All about B.C. *(Secondary)*

Berries

For this activity you'll want to refer to the "All About B.C. Berries" posters and slides from the Feed BC in K-12 website.

- Draw a circle on the map showing where you live in B.C.
- After learning more about B.C. berries, draw an 'X' where our featured farmer is located.
- Shade or colour in where the majority of berries are produced in the province.

1) Pick one type of B.C. berry and research how farmers grow it—from planting to harvest. Below are common steps in the growing process. Rearrange the steps in the correct order based on what you learn.

Steps to Arrange:

- Watch for ripeness
- Water regularly
- Package, store, or preserve
- Harvest berries
- Monitor for pests and diseases
- Prune plants (if needed)
- Fertilize as needed
- Mulch around plants
- Plant berry seeds or young plants
- Test and prepare the soil
- Choose a planting site
- Select berry variety

My Correct Order:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

2) What berries are indigenous to British Columbia? What does it mean when a plant is indigenous to a place? Use the Berries Traditional Food Fact Sheets (p. 26) for more information.

Now, take a look around—what kinds of berries grow near your home or community?

3) Indigenous peoples in B.C. have long preserved berries using traditional methods like drying them into cakes or fruit leathers.

Your Task:
Imagine you're preparing for a season when fresh berries won't be available.

- Think like a food scientist or traditional knowledge keeper.
- Describe 3 ways to preserve berries (traditional, modern, or both).
- Bonus: Explain why each method works and when you might use it!

All about B.C. Berries - Teacher Resources

Background Information:

- All About B.C. Berries Poster
- All About B.C. Berries Scrolling Slideshow
- Buy BC Blueberries
- Buy BC Raspberries
- Buy BC Cranberries
- Buy BC Strawberries
- First Nations Traditional Foods Fact Sheets - Berries p. 26
- Berry production guides - Province of British Columbia
- Virtual Berry Farm Tour

Answer Key:

1) Rearrange the berry growing steps

1. Test and prepare the soil, 2. Choose a planting site, 3. Select berry variety, 4. Plant berry seeds or young plants, 5. Mulch around plants, 6. Water regularly, 7. Fertilize as needed, 8. Monitor for pests and diseases, 9. Prune plants (if needed), 10. Watch for ripeness, 11. Harvest berries, 12. Package, store, or preserve

2) Some examples of berries indigenous to B.C. include:

- Salmonberries, blueberries, cranberries, currants, huckleberries, elderberry, soapberries, black raspberry, strawberries, thimbleberries, etc.

A plant is indigenous to a place when it naturally grows there and has been part of the local ecosystem for thousands of years—long before settlers arrived. These plants often have deep cultural, ecological, and nutritional importance to Indigenous communities.

3) Answers may vary. 3 ways to preserve berries, why it works and how you could use it.

- Drying (Traditional)
  - Drying berries in the sun or in low heat removes moisture so they last longer without spoiling. This method is great for making berry cakes or fruit leathers and is useful for travel or winter storage.
- Freezing (Modern)
  - Freezing berries keeps their flavor and nutrients and is easy to do at home. This method is perfect for school lunches, smoothies, or baking in the off-season.
- Jam or Canning (Modern & Traditional)
  - Cooking berries with sugar and sealing them in jars creates jam or preserves. This method kills bacteria and seals out air, making it shelf-stable for months. It's ideal for winter meals or gifts.

All about B.C. Berries - Teacher Resources

Curriculum Connections - Secondary

Applied Design, Skills and Technologies - Food Studies
- Local food systems (8,9)
- First Peoples food use and how that use has changed over time (8,9)

Applied Design, Skills and Technologies - Culinary Arts
- Food products available locally via agriculture, fishing, and foraging, and their culinary properties (10)
- B.C. agricultural practices (11)
- Characteristics and properties of culinary ingredients (12)
- Identify, analyze and evaluate the influences of land, natural resources, and culture on the development and use of culinary ingredients, tools, and technologies (8-12)

Science
- Ecosystem complexity (Environmental Science 11)
- First Peoples ways of knowing and doing (Environmental Science 11)
- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Science 8,9,10, Life Sciences 11, Environmental Science 11,12, Anatomy and Physiology 12)
- Express and reflect on a variety of experiences, perspectives, and worldviews through place (8-10, Life Sciences 11, Environmental Science 11,12)

Social Studies
- Relationship between First Peoples and the environment (Human Geography 12)
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. (8-12)

English Language Arts
- Strategies and processes; reading strategies; oral language strategies; writing strategies (7-9)
- Synthesize ideas from a variety of sources to build understanding (8&9)
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (8&9)
- Transform ideas and information to create original texts. (8&9)
- Respond to text in personal, creative, and critical ways (8&9)
- Express an opinion and support it with credible evidence (9)

Physical and Health Education
- potential short-term and long-term consequences of health decisions, including those involving nutrition (8&9)
- sources of health information (8&9)
- Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour (9)