

*Duration: 45-90 minutes*

## Standards:

### National Standards for FCS

8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.

### CT Career and Technical Education Performance Standards

B.2 Explain the impact of physical, psychological, cultural, spiritual, and social influences on food choices.

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## Description:

The goal of the final project for this unit is to map out the food justice landscape in your community. It will be based on a large map of the immediate community surrounding the school, and include things like farms and the issues facing them, food security agencies, gleaning networks, environmental justice, local food activists, different food identities, etc.

## Objectives:

- Design a map of the local food system including farms, food security agencies, gleaning networks, environmental justice agencies, local food activists, etc.
  - Reflect on trends and make connections within the local food system.
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## Vocabulary:

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| ■ Food system- all the interrelated steps involved in the creation of food (production, processing, shipping, waste, etc) | sustainability, where all people can hold with confidence that their community and natural environment is safe and productive   |
| ■ Food security- the state of having reliable access to a sufficient quantity of affordable, nutritious food              | ■ Gleaning- the act of collecting leftover crops from farmers' fields after they have been commercially harvested or on fields where it is not economically profitable to harvest |
| ■ Environmental justice- cultural norms and values, rules, regulations, behaviors, policies, and decisions to support     |   |


## Materials:

- Kraft paper or bulletin board paper
  - Assorted markers
  - Index cards
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## Recipe:

- N/A
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## Procedure:

1. Today students will create a map of the food system for their town/city/state.
  - a. Prior to students' arrival, cut a large piece of kraft paper (or bulletin board paper) into the configuration of the school's town/city or the state. This will depend on the size of the area where the school is and what makes the most sense for the exercise. Read through the lesson and choose what may be best based on your situation. Have a basket of markers next to the map for students to use.
  - b. With a black marker, note key landmarks, towns, cities, etc on your map for students to use as a reference.
  - c. Post the paper on a large wall in the classroom.
2. As students arrive, ask them to take their Ipads/computers to their desks along with a writing utensil. Share that today they will be mapping out the food system in their area as the final culmination of the unit.
  - a. Students should sit in groups of 3-4 chosen by the teacher or the students.
  - b. Pass out the  **Map of Food System Assignment** for reference.
3. Show students the paper map of their town/city/state and share that each group will be researching a different part of their local food system to add to the map. Assign a category to each group:
  - a. Find and mark with a RED DOT any local farms on the map.
  - b. Find and mark with an ORANGE DOT any local supermarkets on the map.
  - c. Find and mark with a BLUE STAR any food security agencies or environmental justice organizations.
  - d. Find and mark with a GREEN TRIANGLE any gleaning networks or local food rescue/organizations (including food pantries.)
  - e. Find and mark with a PURPLE STAR any food activism organizations or food policy groups.
  - f. ANY GROUPS THAT FINISH EARLY: please note and label on the map in GREY SHADING, any disadvantaged areas in the region you are mapping. Note in YELLOW

SHADING any affluent areas in the region you are mapping. If there is anything important missing from the overall map of your local food system, bring it up to the teacher and come up with a way to indicate it on the map.

4. Once students finish noting their assigned category on the map, ask them to write a brief explanation (a short paragraph) about the category(ies) they were assigned on an index card. Students should be prepared to share with the class.
  - a. Questions to include:
    - i. For local farms: What do they sell? Is it a small family farm or a large scale commercial farm? Do they sell to individuals or wholesale? Do they use organic or regenerative practices? Etc.
    - ii. For supermarkets: What is their name? Are they a small supermarket or a larger chain? Where do they source their food? Do they have local or organic options?
    - iii. For food security agencies and environmental justice organizations: What is their name and their mission? How do they support the food system and the community? What is the reach?
    - iv. For gleaning networks or local food rescue/organizations: What is their name and their mission? How do they support the food system and the community? What is the reach?
    - v. For food activism organizations or food policy groups: What is their name and their mission? How do they support the food system and the community? What is the reach?
  - b. Students will then come up to present their findings with the class.

*\*\*End here for 45 minute class and pick up the next class. Continue for 90 minutes.\*\**

5. Lastly, students will observe the map they created and write a page long reflection on their overall perspective of the food system in their region.
  - a. Before students begin writing, share the  **RUBRIC: Map of Food System** with them so they understand how they will be graded. Feel free to edit this rubric as you see fit.
  - b. Thoughts for consideration: what patterns or trends did you notice in the region? Are there challenges in the food system for your local region? Is there room for improvement? Are there aspects of our food system to celebrate? What would be considered a success?
6. Students will pass in their reflection as a final grade for the unit.

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## Assessment(s):

- Formative assessment: students will work in groups to map their current food system and share it with the class.
- Summative assessment: students will write a one paged reflection about their current food system.

## Resources:

- [Map of Food System Assignment](#)
  - [RUBRIC: Map of Food System](#)
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## Extensions:

- Students can research historical data in their town/city/state and add it to the map to depict how historical trends impact modern times.