



Understanding Food Advocacy

Grade Levels & Subjects: Grades 3–5 English Language Arts

Learning + Food Objectives:

Students will learn how we can advocate for food choices and changes that impact ourselves by learning about a food issue and creating a poster or other piece (i.e. videos, artwork) that creates awareness of the issue for their school.

Common Core Standards:

Common Core English Language Arts

Writing with for a specific audience

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



MATERIALS NEEDED

- Whiteboard or other online platform
- Student Worksheet (Attached below)

CLASSROOM PROCEDURE

INTRODUCTION (10-15 minutes)

1. Tell students that today we will be learning about food issues in our communities and working together to decide on one that we'd like to raise awareness of to our fellow students. Teacher may need to define what a food issue is and adjust language based on students. Teacher may need to give a few examples to help students grasp the concept.
2. Ask students to write down any food issues they know. Some examples of food issues could include food waste, unhealthy foods, pollution, or maintaining community gardens. *Guided notes are provided in the worksheet below Teacher may need to model the writing depending on level of students.*

3. Ask students to share out their list of the issues as the teacher records them on a board or other online platform.
4. After students have listed a few different examples of food issues, make connections between the different issues listed. If students are missing any other relevant examples of food issues add them to the list, describe them, and discuss why it is important.

INSTRUCTION (30 minutes)

1. Explain to students that today they will be learning more about a food issue they select in order to create poster or other piece (i.e. videos, artwork) that creates awareness of the issue for their school community.
2. For examples, teacher can share several advocacy related posters, flyers, or videos with students – teacher can choose which examples to show to students – resources are provided in the Additional Resources section below if needed.
3. Ask students to discuss what they like about each example. Prompting questions could include:
 - What do you notice about this poster, flyer, or video?
 - What do the words say? What do they mean? Are they telling us information or telling us to do something? Are there any text features that you notice?
4. What do the illustrations/pictures look like? What do they mean? Are they showing us something?
5. Review the list of examples of food issues that the students created and take a class poll to decide which food issue they would like to focus on.
6. As a class, teacher will outline the selected food issue, being sure to answer the following questions:
 - What is the food issue?
 - Why is the food issue important?
 - What can we do about this food issue?
7. Working as a class, determine what information is most important to use to inform the students at their school about the food issue and how best to present it visually.
8. Give students time to create their own visual/poster to show the information about the food issue. Depending on the level of the student, they can use the text/information that the class came up with or come up with their own text.

CLOSING (teacher discretion)

1. Have several students present their poster, flyer, or video to the class.
2. Ask students to look out for posters, flyers, videos, or artwork that discuss food issues over the next few days and to share with the class if they've found any.

ADDITIONAL RESOURCES

- List of food justice organizations *FoodTank*:
<https://foodtank.com/news/2020/02/24-organizations-finding-food-justice/>
- Examples of food issues:
<https://foodedu.pilotlightchefs.org/community-advocacy/>

- Examples of videos around food issues created by previous Pilot Light High School students:
 - Food Access & Butler College Prep: <https://vimeo.com/453762558>
 - Gardening/Food Sovereignty & Johnson College Prep: <https://vimeo.com/453765601>
- Examples of advocacy posters:
 - American Heart Association: "What is a Food Desert?"
https://www.heart.org/HEARTORG/Advocate/VoicesforHealthyKids/Food-DesertsInfographic_UCM_475874_SubHomePage.jsp
 - USDA: "Creative Solutions to Ending School Waste"
<https://www.usda.gov/media/blog/2014/08/26/creative-solutions-ending-school-food-waste>
 - Plastic Pollution Coalition: "Plastic Does Not Go Away"
<https://plasticpollutioncoalition.zendesk.com/hc/en-us/articles/224371127-Graphics-to-Download>
- Tips for advocating for changes in school food:
 - All information collected from the cafeteria/about school meals should be based on facts. For example, students should record *all* food offered in a meal, not just a few items to ensure a full picture of what is served.
 - Students should work with adults to help guide advocacy in an appropriate and respectful way.
 - Contact the school food manager to find out more about why certain items are served at school and to answer questions.
 - Approach all topics related to advocacy with curiosity and respect. Point out to students how there are always many more viewpoints and facts to consider than those that they already know.

The student worksheet below can be printed or copied onto any online learning platform.



Food Issues

Today, we will be learning about food issues and what we can do to help make other people more aware.

Brainstorming

1. What are examples of food issues?

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2. What food issue is your class focusing on?

3. Why is this food issue important?

4. What can we do about this food issue?



Creating a Poster

5. Create a poster or picture that teaches students at your school about this food issue and what they can do to help!