

Food is Community Lesson Plan

Note: Feel free to modify this lesson plan as needed. If your school has a farm to school program, we highly recommend you to use this lesson plan in conjunction with that program.

Potential Uses of This Lesson Plan:

- ELA Curriculum, Science Curriculum, Health and Nutrition Curriculum, Art Curriculum

Title of Lesson: Local Food Stories

Goal(s):

- Students will be able to understand the importance of food within their community.
- Students will be able to recognize community connections through food.
- Students will be able to encourage students to get more involved with locally grown food.
- Students will be able to collaborate around sharing their perspectives with the food system.
- Students will be able to write a proposal for why farm to school programs are beneficial for K-12 schools, based on what they saw from the stories shared.

Learning Objectives:

Students will be able to:

- Pick a prompt as a class to create their food stories from.
- Take photos which represent their perspective on the food system.
- Explain a story and the importance of it in relation to the prompt created by the class.
- Grow an awareness of community connections through other classmate's stories.
- Design a proposal for why farm to school programs need to be incorporated into K-12 schools.

Purpose:

- Photovoice is the tool that will be used within this lesson to create a further awareness of the local community and food that comes from the community within the students of the local area. These photos might be positive, they might be negative, but either way a learning experience will occur through

these pictures. This will help others to see the local system from the multiple different perspectives of their classmates. Often, students aren't aware of the diversity of food or the networks of connections within the community that serve them as consumers. Students will be able to express themselves through the use of photos and stories which helps to reflect on why farm to school programs are beneficial to students and the local community.

Prior Teacher Preparation:

- Read the attached [Photovoice Toolkit](#)
 - Helps to get a broader understanding of the concept and how it might be applied to the classroom as a learning tool.
 - **Note:** This is a university level research project that is modeled for a large community group of individuals. This lesson is meant to practice similar ideas of food within the community in a classroom setting.
- Suggestion: Make a Photovoice Yourself
 - Discover the methods through practicing taking/drawing a photo and describing the significance of it in the greater food system. This will help to understand what you are asking your students to do.

Materials/Resources:

- Cameras or devices with a camera
- Printer
- Paper
- How-To Sheets
- Tape

Procedure:

1. Introduction
 - a. Discuss with student about taking/drawing photos
 - b. What are their first perceptions of the food system around them?
 - c. Introduce the concept of photovoice (photos with stories)
 - d. Talk about the project and what is expected of students
2. Show examples for the students from previous projects
 - a. We have some examples on various levels that can be used to show students.
3. Have students create their own photovoice story
 - a. Have students come up with a prompt as a class to base their pictures and stories on
 - b. Have students take photos that represent the class prompt

- c. Have students write a story about their photo and its importance.
4. Create a photovoice gallery
 - a. Hang photovoice stories around the room
 - b. Have students walk around the room and look at each other's stories
5. Questions for students answer during gallery walk
 - a. What do you **see** happening here?
 - b. How does this relate to **our lives**?
 - c. What **similarities** and **differences** do you notice between you and your classmates' stories?
6. Review submissions as a class
 - a. What are some things that students show in their photos?
 - b. What **themes** are shown?
 - c. How could these images **educate the community**/policymakers, etc.?
 - d. How can these photos be used to **promote a farm to school program** within your school district?

Local Food Stories: Photovoice Project Part 1

Teacher and Class Name _____

Name: _____

Food is Community

Your assignment is to take a picture of something that represents food to you. This can be taken anywhere (in your house, outside, at the farmers market, on a walk). The photo must relate to the local food system. Share a short story about what the photo means to you. Think about what you **see** and what is **happening** in the picture. Bring it back to class on _____ so we can look at all of the photos together as a class. **Please no photos of people that can be identified.**

Definition Word Bank

Word	Definition
Photovoice	A process of taking photos and sharing a story about a topic to exchange ideas as a group.
Farm to School	A program in which schools buy locally produced food to provide students with nutritious foods and support local farmers financially.
Food System	A web of farmers, growers, markets, consumers, and packagers that work together as a whole to provide food. Ex. Farmers Market, Grocery Store, Farm
Local Food System	A web of local farmers, growers, markets, consumers, and packagers that work together as a whole to provide food to you. Ex. Backyard Garden, Corner Store, Homemade Salsa or Jam
Farmers Market	A place where local farmers sell their vegetables, fruits, beans, nuts, or whatever they have grown directly to the people who will eat it.
Farmer	Someone who grows plants and raises animals for human use.
Grower	A person who grows something in a certain way.
Food Producer	Someone who grows, farms, or creates food such as breads, jams, cheese, etc. for other people to buy.

**Questions to Guide Students
Stories:**

- Where was this photo taken?
- What is shown in this photo?
- What were you thinking about when you took this photo?
- Why is this important to you?



Insert Photo Here

Local Food Stories: Photovoice Project Part 2

Teacher and Class Name

Name: _____

Food is Community

Based on our class discussion about the photovoice stories, write a short essay that proposes what our school should do to implement a farm to school program within our school district. This essay should be persuasive, you are trying to persuade the school board to develop a farm to school program. What benefits are there? What examples can you find of other farm to school programs within your state? What challenges may the school face in establishing a farm to school program? Make sure you use examples tied back to your classmate's stories in your argument. *If your school already has a farm to school program, what are the benefits of the program and what can be done to broaden the program?*