



## Lesson 6: Advocating for our Hungry Planet

**Grade Level & Subject:** 6-8 / Life Sciences

**Lesson Duration:** 50 minutes (with 10 and 25 minute extensions)

### OBJECTIVES

- Students will identify the various reasons for the choices people make about food, categorize the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social), and explain how families, peers, and the media influence an individual's food choices and habits.
- Students will analyze how human and environmental factors influence sustainability in agriculture and make plans for an advocacy project that will improve agricultural and/or environmental systems in a way that is meaningful for them and/or their school community related to how food is grown, harvested, and used around the world.

<b>Food Education Standards:</b>	<b>Content Area Standards:</b>	<b>This lesson also aligns to:</b>
FES1: Food connects us to each other. FES4: Food behaviors are influenced by internal and external factors. FES5: Food impacts health.	NGSS MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	WIDA Standard 1 - Language for Social and Instructional Purposes WIDA Standard 4 - Language for Science

### LESSON SYNOPSIS

In this lesson, students are given photos of families and their meals from different countries to explore how agriculture impacts food availability globally. They record the foods they see and estimate the most expensive items in their pictures. Students then present their families, discussing the differences in cost, variety, type, and availability of food in each country. They learn how these factors are interconnected with agriculture and discuss advocating for sustainable practices to ensure sufficient food for all. The lesson also examines food availability in each country, considering factors like transportation, fertile land, technology, religion, and perishability. The discussion emphasizes the importance of advocacy for ensuring access to clean, healthy, and nourishing food for everyone.



## LESSON PREPARATION

Prep Steps	Materials
<ul style="list-style-type: none"> <li>Review the lesson and make adjustments as needed for your class. Pre-assign partners/groups (if desired, random works too).</li> </ul>	<ul style="list-style-type: none"> <li>Computer with internet connection and projector</li> <li>1:1 student devices (optional)</li> <li>Teacher and Student docs (linked below)</li> </ul>

## VOCABULARY

- Affluent [ **af**-loo-uhnt *or, often, uh-floo-* ] (adjective) - rich enough to buy things for pleasure
- Caloric [ kuh-**lawr**-ik, -lor- ] (adjective) - the caloric content of foods; an amount of food having an energy-producing value of one large calorie
- Culture [ **kuhl**-cher ] (noun) - a set of ideas, beliefs, and ways of behaving of a particular organization or group of people
- Devolve [ dih-**volv** ] (verb) - to take power or responsibility from a central authority or government and give it to smaller and more local regions
- Expenditure [ ik-**spen**-di-cher ] (noun) - the use of time, money or energy to do something
- Food Security [ **foodsi-kyoor**-i-tee ] (noun) - refers to the availability of food and one's access to it; A household is considered food-secure when its occupants do not live in hunger or fear of starvation (the opposite is Food Insecurity)
- Indigenous [ in-**dij**-uh-nuhs ] (adjective) - lived in a place for a very long time before other people came to live there; can also pertain to plants and animals
- Prosperity [ pro-**spen**-i-tee ] (noun) - being successful and having lots of money
- Refugee [ ref-yoo-**jee**, ref-yoo-jee ] (noun) - someone who leaves their country, especially during a war or threatening event
- Subsistence Farming [ suhb-**sis**-tuhns **fahr**-ming ] (noun) - farming or a system of farming that provides all or almost all the goods required by the farm family usually without any significant surplus for sale
- Sustainable [ suh-**stey**-nuh-buhl ] (adjective) - being able to continue at the same level for a long time
- Undernourished [ uhn-der-**nur**-isht, -nuhr- ] - someone that is not healthy due to lack of food



## LESSON ACTIVITIES

*This lesson is adapted from 'Hungry Planet: What the World Eats' by Peter Menzel)*

*Teacher note: These learning tasks and videos are available online for students with access to 1:1 technology, but they should use headphones when watching videos. If your students do not have access to technology, or you don't want them online, feel free to print off the documents. If students are working online. With all documents, please make a copy, do not request access.*

### **Part I - Hungry Planet (25 minutes):**

1. Copy the photos that show the families and food from several different countries, and give one to each student (you can also do this in pairs if you would like). Pass out the corresponding learning activity.
2. Remind students that the availability of food available to people directly relates to agriculture. Today, we are going to look at how agriculture impacts meals around the world.
3. Give students about 10 minutes to record all of the food they see in their picture and estimate what they think was the most expensive. For those that have faster pages, encourage them to help their classmates or reflect on why they think they finished faster than other groups.
4. When students finish, collect the photo and tape it to the whiteboard/wall in a visible place so that all students can see (you can also project it if you have a document camera).
5. Have each student present their family. Compare and contrast the differences in cost, variety, type, and availability of food in each country.
6. Share the examples of the families that had all the costs broken down. Discuss with students how all of these items relate back to agriculture and how we can advocate for and/or against certain practices to ensure that all people have enough to eat.
7. 4. Discuss the food availability in each country and what impacts played a role in determining the meal (i.e. transportation, fertile land, technology, religion, perishability, etc.). Food availability is a clear topic where **ADVOCACY** would be important. Some people need advocates to fight for them to have access to the clean, healthy, and nourishing food they need. Think back to the ham sandwich...would that be available to all of these families? Why or why not?

### **Part II - Advocacy Project (35 minutes)**

Objective: In this two-day culmination, students will work in groups to understand the importance of agriculture and advocate for sustainable farming practices. The goal is to reinforce agriculture-related issues, research potential solutions, and create advocacy materials to raise awareness in their community.

Day 1: Today, Lesson 6

1. Warm-up:
  - a. Have students get out their advocacy brainstorming from the previous lesson and review it. Give them a chance to add to it or revise it in any way.



- b. Ask students to share their thoughts. Write them up on the board.
  - c. With student help, group similar topics together. Because advocacy in agriculture is such a broad issue, it would be too difficult to tackle all the topics at once. Group similar topics together.
  - d. Form groups as appropriate for your class. Explain that students are going to be working for the rest of the class period today and the whole class period next time to form their advocacy project. Some suggestions on grouping:
    - i. Form small groups of 5-6 students based on topic alone. Students have no choice about their group, but they've all expressed similar interests about their topics.
    - ii. Form small groups of students heterogeneously. Once in groups, students can talk to determine an advocacy topic.
    - iii. Form small groups of students homogeneously. Once in groups, students can talk to determine an advocacy topic.
    - iv. Students can self-select their groups. We suggest giving parameters (min/max number of students, no one is left out, etc.), but follow your established routines.
2. After groups are formed, have a short discussion about the role of agriculture in our daily lives. Ask students to review their thoughts on the importance of farming and its impact on the environment.
  3. Agriculture Issues Brainstorming:
    - a. In small groups, ask students to brainstorm and identify specific agricultural issues (e.g., water usage, soil health, food waste, pollinators decline, etc.).
    - b. Provide a list of potential issues if needed to help them get started.
  4. Issue Selection:
    - a. Each group will choose one agriculture-related issue from their brainstorming session that they are most passionate about advocating for.
  5. Research Time:
    - a. Allocate time for each group to research their chosen issue using provided resources, books, and the internet.
    - b. Encourage them to find data, statistics, and examples of the issue's impact locally and globally.

### CONSIDERATIONS (What adaptations are needed for diverse learners and/or varying dietary needs?)

- Diverse readings, videos, and visuals were provided, but some students may need support in applying their learning. Support as needed.
- Make sure students have access to language support such as Google Translate.

### STUDENT SHEETS AND ASSESSMENTS

- Exit ticket available at the end of the student sheets on the next pages



### EXTENSION IDEAS

Solution Ideas:

After researching the issue, have each group brainstorm potential solutions and sustainable practices that could address the problem.

### REFLECTION AND NEXT STEPS

Activities that worked	Topics to revisit	Community extension opportunities



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT SHEET: The Four Pillars of AgEd & Advocacy**

**The Four Pillars of AgEd & Advocacy**

<p><i>Each pillar becomes dynamic and fully alive through advocacy. The future of agriculture needs the ideas, actions, and experiences of young people.</i></p>			
Food Education	Growth for All	Environmental Action	Common Ground
<p>Agriculture is a defining facet of our food systems; it promotes informed decision making for healthy futures.</p>	<p>Agriculture is a changing industry ripe for innovation with a wide range of careers that provide economic pathways for individuals and communities.</p>	<p>Agriculture is both a cause and a solution for climate change that requires social, scientific, and community driven action.</p>	<p>Agriculture is an entry point for thinkers of all backgrounds to come together and bridge urban &amp; rural divides.</p>

This lesson mostly approached Growth For All, Environmental Action, and Common Ground.. What challenges or issues exist within agriculture that we are interested in exploring?



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT SHEET: Lesson 6 - Hungry Planet**

Imagine inviting yourself to dinner with 30 different families...in 24 countries. Imagine shopping, farming, cooking and eating with those families...taking note of every vegetable peeled, every beverage poured, every package opened. Well that's what photographer Peter Menzel and writer Faith D'Aluisio did for their book, *Hungry Planet: What the World Eats*. The husband-and-wife team wanted to see how globalization, migration and rising affluence are affecting the diets of communities around the globe. Each chapter of their book features a portrait of a family, photographed alongside a week's worth of groceries. There's also a detailed list of all the food and the total cost.

You are going to get one of these pictures. Which did you get? \_\_\_\_\_

- When your teacher tells you to, record EVERY food item you see in the picture. Look for patterns, trends, or interesting observations about the food (is it mostly Fresh? Packaged? Vegetable/meat dominant? etc.)
- When done, predict what you think the most expensive food items were. Make a reasonable prediction by using your knowledge and/or experience!

Record all the food items you observe

What do you think were the most expensive food items? Why?



## 1. Sturm Family, Hamburg, Germany.



Food Expenditure for One Week: € 253.29 (\$325.81 USD).

Favorite foods: salads, shrimp, buttered vegetables, sweet rice with cinnamon and sugar, pasta.



## 2. Ottersland Dahl Family, Gjetlum, Norway.



Food expenditure for one week: 2211.97 Norwegian Kroner; (\$379.41 USD)

Favorite foods: fresh baked bread with butter and sugar, pancakes, tomato soup with macaroni and cold milk, yogurt

### 3. Ukita family, Kodaira City, Japan.



Food expenditure for one week: 37,699 Yen (\$317.25)

Favorite foods: sashimi, fruit, cake, potato chips.



#### 4. Manzo family, Sicily, Italy.



Food expenditure for one week: 214.36 Euros (\$260.11)

Favorite foods: fish, pasta with ragu, hot dogs, frozen fish sticks.



## 5. Aboubakar family, Breidjing Camp, Chad.



Food expenditure for one week: 685 CFA Francs (\$1.23)

Favorite foods: soup with fresh sheep meat.



## 6. Al Haggan family, Kuwait City, Kuwait.



Food expenditure for one week: 63.63 dinar (\$221.45)

Family recipe: Chicken biryani with basmati rice.



## 7. Casales family, Cuernavaca, Mexico.



Food expenditure for one week: 1,862.78 Mexican Pesos or (\$189.09)

Favorite foods: pizza, crab, pasta, chicken.

## 8. Hong family, Beijing, China.



Food expenditure for one week: 1,233.76 Yuan (\$155.06)

Favorite foods: fried shredded pork with sweet and sour sauce.





## 9. Sobczynscy family, Konstancin-Jeziorna, Poland.



Food expenditure for one week: 582.48 Zlotys (\$151.27)

Family recipe: Pig's knuckles with carrots, celery and parsnips.



## 10. The Revis family, North Carolina, United States.



Food expenditure for one week: \$341.98.

Favorite foods: spaghetti, potatoes, sesame chicken.



## 11. Ahmed family, Cairo, Egypt.



Food expenditure for one week: 387.85 Egyptian Pounds or (\$68.53)

Family recipe: Okra and mutton.



## 12. Ayme family, Tingo, Ecuador.



Food expenditure for one week: \$31.55.

Family recipe: Potato soup with cabbage.

### 13. Caven family, California, United States.



Food expenditure for one week: \$159.18.

Favorite foods: beef stew, berry yogurt sundae, clam chowder, ice cream.



## 14. Batsuuri family, Ulaanbaatar, Mongolia.



Food expenditure for one week: 41,985.85 togrogs (\$40.02).

Family recipe: Mutton dumplings.



## 15. Namgay family, Shingkhey Village, Bhutan.



Food expenditure for one week: 224.93 ngultrum (\$5.03)

Family recipe: Mushroom, cheese and pork.





## 16. Browns, River View, Australia.



Food expenditure for one week: 481.14 Australian dollars (US\$376.45)

Family Recipe: Marge Brown's Quandong (an Australian peach) Pie, Yogurt.





## 17. Glad Ostensen family, Gjerdrum, Norway.



Food expenditure for one week: 4265.89 Norwegian Kroner or (\$731.71)

Favorite foods: mutton in cabbage, lasagne, and chocolate.



## 18. Mendoza family, Todos Santos Family, Guatemala.



Food expenditure for one week: 573 Quetzales (\$75.70)

Family Recipe: Turkey Stew and Susana Perez Matias's Sheep Soup.





## 19. The Kuttan-Kasses, Erpeldange, Luxembourg.



Food expenditure for one week: 347.64 Euros or (\$465.84)

Favorite Foods: Shrimp pizza, Chicken in wine sauce, Turkish kebabs.



## 20. Patkars, Ujjain, India.



Food expenditure for one week: 1,636.25 rupees or (\$39.27)

Family Recipe: Sangeeta Patkar's Poha (Rice Flakes).



## 21. The Fernandez Family, Texas, United States.



Food expenditure for one week: \$242.48.

Favorite Foods: Shrimp with Alfredo sauce, chicken mole, barbecue ribs, pizza.



## 22. The Natomos family, Kouakourou, Mali.



Food expenditure for one week: 17,670 francs (\$26.39)

Family Recipe: Natomo Family Rice Dish



### 23. Melanson family, Iqaluit, Nunavut Territory, Canada.



Food expenditure for one week: US \$345.

Favorite Foods: narwhal, extra cheese stuffed crust pizza, watermelon.



## 24. Le Moines Family, Montreuil, France.



Food expenditure for one week: 315.17 euros (\$419.95)

Favorite Foods: Delphin



## 25. Madsen family, Cape Hope, Greenland.



Food expenditure for one week: 1,928.80 Danish krone or (\$277.12)

Favorite Foods: polar bear, narwhal skin, seal stew.



## 26. Celik family, Istanbul, Turkey.



Food expenditure for one week: 198.48 liras (\$145.88)

Favorite Foods: Melahat's Puffed Pastries.



## 27. Bainton family, Cllingbourne Ducis, Great Britain.



Food expenditure for one week: 155.54 British Pounds (\$253.15)

Favorite foods: avocado, mayonnaise sandwich, prawn cocktail, chocolate fudge cake with cream.



## 28. Matsuda family, Yomitan, Japan



Food expenditure for one week: 27,899 Yen (\$230.25)

Favorite foods: sardines, salmon, potatoes, mirin, rice

## 29. Dudo family, Sarajevo, Bosnia.



Food expenditure for one week: 311.32 marks (\$189.90)

Favorite Foods: Squash, eggs, potatoes, and fruit





### 30. The Brown family, River View, Australia.



Food expenditure for one week: 481.14 Australian dollars (\$376.45)

Favorite foods: sausage, eggs, Weet-Bix, fishsticks



The Aboubakar family of Darfur province, Sudan, in front of their tent in the Breidjing Refugee Camp, in eastern Chad, with a week's worth of food. © 2005 Peter Menzel from 'Hungry Planet: What the World Eats'

## Chad: The Aboubakar's of Breidjing Camp

- **Grains & Other Starchy Foods: \*\***
    - Sorghum ration, unmilled, 39.3 lb; corn-soy blend ration (called CSB), 4.6 lb.
- **Dairy:**
  - Not available to them.
- **Meat, Fish & Eggs: \$0.58\*\***
  - Goat meat, dried and on bone, 9 oz; fish, dried, 7 oz. *Note: Periodically, such as at the end of Ramadan, several families collectively purchase a live animal to slaughter and share. Some of its meat is eaten fresh in soup and the rest is dried.*
- **Fruits, Vegetables & Nuts: \$0.51\*\***
  - Limes, small, 5; pulses ration, 4.6 lb, the seeds of legumes such as peas, beans, lentils, chickpeas, and fava beans. Red onions, 1 lb; garlic, 8 oz; okra, dried, 5 oz; red peppers, dried, 5 oz; tomatoes, dried, 5 oz.
- **Condiments: \$0.13\*\***
  - Sunflower oil ration, 2.1 qt; white sugar ration, 1.4 lb; dried pepper, 12 oz; salt ration, 7.4 oz; ginger, 4 oz.
- **Beverages:**
  - Water, 77.7 gal, provided by Oxfam, and includes water for all purposes. Rations organized by the United Nations with the World Food Programme.
- **Food Expenditure for One Week: 685 CFA francs/\$1.23**
  - \*\*Market value of food rations, if purchased locally: \$24.37





The Melander family – Jörg, 45, and Susanne, 43, with sons Kjell, 10, and Finn, 14 – in the dining room of their home in Bargteheide, Germany, with a week's worth of food. © 2005 Peter Menzel from *'Hungry Planet: What the World Eats'* **Germany: The Melanders of Bargteheide**

- **Grains & Other Starchy Foods: \$31.98**
  - Kölln muesli, 3.3 lb; Golden Toast whole grain bread, 3.3 lb; potatoes, 2.8 lb; brown bread, 2.2 lb; white bread (Italian style), 2.2 lb; bakery buns, 1.3 lb; Barilla linguini, 1.1 lb; Barilla rotini, 1.1 lb; Harry rye bread, 1.1 lb; wheat flour, 10.6 oz; croissants, with chocolate, 9 oz.
- **Dairy: \$64.33**
  - Milk, low fat, 3.2 gal; Onken yogurt, low fat, 9.9 lb; Velfrisk Danish fruit yogurt, 2.1 qt; Froop fruit yogurt, 3.6 lb; Langnese banana split ice cream, 2.2 lb; hard cheeses, assorted, 1.8 lb; Greek yogurt spreads, assorted, 1.1 lb; whipping cream, bio (organic), 14.1 oz; sour cream, 10.6 oz; Milsani butter, 8.8 oz.
- **Meat, Fish & Eggs: \$51.31**
  - Beef, 2.6 lb; goulash beef, 2.5 lb; eggs, 12; cold cuts, 1.4 lb; beef, ground, 1.3 lb; Iglo fish sticks, frozen, 1.3 lb; pork, thinly sliced, 1.1 lb; Lloyd herring fillets, canned, 14.1 oz; bacon, 4.6 oz.
- **Fruits, Vegetables & Nuts: \$78.10**
  - Oranges, 9 lb; apples, 3.9 lb, from family apple tree; yellow bananas, bio, 2.6 lb; red grapes, 10.6 oz; white cabbage, 1 large head, 11 lb; cherry tomatoes, 3.3 lb; green peas, frozen, 2.2 lb; yellow onions, 2.2 lb; cucumbers, 2.1 lb; kohlrabi (turniplike vegetable), 2.1 lb; butter lettuce, 2 heads; iceberg lettuce, 2 heads; fennel root, 1.8 lb; sour pickles, 24.4 fl oz; arugula, 1.2 lb; carrots, 1.1 lb; leeks, 1.1 lb; mushrooms, 10.6 oz; radishes, 9.8 oz; red bell peppers, 8.6 oz; yellow bell peppers, 8.6 oz; pickled peppers, 7.2 oz; green onions, 6.4 oz; garlic, 0.2 oz.
- **Condiments: \$31.83**
  - Extra-virgin olive oil, 16.9 fl oz; Homann 1,000 Islands salad dressing, 10.6 oz; Kühne mustard, 8.8 oz; sugar, 8.8 oz; Heinz tomato ketchup, 8.5 fl oz; sea salt, 7.1 oz; lard, 4.4 oz, for frying; powdered sugar, 4.4 oz; LÄTTA margarine, low fat, 4.4 oz; paprika, 3.5 oz; black peppercorns, 1.8 oz; balsamic vinegar, 1.7 fl oz; oregano, 0.2 oz; Bourbon vanilla bean, 1.
- **Snacks & Desserts: \$14.56**
  - Chocolate, assorted, 1.1 lb; stollen (a buttery German cake), 1.1 lb; pistachios, 10.6 oz; cinnamon rolls
- **Prepared Food: \$66.78**
  - Dr. Oetker pizza, frozen, 2.5 lb; Knorr tortelloni, frozen, 2 lb; vegetables in butter, frozen, 2 lb; Erbsen-Eintopf pea soup, canned, 27.1 fl oz; Bertolli tomato, garlic, and pecorino cheese pasta sauce, 13.5 fl oz; olives with almonds, 10 oz; dried tomatoes in olive oil, 8.6 oz; instant soup, 7.1 oz; vegetable stock, 6 tablespoons. Cafeteria meals, five days a week: Finn at school, pizza or spaghetti; Kjell eats lunch at home (already listed); Jörg at work, green salad, meat salad, rouladen with potatoes and vegetables, spinach with potatoes and sausage, chili con carne. Susanne eats yogurt at work.
- **Beverages: \$70.17**
  - Jakobus soda water, 12 25.4-fl -oz bottles; Erdinger beer, alcoholfree, 10 16.9-fl -oz bottles; Frucht-Oase multi vitamin fruit juice, 4 1.1-qt cartons; Einbecker Ur-Bock beer, 10 11.1-fl -oz bottles; Quinta Hinojal red wine, 4 25.4-fl -oz bottles; Flensburger malt beer, 8 11.2-fl -oz bottles; Frucht-Oase multi vitamin orange juice, 2 1.1-qt cartons; cocoa powder, 14.1 oz; Lavazza espresso, 8.8 oz; fruit tea, 7.1 oz; black tea, 25 teabags; tap water, for cooking and drinking.
- **Miscellaneous: \$91.01**
  - Centrum vitamins, 7 pills, taken by Susanne daily. Vitamins and supplements taken by Susanne and children: Herbalife products: Formula 1, powder, 7.3 oz; AloeMAX, 2 fl oz; Formula 2, 45 pills; vitamin B, 45 pills; Formula 3, 23 pills; Formula 4, 23 pills; Herba-Lifeline, 23 pills; Coenzyme Q10 Plus, 8 pills.
- **Food Expenditure for One Week: 375.39 euros/\$500.07**



The Revis family in the kitchen of their home in suburban Raleigh, N.C., with a week's worth of food. © 2005 Peter Menzel from 'Hungry Planet: What the World Eats' USA: The Revises of North Carolina

- **Grains & Other Starchy Foods: \$17.92**
  - Red potatoes, 2.3 lb; Natures Own bread, sliced, 1 loaf; Trix cereal, 1.5 lb; Mueller fettuccini, 1 lb; Mueller spaghetti, 1 lb; Uncle Ben's Original white rice, 1 lb; Flatout flatbread wraps, 14 oz; New York Original Texas garlic toast, 11.3 oz; Harris Teeter (store brand) Flaky Brown-n-Serve dinner
- **Dairy: \$14.51**
  - Harris Teeter milk, 1 gal; Kraft cheese, shredded, 8 oz; Kraft sharp Cheddar cheese, sliced, 8 oz; Kraft Swiss cheese, sliced, 8 oz; Kraft Cheese, 6 oz; Kraft Parmesan cheese, 3 oz; Harris Teeter butter, 2 oz.
- **Meat, Fish & Eggs: \$54.92**
  - Harris Teeter beef, pot roast, 2.5 lb; Harris Teeter pork chops, 1.9 lb; Harris Teeter chicken drumsticks, 1.7 lb; eggs, 12; Harris Teeter chicken wings, 1.5 lb; Armour Italian-style meat balls, 1 lb; Gwaltney bacon, Virginia-cured with brown sugar, 1 lb; Harris Teeter ground turkey, 1 lb; shrimp, ‡ 1 lb; StarKist tuna, canned, 12 oz; honey-baked ham, sliced, 9 oz; smoked turkey, sliced, 7.8 oz.
- **Fruits, Vegetables & Nuts: \$41.07**
  - Dole yellow bananas, 2.9 lb; red seedless grapes, 2.4 lb; green seedless grapes, 2.2 lb; Birds Eye baby broccoli, frozen, 4 lb; yellow onions, 3 lb; Green Giant corn, canned, 1.9 lb; Green Giant green beans, canned, 1.8 lb; Bush's vegetarian baked beans, 1.8 lb; cucumbers, 1.4 lb; Harris Teeter tomatoes, 1.2 lb; Del Monte whole leaf spinach, 13.5 oz; garden salad, 10 oz; Italian salad, 8.8 oz; pickled mushrooms
- **Condiments: \$12.51**
  - White sugar, 1.6 lb; Ruffles ranch dip, 11 oz; vegetable oil, 6 fl oz; Nestle Coffee-Mate, 6 fl oz; Food Lion garlic salt, 5.3 oz; Hellmann's mayonnaise, 4 oz; Newman's Own salad dressing, 4 oz; Jiffy peanut butter, ‡ 3 oz; black pepper, 2 oz; Harris Teeter Original yellow mustard, 2 oz; Heinz ketchup, 2 oz; salt, 2 oz; Colonial Kitchen meat tenderizer, 1 oz; Durkee celery seed, 1 oz; Encore garlic powder, 1 oz.
- **Snacks & Desserts: \$21.27**
  - Mott's applesauce, 1.5 lb; Munchies Classic mix, 15.5 oz; Kellogg's yogurt-flavored pop tarts, ‡ 14.7 oz; Orville Redenbacher's popcorn, 9 oz; Harris Teeter sunflower seeds, 7.3 oz; Lays Classic potato chips, 5.5 oz; Lays Wavy potato chips, 5.5 oz; Del Monte fruit in cherry gel, 4.5 oz; Extra chewing gum, 3 pks; Snickers candy bar, 2.1 oz; M&M's peanut candy, 1.7 oz.
- **Prepared Food: \$24.27**
  - Bertolli portobello alfredo sauce, 1 lb; Ragu spaghetti sauce, chunky mushroom and bell peppers, 1 lb; Maruchan shrimp flavored ramen, 15 oz; California sushi rolls, 14 oz; Campbell's cream of celery soup, 10.8 oz; Hot Pockets, jalapeño, steak & cheese, 9 oz; shrimp sushi rolls, 7 oz.
- **Fast Food: \$71.61**
  - McDonalds: 10-pc chicken McNuggets, large fries, large Coca-Cola, Filet-o-Fish meal; Taco Bell: 4 nachos Bell Grande, 2 soft tacos, taco supreme, taco pizza, taco, bean burrito, large lemonade; Burger King: double cheeseburger, onion rings, large Coca-Cola; KFC: 2-pc chicken with mashed potatoes, large Coca-Cola; Subway: 6-inch wheat veggie sub, 6-inch wheat seafood crab sub; Milano's Pizzeria: 2 large pizzas
- **Restaurants: \$6.15**
  - China Market: shrimp fried rice, 2 orders; large fruit punch.
- **Beverages: \$77.75**
  - bottled water, 2 gal; Harris Teeter cranberry-apple juice cocktail, 4 2-qt bottles; diet Coca-Cola, 12 12-fl -oz cans; A&W cream soda, 2 2.1-qt bottles; 7UP, 6 16.9- fl -oz bottles; Harris Teeter cranberry-raspberry juice cocktail, 2 2-qt bottles; Harris Teeter ruby grapefruit juice cocktail, 2 2-qt bottles; Capri Sun, 10 6.8-fl -oz pkgs; soda, 5 12-fl -oz cans, Gatorade, 16 fl oz; Powerade, 16 fl oz; Snapple, Go Bananas juice drink, 16 fl oz; Maxwell House instant coffee, 1.5 oz; Kool-Aid, black cherry, 0.5 oz; breakfast tea, 5 teabags;
- **Food Expenditure for One Week: \$341.98**





The Hong family in the living room of their one-bedroom apartment in Beijing, with a week's worth of food. © 2005 Peter Menzel from 'Hungry Planet: What the World Eats')

- **China: The Hongs of Beijing**
- **Grains & Other Starchy Foods: \$6.52**
  - Xiaozhan rice (a type of rice grown in China), 11 lb; white bread, 2 loaves; French bread, 2 baguettes.
- **Dairy: \$26.29**
  - Bright yogurt, plain, 2.1 qt; Bright milk, whole, 1.1 qt; Haagen-Dazs ice cream, assorted flavors, 11.4 oz; butter, unsalted, 7.1 oz; Haagen-Dazs vanilla ice cream, 5.5 oz; Haagen-Dazs vanilla almond ice cream, 3 oz.
- **Meat, Fish & Eggs: \$26.97**
  - Flatfish, 3 lb; beef flank, 2.4 lb; pigs feet, 1.8 lb; beef shank, 1.3 lb; chicken wings, 1.3 lb; eggs, 9; beef, marinated in soy sauce, 1 lb; salmon, fresh, 9.8 oz; pigs elbows, 8.6 oz; sausage links, 7 oz; sirloin steak, 5.3 oz.
- **Fruits, Vegetables & Nuts: \$16.45**
  - Cantaloupe, 6 lb; oranges, 4.2 lb; firedrake fruit (sweet flavored cactus fruit), 2.3 lb; lemons, 1.5 lb; plums, 1.1 lb; tomatoes, 2.4 lb; cucumbers, 2.3 lb; cauliflower, 1 head; celery, 1.4 lb; carrots, 1 lb; taro, 13.8 oz; cherry tomatoes, 13.4 oz; long beans, 10.6 oz; white onions, 10.6 oz; shiitake mushrooms, dried, 8.8 oz; shiitake mushrooms, fresh, 5.6 oz; black fungus (agaric), 3.5 oz.
- **Condiments: \$17.26**
  - Luhua peanut oil, 1.1 qt; Hijoblanca olive oil, 16.9 fl oz; soy bean juice, 16.9 fl oz; orange jam, 12 oz; hot pepper sauce, 9.7 oz; salad dressing, 7.1 oz; white sugar, 7.1 oz; Maxwell House coffee creamer, 6.7 oz; sesame oil, 6.8 fl oz; BB sweet hot sauce, 5.6 oz; citron day lily, 5.3 oz, dried flower bud is used for flavoring; honey, 5.3 oz; vinegar, 5.3 fl oz, eaten with boiled dumplings; pepper paste, 3.5 oz; sour cowpea (blackeyed peas), preserved, 3.5 oz; seafood sauce, 3.4 fl oz; Knorr chicken-flavored MSG, 1.8 oz; MSG, 1.8 oz; salt, 1.8 oz; curry powder, 0.4 oz.
- **Snacks & Desserts: \$17.70**
  - Snack chips, 7 bags; Ferrero Rocher chocolates, 14.1 oz; Xylitol gum, 1 bottle; Dove chocolate, 8.5 oz lb; Xylitol blueberry gum, 3 pk; Xylitol gum, 3 pk.
- **Prepared Food: \$6.12**
  - Sushi rolls, packaged, 1.1 lb; eel strips, baked, 8.2 oz; Knorr chicken bouillon, 0.7 oz.
- **Fast Food: \$9.17**
  - KFC: 2 chicken hamburgers, 2 chicken burritos; 4 Coca-Cola; 2 pkgs french fries.
- **Beverages: \$27.95**
  - Grapefruit juice, 2.1 gal; Asahi beer, 6 12-fl -oz cans; Bright orange juice, 2.1 qt; Tongyi orange juice drink, 2.1 qt; Coca-Cola, 3 12-fl -oz cans; Great Wall dry red wine, 25.4 fl oz; diet Coca-Cola, 12 fl oz; Jinliufu rice wine, 8.5 fl oz; Nescafe instant coffee, 3.5 oz; tap water, boiled for drinking and cooking.
- **Miscellaneous: \$0.63**
  - Zhongnanhai cigarettes, 1 pk.
- **Food Expenditure for One Week: 1,233.76 yuan/\$155.06 USD**



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Student Advocacy Project: Choose Your Issue  
The Four Pillars of AgEd & Advocacy**

<p><i>Each pillar becomes dynamic and fully alive through advocacy. The future of agriculture needs the ideas, actions, and experiences of young people.</i></p>			
Food Education	Growth for All	Environmental Action	Common Ground
<p>Agriculture is a defining facet of our food systems; it promotes informed decision making for healthy futures.</p>	<p>Agriculture is a changing industry ripe for innovation with a wide range of careers that provide economic pathways for individuals and communities.</p>	<p>Agriculture is both a cause and a solution for climate change that requires social, scientific, and community driven action.</p>	<p>Agriculture is an entry point for thinkers of all backgrounds to come together and bridge urban &amp; rural divides.</p>

**Group Brainstorm: What challenges or issues exist within agriculture that we are interested in exploring?**

Once your brainstorm is finished, as a group, choose ONE topic to focus on. You may do this any way you choose (vote, discussion, debate, etc.) but every member must agree before you can move forward.

**Issue/Topic:** \_\_\_\_\_





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# Student Advocacy Project: Plan Your Project

## Group Members:

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Issue/Topic: \_\_\_\_\_

Guidelines: As a group, discuss the following before starting

### Step 1: Work together

- What are our group rules or expectations?
- How do we want to work together on this project?
- What skills are we each bringing to the group for this project?

### Step 2: Learn more about our issue

- What do we already know about our issue? What information do we need to learn about this issue?
- Why is it important to us?
- What questions do we have?
- How do we want to divide our research and work?

### Step 3: Define our solutions

- What are strategies we can use to confront this issue?
- What changes can we make as individuals as a solution to this issue?
- What changes can we make as a community as a solution to this issue?
- What do we need to advocate for change?

### Step 4: Advocate

- How do we want to present our solutions?
- Who do we want to be our target audience?
- What information do we need to share? How will we get people invested in our solution?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# PILOT LIGHT

## Planning an Advocacy Project

After you set your norms, then choose your topic... *What comes next?*

### Brainstorm

*Suggestions:* Set a timer for brainstorming time; have at least 1 notetaker.

What are all our ideas? \_\_\_\_\_

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What tasks and work are associated with this? \_\_\_\_\_

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### Prioritize

*Suggestions:* Focus on the top 3 tasks instead of trying to get everything in order. Group non-urgent tasks for a later time and schedule for your main priorities first!

What are the most important tasks and work? \_\_\_\_\_

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What is time sensitive? \_\_\_\_\_

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(flip over for side 2)





## Delegate

*Suggestions:* Split up work based on people's strengths and make sure the workload is equal. Be VERY specific about what the group's expectations are for completed tasks.

Who is in charge of what tasks? \_\_\_\_\_

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What role do we each play? \_\_\_\_\_

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## Synthesize

*Suggestions:* Take a moment to share and give feedback on everyone's tasks and work. Set a timer for each person's share out and their feedback time to get through everything. Then identify what you need next—repeat the process!

How do all our pieces fit together? \_\_\_\_\_

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What help or resources do we need? \_\_\_\_\_

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Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Agriculture Advocacy Student Worksheet

Instructions: In this worksheet, you will explore agriculture-related issues and develop advocacy strategies to raise awareness about sustainable farming practices. Work with your group members to complete the following tasks.

**Group Name/ Members:**

**Chosen Agricultural Issue:**

**Research Phase:**

1. Describe the chosen agricultural issue in your own words (What are the key factors contributing to this issue? How does it impact the environment, local communities, and global food systems?)

2. Data and Facts (Gather data and statistics related to your chosen issue. Use reputable sources to support your research)





3. Local Impact (Investigate how this agricultural issue affects your local community. Are there any specific examples or case studies you can find?)

4. Global Impact (Explore the global implications of this issue. Identify any regions or countries that are particularly affected)

**Proposed Solutions:**

1. Brainstorming: List at least three potential solutions or sustainable practices that could address the chosen agricultural issue.



2. Advantages and Disadvantages (Analyze the pros and cons of each proposed solution. Consider the feasibility, cost-effectiveness, and potential challenges of implementation)

3. Ideal Solution (Choose one solution from your list that your group believes to be the most effective and feasible. Explain why you selected this solution over the others)

**Advocacy Materials:**

1. Material Creation (Decide on the type of advocacy material your group will create (e.g., poster, infographic, flyer). Describe the main message you want to convey through this material)





2. Design and Content (Outline the key points and visuals that will be included in your advocacy material. Ensure that the content is clear, concise, and visually appealing)

**Presentation: See further guidelines below.**

1. Presentation Structure (Plan the structure of your group's presentation. Include an introduction to the issue, your research findings, proposed solution, and advocacy material)



**Reflection:**

1. What have you learned about the importance of agriculture advocacy and sustainable farming practices through this project?
2. How do you think your advocacy efforts can impact your community and the environment?
3. How can you continue to support sustainable agriculture beyond this project?

	Excellent	Acceptable	Basic	Not Complete
<b>Claim</b> - An assertion that something is true	Makes a claim that is sufficient to answer the question <b>and</b> is coherent.	Makes a claim that is sufficient to answer the question <b>or</b> is coherent	Makes a claim but it is not sufficient or coherent enough to answer the question	Does not attempt to make a claim.
<b>Evidence</b> - Support for your claim	Sufficient evidence is provided to support the claim <b>and</b> it is coherently presented	Sufficient evidence is provided to support the claim <b>or</b> it is coherently presented	Evidence is provided to support the claim but it is not sufficient <b>or</b> coherently presented	No evidence is provided to support the claim
<b>Reasoning</b> - Explain how/why your evidence supports your claim and conclude the argument	Includes all of the following: <input type="checkbox"/> Describes how the cited evidence defends the claim <input type="checkbox"/> Concludes the argument in a logical way <input type="checkbox"/> Reader feels compelled to accept your argument	Includes two of the following: <input type="checkbox"/> Describes how the cited evidence defends the claim <input type="checkbox"/> Concludes the argument in a logical way <input type="checkbox"/> Reader feels compelled to accept your argument	Includes one of the following: <input type="checkbox"/> Describes how the cited evidence defends the claim <input type="checkbox"/> Concludes the argument in a logical way <input type="checkbox"/> Reader feels compelled to accept your argument	Includes none of the following: <input type="checkbox"/> Describes how the cited evidence defends the claim <input type="checkbox"/> Concludes the argument in a logical way <input type="checkbox"/> Reader feels compelled to accept your argument



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Agriculture Advocacy Student Worksheet - Presentation Guidelines**

**Instructions**

You will develop and share a brief PowerPoint, poster, video presentation, flier, or other media (with approval) for your class describing the following key points (each of which should be a separate slide/section). Include visuals and quotations whenever possible.

1. What agricultural issue are you addressing? Why is this issue important to you?
2. How does this issue affect you and your community?
3. Explain the details of your agricultural advocacy project, distinguishing actions related to each level of the advocacy continuum.
  - a. What did you develop and implement?
  - b. Who was your priority population? With whom did you collaborate?
  - c. How does your project impact the community?
4. Describe three aspects of your project that were most successful.
5. Describe three aspects of your project that you found most challenging or that you would do differently next time.
6. Suggest how your classmates, school, and/or community can become involved in this issue to further improve the health of your community.

**Grading Rubric for Agricultural Advocacy Presentation**

	5	4	3	2	1
<b>Content</b>	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
<b>Mechanics</b>	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling and or grammar errors. Text is copied.
<b>Presentation Skills</b>	Well rehearsed. No pronunciation errors or other mistakes. All students involved equally.	General level of rehearsal. Few pronunciation errors or other mistakes. Most students involved equally.	Acceptable level of rehearsal. Some pronunciation errors or other mistakes. All students involved but parts are not equal.	Low level of rehearsal. Numerous pronunciation errors or other mistakes. Most students involved but parts are not equal.	No rehearsal indicated. Too many pronunciation errors or other mistakes. Not all students involved.





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### **Agriculture Advocacy Student Worksheet - Next Steps**

## Instructions

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It is important to consider what other steps can be taken to increase awareness about, sustain progress for, and/or expand your initial agricultural advocacy project. Thus, you will now draft a proposal that explains how you could accomplish the project long-term, if resources were available. This type of proposal could be presented at an open session at a school board or city council meeting, when council members or school administrators hear ideas from, and often act upon, suggestions from the school and community.

Your proposal that recommends next steps should address the following main points:

1. What agricultural issue are you addressing? Why is this issue important to you? How does this issue affect your community?
2. Briefly explain what you accomplished in your advocacy project (e.g., volunteer activity corresponding to service level: starting a vegetable garden at your school).
3. Suggest what additional resources (e.g., time, personnel, and financial) and action are needed to further your work to best enhance the community. Suggest how the school board or city council can assist in this effort (e.g., policy level at the activism level: expanding the school garden concept to other schools in your district and incorporating healthy eating at school and school events as part of the schools' wellness policies).
4. How will your proposed health advocacy project benefit the community?