

FOOD INSECURITY IN THE US: IPARD CURRICULUM

OBJECTIVES:

- STUDENTS WILL LOOK AT AND LEARN ABOUT FOOD INSECURITY IN AMERICA
- UNDERSTAND THE CONCEPTS OF FOOD INSECURITY AND WHAT CURRENT SOLUTIONS ARE IN PLACE
- USING DATA, ANALYZE HOW COVID-19 AND THE PANDEMIC HAVE IMPACTED VARIOUS POPULATIONS IN FOOD ACCESS AND SECURITY
- STUDENTS WILL TAKE ACTION TO RAISE AWARENESS AND ADVOCATE FOR CLOSING THE GAP OF THOSE EXPERIENCING FOOD INSECURITY WITH VARIOUS ACTION STEPS TO TAKE

COMMON CORE STANDARDS:

CCSS.ELA-LITERACY.W.9-10.2.A

CCSS.ELA-LITERACY.W.11-12.2.A

INTRODUCE A TOPIC; ORGANIZE COMPLEX IDEAS, CONCEPTS, AND INFORMATION TO MAKE IMPORTANT CONNECTIONS AND DISTINCTIONS; INCLUDE FORMATTING (E.G., HEADINGS), GRAPHICS (E.G., FIGURES, TABLES), AND MULTIMEDIA WHEN USEFUL TO AIDING COMPREHENSION.

CCSS.ELA-LITERACY.W.9-10.4

CCSS.ELA-LITERACY.W.11-12.4

PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

CCSS.ELA-LITERACY.W.9-10.6

CCSS.ELA-LITERACY.W.11-12.6

USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE, PUBLISH, AND UPDATE INDIVIDUAL OR SHARED WRITING PRODUCTS, TAKING ADVANTAGE OF TECHNOLOGY'S CAPACITY TO LINK TO OTHER INFORMATION AND TO DISPLAY INFORMATION FLEXIBLY AND DYNAMICALLY.

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CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.11-12.1

INITIATE AND PARTICIPATE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADES 9-10 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY AND PERSUASIVELY.

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.11-12.4

PRESENT INFORMATION, FINDINGS, AND SUPPORTING EVIDENCE CLEARLY, CONCISELY, AND LOGICALLY SUCH THAT LISTENERS CAN FOLLOW THE LINE OF REASONING AND THE ORGANIZATION, DEVELOPMENT, SUBSTANCE, AND STYLE ARE APPROPRIATE TO PURPOSE, AUDIENCE, AND TASK.

CCSS.ELA-LITERACY.L.9-10.4

CCSS.ELA-LITERACY.L.11-12.4

DETERMINE OR CLARIFY THE MEANING OF UNKNOWN AND MULTIPLE-MEANING WORDS AND PHRASES BASED ON GRADES 9-10 READING AND CONTENT, CHOOSING FLEXIBLY FROM A RANGE OF STRATEGIES.

CCSS.ELA-LITERACY.WHST.9-10.7

CCSS.ELA-LITERACY.WHST.11-12.7

CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION) OR SOLVE A PROBLEM; NARROW OR BROADEN THE INQUIRY WHEN APPROPRIATE; SYNTHESIZE MULTIPLE SOURCES ON THE SUBJECT, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

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CCSS.MATH.CONTENT.HSS.IC.B.6

EVALUATE REPORTS BASED ON DATA.

FOOD SCIENCE, DIETETICS, AND NUTRITION COMPETENCIES

9.3.2 ANALYZE NUTRITIONAL DATA.

9.4.1 ANALYZE NUTRITIONAL NEEDS OF INDIVIDUALS

14.2.1 ANALYZE THE EFFECT OF NUTRIENTS ON HEALTH, APPEARANCE, AND PEAK PERFORMANCE.

14.3.1 APPLY VARIOUS DIETARY GUIDELINES IN PLANNING TO MEET NUTRITION AND WELLNESS NEEDS.

IPARD CURRICULUM DESCRIPTION

INVESTIGATION

15 -120 MINUTES.

- STUDENTS WILL LEARN ABOUT THE CONCEPTS OF FOOD SECURITY AND OTHER RELATED TERMS, EXPLORE WHY IT EXISTS TODAY, AND EXPLORE THEIR OWN COMMUNITIES AND INNOVATIVE SOLUTIONS TO FOOD INSECURITY

PREPERATION

5 - 45 MINUTES

- STUDENTS WILL BE APART OF SMALL CHAT CIRCLES AND BE PREPARED TO BREAK DOWN THE STIGMAS AND STEREOTYPES ASSOCIATED WITH FOOD INSECURITY
- STUDENTS WILL BE INTRODUCED TO THE ACTION STEP OF THIS PROJECT

ACTION

20- 120 MINUTES

- ACTION OPTIONS: CREATE HEALTHY RECIPE BOOKS, CREATE A SOCIAL MEDIA AWARENESS CAMPAIGN, FOOD CITIZENS (IDENTIFY A FOOD SYSTEM PROBLEM AND CREATE AN INTERVENTION FOR IT), HOST AN AT HOME FOOD DRIVE WITH NEIGHBORS.

REFLECTION

120- 45 MINUTES

- STUDENTS WILL REFLECT ON THEIR EXPERIENCES AND THIS JOURNEY THROUGH A CHAT CIRCLE, REFLECTION QUESTIONS, AND OPTIONAL JEOPARDY REVIEW GAME

DEMONSTRATION

110 - 30 MINUTES

- STUDENTS CAN DEMONSTRATE WHAT THEY LEARNED FROM THIS PROJECT ON SOCIAL MEDIA AND WILL USE ADDITIONAL TECH PLATFORMS TO HELP SPREAD AWARENESS OF FOOD INSECURITY ISSUES.

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PLEASE NOTE: THE TIMES PROVIDED ARE A GENERAL RANGE FROM OUR PAST IN-CLASS LESSONS. YOU CAN SPEAK TO YOUR BUILDON STAFF MEMBER TO CUSTOMIZE THE LENGTH OF YOUR SESSION BASED ON YOUR NEEDS.

SAMPLE CLASS STRUCTURE

INVESTIGATION:

1. WHAT IS FOOD SECURITY AND DEFINITIONS? (10 MINS)

A MATCHING GAME THAT CREATES FAMILIARITY WITH THE FOLLOWING TERMS: FOOD SECURITY VS FOOD INSECURITY, FOOD SYSTEM, FOOD DESERTS, HUNGER, LOCAL FOOD, NUTRIENT, USDA, SNAP, URBAN FARMING, FOOD ACCESS, WORLD FOOD DAY, FOOD PANTRY, FOOD BANK, SOUP KITCHEN, COMMUNITY GARDEN, MEALS ON WHEELS, FARMERS MARKET, FOOD DRIVE, WIC.

2. WHY IS IT IMPORTANT TO BE EDUCATED ON THIS TOPIC? WHY DOES IT MATTER TO ME? (10 MINS)

STUDENTS OBSERVE HOW 'BLACK-ISH' ACTOR MARSAL MARTIN WORKS TO COMBAT FOOD INSECURITY THROUGH A NATIONWIDE CAMPAIGN THAT WAS INSPIRED BY HER GRANDMOTHER. STUDENTS WILL PARTICIPATE IN A POST-VIEWING DISCUSSION SESSION

PREPERATION:

1. THINK, PAIR, SHARE- REDUCING OUR STIGMA (5 MINS)

STUDENTS WILL DISCUSS WAYS TO REDUCE OUR STIGMAS OF FOOD INSECURITY, PRECONCEIVED STIGMAS OR NOTIONS ASSOCIATED WITH FOOD INSECURITY, AND HOW CAN WE STOP THIS THINKING FROM HAPPENING WHEN WE GO DO SERVICE OR SUPPORT THIS ISSUE?

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ACTION:

1. FOOD CITIZENS (25 MINS)

STUDENTS WILL IDENTIFY A FOOD SYSTEM PROBLEM AND DESIGN AN INTERVENTION TO ADDRESS IT. THEY WILL USE SUPPORTING RESOURCES FROM "FOODSPAN PROJECT" TO HELP WITH THIS PROJECT. THEN THEY WILL THEN WRITE TO A LOCAL ELECTED OFFICIALS AND SHARE THEIR INTERVENTION PROJECT AND ADVOCATE FOR BETTER RESOURCES AND AWARENESS OF FOOD ACCESS AND SECURITY IN THEIR COMMUNITIES.

REFLECTION:

1. FOOD INSECURITY FOR 200- JEPORDY REVIEW (25 MINS)

PLAY A GAME OF JEOPARDY THAT FOCUSES ON THE CONCEPTS LEARNED THROUGHOUT THE JOURNEY. THIS WILL CHECK UNDERSTANDING AND REVIEW CONCEPTS.

DEMONSTRATION:

1. SOCIAL MEDIA AWARENESS (5 MINS)

STUDENTS CREATE A POST FOR THEIR SOCIAL MEDIA STORIES THAT SHARE ONE NEW PIECE OF INFORMATION THEY HAVE LEARNED. THEY SHOULD ALSO CHALLENGE THEIR FRIENDS AND FAMILY TO LEARN ABOUT FOOD INSECURITY AND POST TO THEIR SOCIAL MEDIA AS WELL.

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SOCIAL-EMOTIONAL LEARNING:

STUDENTS WILL HAVE ACCESS TO ALL PARTS OF SOCIAL EMOTIONAL LEARNING

- SELF-AWARENESS OF WHO THEY ARE AND THEIR IDENTITIES
- SOCIAL AWARENESS OF OTHERS SURROUNDING THEM
- RELATIONSHIP SKILLS WITH MULTIPLE INTERACTIONS WITH OTHER STUDENTS IN DISCUSSION AND TEAMWORK
- RESPONSIBLE DECISION MAKING & SELF MANAGEMENT WHEN PLANNING AND PREPARING FOR THEIR FINAL ARTIVISM PIECE USING TIME MANAGEMENT SKILLS AND MAKING IMPORTANT DECISIONS

THANK YOU FOR YOUR INTEREST IN
COLLABORATING WITH BUILDON.

SIGN UP FOR AN IN-CLASS HERE:
[BIT.LY/3T1TJVU](https://bit.ly/3T1TJVU)