICULUM CONNECTS

	English Language Arts	Healthy Living	Science	Social Studies	Visual Arts	Tech Ed
7	<b>Outcome:</b> Learners will create oral, written, and visual communication forms for a range of audiences and purposes.	<b>Outcome:</b> Learners will analyse the relationships between health behaviours and physical, mental, emotional, social and spiritual health.	<b>Outcome:</b> Learners will analyse the interconnectiveness of living things and the environment, in relation to the concept of Netukulimk.	<b>Outcome:</b> Learners will create responses to opportunities and challenges in present-day Maritime communities.	<b>Outcome:</b> Learners will create purposeful and meaningful works of art.	<b>Outcome:</b> Learners will implement a possible solution for communications technology need.
8	<b>Outcome:</b> Learners will create oral, written, and visual communication forms for a range of audiences and purposes.	<b>Outcome:</b> Learners will analyse the relationships between health behaviours and physical, mental, emotional, social and spiritual health.	<b>Outcome:</b> Learners will evaluate the impact of human activity on climate change.	<b>Outcome:</b> Learners will formulate responses to change in Canadian society.	<b>Outcome:</b> Learners will create purposeful and meaningful works of art.	<b>Outcome:</b> Learners will implement a possible solution for communications technology need.

## EXAMPLE HIGH SCHOOL CURRICULUM CONNECTS

There are many potential connections in high school curricula. Here are some classes where you might find connections:

	Arts Education	Career Education	English Language Arts	Family Studies	Science	Social Studies	Tech Ed
9	Visual Arts 9			<ul style="list-style-type: none"> <li>Child Studies 9</li> <li>Healthy Living 9</li> </ul>			Technology Education 9
10	Visual Arts 10			<ul style="list-style-type: none"> <li>Food for Healthy Living 10</li> <li>Food Preparation and Service 10</li> <li>Food Technology 10</li> <li>Food in Society 10</li> </ul>	Science 10	History 10	Exploring Technology 10
11	Visual Arts 11	Community-Based Learning 11	English/Communications 11		<ul style="list-style-type: none"> <li>Agriculture/ Agrifood 11</li> <li>Biology 11</li> </ul>		Communications Technology 12
12	Visual Arts 12		English/Communications 12	Food Studies and Hospitality 12	<ul style="list-style-type: none"> <li>Biology 12</li> <li>Food Science 12</li> </ul>	Global History 12	<ul style="list-style-type: none"> <li>Communications Technology 12</li> <li>Video and Film Production 12</li> <li>Multimedia 12</li> <li>Audio Recording and Production 12</li> </ul>