



## ***Stories of Climate Change Education***

*Toronto District School Board - Climate Literacy & Leadership Program*

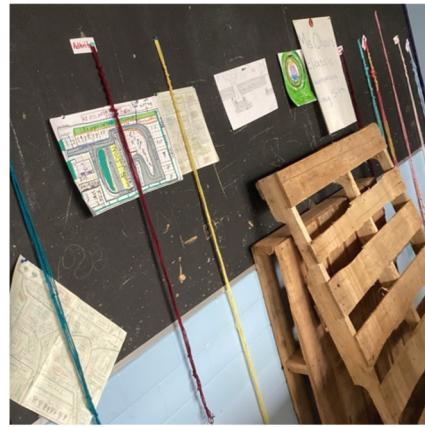
# **Climate, Community, and Cultivation**

## **Growing food to address urban food insecurity and climate change**

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MID program 9-12



Greenhouse collapses under  
heavy snow



Upcycling materials



Planting and growing food

### **Learning Outcomes:**

- We will learn about climate and climate action through food growing
- I will be able to plant and harvest my own foods, on a balcony, garden or in community gardening co-ops

### **Climate Concepts:**

**Food is a climate system:** Food is part of an interconnected climate system involving land, water, energy, labour, and transportation. Not all foods carry the same climate cost.

**Food insecurity is a climate justice issue:** Climate change deepens existing inequalities in food access

**Growing food is an act of climate resilience:** Growing food reconnects us to the land, the seasons, and community

### **Learning Activities:**

The unexpected collapse of our greenhouse after a heavy snowfall, became a powerful learning opportunity to explore how our changing climate impacts urban food systems. The rebuilding process brought together multiple classes and departments, modelling resilience, teamwork, and adaptive problem-solving while making visible the real impacts of climate change. Throughout the project, students connected their understanding of food systems and climate through hands-on, inquiry-based learning, sustainable design, and community collaboration.

<p>Together, we...</p> <ul style="list-style-type: none"> <li>• Learned about climate, weather patterns, and growing regions, with attention to how climate influences food production.</li> <li>• Examined urban environments to identify and reflect on local growing opportunities within our specific climate context.</li> <li>• Connected our actions of engaging in urban agriculture to abating food insecurities.</li> <li>• Sorted and planted seeds based on criteria such as plant height, yield, and accessibility to support inclusive growing practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed and applied work skills by designing and running a plant sale, including organizing a simple production line.</li> <li>• Observed and documented plant growth timelines to better understand how long different food items take to grow.</li> <li>• Used recycled and refurbished materials to support both the classroom and greenhouse, reinforcing principles of sustainability, reuse, and environmental stewardship.</li> </ul>
<p><b>Lessons Learned:</b></p> <ul style="list-style-type: none"> <li>• food takes a lot of time to grow; we need to reduce the waste and plan ahead!</li> <li>• access to growing and / or purchasing food is an issue for many people in Canada, how can we help this issue (inquiry project)</li> </ul>	<p><b>Key Resources:</b></p> <ul style="list-style-type: none"> <li>• Teach yourself videos on Youtube!</li> <li>• Green space, access to sunlight, and recycled containers</li> <li>• Enthusiasts of gardening is an asset :)</li> </ul>