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# How to Use

## Format and Delivery

**Recommended Grade Levels:** 5 - 8  
**Time:** 1-2 Weeks for Each Module  
**Each Session:** 45 minutes - 1 hour  
**Subject Area:** Interdisciplinary

This resource guide is adaptable so that it can be integrated into any number of lesson plans across disciplines for grades 5 - 8. The best use of this curriculum will be to fully utilize the **What's On Your Plate?** film, readings, worksheets, hands-on activities, and critical discussions. The curriculum is divided into three thematic modules: School Food, Health and Access and Local Food. Within each of these sections, the module is broken down into a format that allows students to first be introduced to a major topic with readings and a film clip, then encouraged to investigate this issue, and finally to re-think and develop and present their own solutions.

### Module 1 School Food

This first module looks at the kinds of food found in schools, encouraging students to investigate their own lunchrooms and develop ways to bring healthy and sustainable foods into their schools. Many students across the country rely on school food as their major source of nutrition, and may eat three meals a day at their local school. In this section we will look at the challenges schools are facing across the country to provide healthy food for students, learn about the effects of school food on health, community and the environment, and explore possible solutions.

### Module 2 Health+Access

The Health and Access module will look at how the foods we eat affects our bodies and the many issues preventing access to healthy foods in communities nationwide. With obesity rates, diabetes and other health concerns on the rise, the need to understand how food fits into this emerging national challenge is more important than ever. This section will provide opportunities for discussion and dialogue about these issues, providing solutions and activities to spark action.

### Module 3 Local Food

The last module explores local food -- connecting international and national food systems to local communities. Local food movements are on the rise, but how does that fit into your school or neighborhood? This section provides some background information on the social, ecological, and environmental importance of local food, while allowing for a critical discussion on possible solutions and applications for your school or community.

## Inside Each Module:



**Lesson Plans:** These teacher plans outline the film connection/activity/reading and discussion for all.



**Film Connection:** Short video segments on the companion DVD communicate complex subjects with two 11 year old girls, Sadie and Safiyah as guides.



**Activities:** Activities are for full-class participation either individually, in groups or as a class.



**Readings:** Readings are for more in-depth understanding and discussion of themes and information from the lesson.



## Lesson Plans

**Lesson Procedure:** Each lesson is planned out for one 45-minute class period. The icons below will help in preparation and guiding the class through each part of the lesson.



**Preparation:** Gives teacher guidance on what prior work is needed before lesson begins



**Materials:** Gives teacher list of materials needed for each lesson.



**Activity:** Outlines the activity for the class including any special instructions not detailed on the worksheets



**Reading:** Discussion questions to bring up after reading specified handouts or seeing the film connection.



# Lesson 2: Farm to Table



In this lesson, students will learn some keywords used to describe industrial farming practices and about how farming has changed. Then they will learn about how far food travels by playing the Farm to Table game in small groups.



## ✓ Preparation:

- Print out pages 44 for each student.
- Print out pages 45-46 for each small group.



## Materials Needed:

- Worksheets, writing utensils
- Calculators
- Scissors
- Scrap paper



## Read Page 44 on Food from farms

### Discussion Questions:

- What are some of the different types of farms your food can come from?
- What is the difference between small family farms and industrial farms?
- Have you ever visited a farm? What was it like?
- Would you ever like to be a farmer? What kind of farm would you like to have?



## Activity: Farm to Table (p.45-46)

### Directions:

- This is a game played in small groups. Divide the class into groups of around 3 students.
- Each group has one set of playing cards and can cut out the cards on the dotted lines. The cards go in a pile in the middle.
- Each player picks a region: Northwest, Southwest, West, Midwest, South, Northeast, Southeast, Hawaii or Alaska. Only one region per player.
- Students go in a circle and take turns picking cards. When they pick a card they use the Mileage Calculator to figure approximately how many miles their food has traveled.
- They record the miles on a score sheet. (They can use scrap paper.) The one with the least miles wins!

### Discussion Questions:

- What was the farthest any of your foods traveled?
- How is shipping food around the world harmful to the environment?
- Do you ever read the stickers on your fruits and vegetables to see where they come from?
- Do you think it's worth it to ship food around so much?
- What is good about shipping?
- What is bad?