



Greenhouse Vegetables



For this activity you'll want to refer to the "All About B.C. Greenhouse Vegetables" poster 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. greenhouse vegetables, draw an 'X' where our featured farmer is located.
- Shade or colour in where the majority of greenhouse vegetables are produced in the province.

1) Tomatoes can be grown outdoors in fields or indoors in greenhouses. Each method has its own benefits and drawbacks.

Compare growing tomatoes in a field versus a greenhouse. Consider factors like climate control, cost, yield, pests, and environmental impact. Think about the pros and cons of each method and which method you think is better for your region, and why. Organize your answers in the chart below:

Factor	Field-grown tomatoes	Greenhouse-Grown Tomatoes
Climate control		
Cost		
Yield		
Pests		
Environmental Impact		



2) Greenhouse vegetables—and many other crops—are often improved through **selective breeding**, where plants with desirable traits are bred over generations to enhance qualities like taste, size, or resistance to pests. Check out [this article](#) about the Pollock tomato to see how selective breeding is making an impact right here in B.C.

Imagine you could create the ultimate vegetable using selective breeding. What traits would you enhance? Think about qualities like flavour, texture, appearance, or how it grows.

Instructions:

- Name your veggie creation.
- Draw what it would look like.
- Describe three traits that make it special and why you chose them.

3) Greenhouse growers often rely on **beneficial insects** to protect their plants. Read more about [beneficial Insects](#). Then, list two beneficial insects commonly used in greenhouses, what category each fits into (predator, parasitoid, or pollinator), and explain how each helps the plants.

All about B.C. Greenhouse Vegetables - Teacher Resources



Background Information:

- [All About B.C. Greenhouse Vegetables Poster](#)
- [All About B.C Greenhouse Vegetables Scrolling Slideshow](#)
- [Buy BC Tomatoes](#)
- [Buy BC Cucumbers](#)
- [Buy BC Bell Peppers](#)
- [Buy BC Salad Greens](#)
- [Buy BC Eggplant](#)
- [BC Greenhouse Videos](#)
- [Farm Food 360 Greenhouse Videos](#)
- [Pollock Tomato Article](#)
- [Beneficial Insects](#)
- [Beneficial Insects PDF - Predators, Parasitoids and Pollinators](#)

Answer Key:

1) Possible answers could include:

Factor	Field-grown tomatoes	Greenhouse-Grown Tomatoes
Climate control	Dependent on natural weather; limited control	Controlled environment (temperature, humidity, light)
Cost	Lower setup and energy costs	Higher initial and operating costs (e.g., heating, lighting)
Yield	Seasonal production; may be lower or more variable	Higher, more consistent yield year-round
Pests	More exposed to pests and diseases	Can better manage pests using integrated pest management
Environmental Impact	Lower energy use but may require more land and pesticides	Higher energy use but more efficient water/fertilizer use

2) Answers will vary.

3) Answers will vary but could include:

- Ladybugs are predators and can help plants by eating aphids, white flies, mites and more. They can eat up to 50 aphids a day!
- Parasitic Wasps are parasitoids and help plants by laying eggs inside pests like aphids or caterpillars.
- Lacewings are predators and eat pests like aphid, spider mites and whiteflies.

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Curriculum Connections – Secondary

Applied Design, Skills and Technologies

Food Studies

- Local food systems (8,9)
- Food trends, including nutrition, marketing, and food systems (10)

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

- Reproduction (8,9)
- Natural and artificial selection, and genetic modifications (10, Life Sciences 11)
- Ecosystem complexity (Environmental Science 11)
- Human actions and their impact on ecosystem integrity (Environmental Science 11)
- Express and reflect on a variety of experiences, perspectives, and worldviews through place (Life Sciences 11, Environmental Science 11,12)

Social Studies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. (8-12)
- Assess the significance of people, places, events, phenomena, ideas, or developments (significance) (7-11)

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)