

Island Grown Schools Introductory Workshop

Unit Title: “Food Fight”

Grade: 9-12

Essential Question(s): What are the politics of food? / Who decides what we eat? / How can we make change through the food system?

<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 their individual food choices affect the world around them 2. Students will understand the current debates around food <p>Students will know:</p> <ol style="list-style-type: none"> 1. It is important to inform ourselves, and each other, about where our food comes from, for our own health and the health of our community 2. The terms: GMO, industrial agriculture, local agriculture, organic, guerilla gardening, food system 3. There are various ways to get involved in making change through the food system, including being a part of the school garden
<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. Assess their individual food choices B. Identify industrial food products, and local food products C. Discuss the benefits and challenges of industrial and local food systems

Stage 2: 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>Personal assessment of recent consumption</i> * <i>Food Fight/Debate: industrial vs. local; GMO vs. organic</i> 	<ul style="list-style-type: none"> * Students engage in free-write listing their recent food and drink choices, and are able to recognize consumption patterns * Students are able to effectively communicate their argument, using the background info they were given as well as evidence supporting their argument
<p>Non-activity based evidence: <i>Educators will be able to assess student learning by...</i></p> <ul style="list-style-type: none"> * <i>Discussion</i> * <i>Student feedback</i> * <i>Student behavior</i> 	<ul style="list-style-type: none"> * Students are engaged in the discussion, contributing their viewpoints, and raising questions * Students express their feelings toward the content and facilitation of the workshop * Students make changes in their food choices and behavior regarding the food system, making an effort to be more informed and active (eg. being a part of the school garden)

Stage 3: 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 5	* <i>Free-write (timed, 1 min): “What have you eaten and drank in the past 24 hours?”</i>	* Place giant paper on the floor, with pile of crayons and markers
IGS EU 5	* <i>Discussion: “What do you notice?” Identify themes: packaged, fresh, local, corn</i>	* Invite students one at a time to come up and circle items that are part of a theme
IGS EU 2, 3	* <i>“Why does this matter?” Present issues of the food system: access, information, health, environment. List statistics on obesity, diabetes, heart disease. Show graphs from Omnivore’s Dilemma. This is what we are dealing with right now. We need to have the knowledge to make the right decisions. The current debates around food allow us to do that.</i>	* Include food and snacks from the start: kale chips, kale candy, smoothies, hummus, apples, pea shoots, sunflower sprouts, watercress, pumpkin seeds
IGS EU 1, 2, 3	* <i>So what is the “Food Fight”? List: GMO, organic, local, conventional, Monsanto.</i>	
IGS EU 2, 3	* <i>Show clips from Monsanto’s website and Food First/Christopher Cook (10 min.)</i>	* Ask students to define/explain these terms
IGS EU 1, 2, 3	* <i>Hand out: Organic Industry, Omnivore’s Dilemma graphs, Monsanto website pages,</i>	* Rather than printing these out, use the projector
IGS EU 5	* <i>Debate: “How do we know who to believe?” Split class into two, with quotes and background info for each group. Give each group 5 minutes to prepare. Explain that whoever wins gets more ammo for the “food fight”. Each person has 1 minute to present their argument.</i>	* Use PBS “Guess What’s Coming to Dinner” viewpoints as background info, as well as Farmer Fact Sheet for GE
IGS EU 4, 5	* <i>“So now what? What can we do?”</i>	* An alternative would be to have each student reach his/her quote aloud, and ask them to figure out which side they are on. Then discuss the two sides and come up with individual beliefs
IGS EU 5	** <i>Get informed: Provide resources for students to gather information. Hand out Contaminated Produce maps</i>	
IGS EU 4	** <i>Take action, grow food: Take students out to the school garden. Throw kale bombs. Talk about guerilla gardening. Hand out Island Grown farm maps. Sign up for emails.</i>	* Bring garden map to show students the plan. Ask for suggestions of what to plant. Seek out student ownership of the garden.

Materials:

- Large white paper
- Crayons, markers
- Computer, projector
- Copies of “Trace the French Fry” quotes, and background info on conventional and local food
- Organic Industry hand-outs
- PBS viewpoints on GMO
- Food Fight Debate Quotes
- Farmer Fact Sheet on GE
- IGI farm maps
- Contaminated Produce list
- Food: apples, potato chips, corn chips, watercress, pea shoots, kale chips, smoothies
- MVRHS garden map

Resources:**Books:**

French Fries and the Food System, by Sara Coblyn (published by The Food Project)

Articles:

GMO Debate between Raj Patel and Monsanto Vice President:

<http://www.cec.org/Page.asp?PageID=122&ContentID=2524&SiteNodeID=454>

Farmer Fact Sheet on Genetic Engineering (IGS curriculum)

Monsanto vs. Food Inc on how to feed the world:

http://www.businessweek.com/innovate/next/archives/2010/01/anyone_whos_see.html

Community resource people:

The FARM Institute, FARM Project

Websites:

Food First, www.foodfirst.org

Organic Consumers Association, www.oca.org

Monsanto: http://www.monsanto.com/whoweare/Pages/default.aspx?WT.mc_id=1_wwa

PBS, “Guess What’s Coming to Dinner,” <http://www.pbs.org/wgbh/harvest/viewpoints/>

Monsanto’s Food Inc. Facts: <http://www.monsanto.com/food-inc/Pages/default.aspx>

Videos/Films:

Interview w/Christopher Cook, re: Monsanto and GMO:

<http://www.foodfirst.org/en/opposition+to+Monsanto+GMO>

Interview w/Christopher Cook, re: Obesity and Corporations:

http://www.youtube.com/watch?v=2Je7rdGFGbA&feature=player_embedded#!

Monsanto: America’s Farmers Grow America,

<http://www.youtube.com/user/AmericasFarmers?v=ZPXM1tmpjWs>

Birke Baehr at TEDx: <http://www.youtube.com/watch?v=F7Id9caYw-Y>

Other involved organizations:

Project Sprout, <http://projectsprout.org/>