

Island Grown Schools Service Learning

Unit Title: Mentorship/Service Learning

Grade: 9-12

Essential Questions: What is a sustainable community? / How can our food choices make a difference?

<p style="text-align: center;">Connections to IGS Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Appreciate the farming profession 2. Recognize difference between the industrial food system and localized food systems 3. Understand the connection between healthy soil, healthy plants, and healthy people 4. Know that everyone can grow food 5. Feel confident in making healthy food choices 	<p style="text-align: center;">Knowledge</p> <p>Unit Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Students will understand how the local food movement has manifested on the island 2. Students will understand their role in the community as agents of change through food choices and sustainability advocacy 3. Students will understand the difference between the local and industrial food systems <p>Students will know:</p> <ol style="list-style-type: none"> 1. The definition and history of sustainability 2. What crops are grown locally, and where to find various farm products on the island 3. Our food choices impact our own health, the health of our environment, and the health of our community as a whole
<p style="text-align: center;">Connections to MA Frameworks/Common Core:</p>	<p style="text-align: center;">Skills</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> A. Lead an informed discussion on our current food system, and the difference between local and industrial food B. Start seeds, care for seeds, harvest vegetables in a garden, and cook with these vegetables in a variety of ways C. Lead students (elementary and high school age) in garden activities

Evidence

Performance Tasks(s): <i>Specific activities we create for students, to engage in learning concepts...</i>	Evaluative Criteria
<ul style="list-style-type: none"> * <i>Assisting elementary school garden activities</i> * <i>Working in school greenhouse</i> * <i>Harvesting vegetables/gleaning local produce</i> * <i>Cooking and preserving local foods</i> * <i>Film screenings regarding sustainable agriculture</i> * <i>School garden design</i> * <i>Workshops (nutrition, garden)</i> 	<ul style="list-style-type: none"> * <i>Students are able to use their own knowledge to guide students in their own learning process</i> * <i>Students utilize their knowledge in their garden work, and in cooking practices</i> * <i>Students make connections between the films, their readings, their field trips and their experiences in the gardens</i> * <i>Students apply their knowledge to the design and implementation of their school garden</i> * <i>Students are able to facilitate an educational experience that engages people in the exploration of the food system and their food choices</i>
<p>Non-activity based evidence: <i>Educators will be able to assess student learning by...</i></p> <ul style="list-style-type: none"> *: <i>Student journals</i> * <i>Engagement and interest in island farming community (summer employment, community service)</i> * <i>Individual initiative to make personal changes, and changes in the community</i> * <i>Student feedback; discussions</i> 	<ul style="list-style-type: none"> * <i>Students are able to transfer learning of concepts to practical application</i> * <i>Students seek out connections with community members</i> * <i>Students take action, and reach out to others to make change</i> * <i>Students reflect on their learning, and are able to apply their experiences and research to their own lives. Students ask questions to deepen their knowledge and experience</i>

Learning Plan

Code (link to IGS Enduring Understandings, Standards)	Learning Events: <i>Specific steps students will take in this unit, with and without IGS coordinator, in chronological order</i>	Notes to support learning event success:
IGS EU 3	<p>Part 1: Intro to Sustainability/IGS <i>Students research:</i> - <i>The Brundtlandt Report/"Our Common Future"</i> - <i>1992 Earth Summit</i> - <i>2002 World Summit of Sustainable Development</i></p>	<p>* Start with an intro to IGI, IGS – put it all in the context of local food access and education</p>
IGS EU 3	<p><i>Students read:</i> - http://awarmerplanet.com/2009/12/to-really-save-the-planet-stop-going-green/</p>	<p>* Watch “The Girl Who Silenced the World for 5 minutes” after discussing the Rio Summit. What has changed? How can we make a change?</p>
IGS EU 1, 5	<p><i>Assignments:</i> - <i>Students start a journal, to be collected every week with responses and questions from readings, films, and field trips</i> - <i>Students establish learning goals for the semester</i> - <i>Students create their own definition of sustainability</i></p>	<p>* Watch “The Story of Stuff,” and discuss patterns of consumption</p> <p>* Field trips to OB school garden, Edgartown school garden</p>
IGS EU 2	<p>Part 2: Sustainability, Food and US <i>Students research:</i> - <i>Genetically Modified Organisms (GMO)</i> - <i>Transition Towns, ecovillages, permaculture</i></p>	<p>* Watch Food Inc. (use Food Inc. Curriculum Guide for activities and assignments)</p>
IGS EU 4, 5	<p><i>Students read:</i> - <i>Omnivore’s Dilemma</i></p>	<p>* Read Omnivore’s Dilemma by sections (1-4), engage the students in each “meal” by researching the focal points and participating in each meal themselves (industrial, organic, local, wild)</p>
IGS EU 1, 2	<p><i>Assignments:</i> - <i>Students write responses to field trips and hands-on activities, films, and readings</i></p>	
IGS EU 5	<p>- <i>Students come up with 3-5 lifestyle changes to commit to during the semester</i></p>	<p>* Field trips to Allen Farm, Mermaid Farm, Grey Barn</p>
IGS EU 5	<p>- <i>Students start a food/consumption journal, and complete various analyses of what they are consuming based on each section of Omnivore’s Dilemma</i></p>	

<p>IGS EU 1 IGS EU 4 IGS EU 5</p> <p>IGS EU 4</p> <p>IGS EU 2 IGS EU 2, 3, 4 IGS EU 4, 5</p> <p>IGS EU 2, 3, 5</p>	<p>Part #3: IGS and the Community</p> <p><i>Students research:</i></p> <ul style="list-style-type: none"> - <i>Models of school gardens, local food access, and gleanings around the world</i> - <i>The origins of various foods, and the methods of growing, harvesting, preparing and preserving these foods</i> <p><i>Students read:</i></p> <ul style="list-style-type: none"> - <i>Omnivore's Dilemma, Food Rules, or In Defense of Food</i> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> - <i>Students continue their journals</i> - <i>Students are responsible for school garden design/maintenance</i> - <i>Students build awareness around local food in the community</i> <p>Part #4: Food and You</p> <p><i>Final Project: Students develop an action plan. Examples include:</i></p> <ul style="list-style-type: none"> - <i>Design a Wellness Day workshop</i> - <i>Prepare a presentation to the school/community</i> - <i>Start a garden in the community</i> - <i>Work with an island farmer, and provide support for their farm</i> - <i>Organize an event around local food</i> 	<ul style="list-style-type: none"> * Research resources: Project Sprout, Edible Schoolyard, Will Allen * Watch Vanishing of the Bees, discuss pollinators <p>* When reading Omnivore's Dilemma: In the Industrial Meal section, students explore what role corn has in their diet; in the Organic Meal section, students explore their own access to organic food; in the Local meal, students explore access to and knowledge of local products; in the wild, foraged meal students explore foraging practices and opportunities to forage on the island.</p> <ul style="list-style-type: none"> * Students start seeds (spring) or save seeds (fall) * Start leading lessons in the garden with IGS coordinator * Eg. Vegetable cards that contain information on the origins, growing techniques and preparation methods of various local foods for the grocery stores; Cooking classes at Island Elderly Housing; garden workshops in the community
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Resources:
(see also *Food Fight*, and *Dirt: It's What's for Dinner*)

Books:

Omnivore's Dilemma, Michael Pollan
Last Child in the Woods, by Richard Louv

Articles:

Urban Sustainability: *Green Manhattan*, David Owens
"To Really Save the Planet, Stop Going Green": <http://awarmerplanet.com/2009/12/to-really-save-the-planet-stop-going-green/>
Global Weirding is Here, Thomas Friedman: <http://www.nytimes.com/2010/02/17/opinion/17friedman.html>
Tragedy of the Commons <http://www.physics.ohio-state.edu/~wilkins/sciandsoc/tragedy.pdf>
GE Label It, by Gary Hirshberg
Food Inc. Discussion Guide

Community resource people:

Morning Glory Farm
Allen Farm
Grey Barn
Mermaid Farm
Beetlebung Farm
Native Earth Teaching Farm

Websites:

Mapping: http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1
GMOs: - <http://www.nongmoshoppingguide.com/about-gmos.html>
- <http://www.truth-out.org/monsantos-roundup-shown-be-ravaging-butterfly-populations/1331303182>

Movies:

-Food Inc.
-Future of Food
-Fresh
-FLOW: For Love of Water
-Blue Gold
-Tapped
-Dirt!
-Dive
-Transition 1.0
-PBS e2 series
-King Korn

- Bag It
- Garbage Warrior
- No Impact Man
- Vanishing of the Bees
- Queen of the Sun
- Plastic Planet
- The Garden
- Forks over Knives
- The Last Mountain
- Coal Country
- Who Killed the Electric Car
- Life and Debt
- The Age of Stupid
- Story of Stuff
- Power of Community: How Cuba Survived Peak Oil
- The World According to Monsanto

- The Girl Who Silenced the World for 5 minutes: <http://www.youtube.com/watch?v=TQmz6Rbpnu0&feature=related>
- TED talk, Mark Bittman “What is wrong with what we eat”
<http://www.youtube.com/watch?v=5YkNkscBEp0&feature=relmfu>
- TED talk, Birke Baehr, “What’s wrong with our food system” <http://www.youtube.com/watch?v=F7Id9caYw-Y&feature=relmfu>
- TED talk, Jamie Oliver, “Teach Every Child About Food” http://www.youtube.com/watch?v=go_QOzc79Uc

Other involved organizations:

Slow Food MV
COMSOG, Oak Bluffs
Organic Consumers Association, www.organicconsumers.org
Food Democracy Now, www.fooddemocracynow.org