

Children's Aid Society: Food Justice Program

Food Justice Program Curriculum: Part 1

Theme	Essential Questions	Activity	Recipe	Vocab
Lesson 1.1: Food Justice and Advocacy Intro	- What is food justice? - What is advocacy?	- Food Justice Spider Map - Advocacy presentation	3 sisters salsa	<ul style="list-style-type: none"> ▪ Advocacy ▪ Boycott ▪ Coalition ▪ Petition
Lesson 1.2: Healthy Images	- What makes a person healthy? - How do various factors, such as the media and culture, impact our understanding of health?	- Collage - Group creates their own definition of healthy	Veggie Pita Pizza	<ul style="list-style-type: none"> ▪ Standard ▪ Stereotype
Lesson 1.3 Healthy Food	-What does a healthy diet look like? -How do you decide if a food is healthy or unhealthy? -Why does healthy eating matter?	- Label reading exercise: Comparing ingredient lists. - continue to evolve definition of healthy and food justice	Chicken Avocado Sandwich	<ul style="list-style-type: none"> ▪ Food additives ▪ Processed food ▪ Whole foods ▪ Diet-related disease
Lesson 1.4: Meet Meat	- What is the difference between factory farmed and humanely raised animals? - How does factory farming impact human and environmental health?	- Video Clips	Beef Stew	<ul style="list-style-type: none"> ▪ Factory Farm ▪ Humanely Raised ▪ Animal Ethics ▪ Grass Fed
Lesson 1.5: Community Health and Diabetes	-What is Type 2 diabetes? -What is community health and how is it a food justice issue? -What communities are most impacted by Type 2 diabetes? -Why are these communities more affected? -What is the link between diet and health?	- Sugar Measuring: including how much sugar is in a popular product - Looking at charts of diabetes in 2-3 neighborhoods	Fruit and yogurt parfaits or smoothies	<ul style="list-style-type: none"> ▪ Type 2 diabetes ▪ Immune system ▪ Diet-related diseases

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<p>Lesson 1.6: Advertising and Label reading</p>	<p>-How do marketing and nutrition labels impact our food choices? -Why and how do food companies market their products? -Do labels and advertisements always tell the truth about nutrition information, or can they be misleading? -How should food marketing be regulated, if at all? -Should food companies be allowed to market products to children?</p>	<p>- Examine Advertising - Label Reading exercise</p>	<p>Whole grain fruit or veggie muffins</p>	<ul style="list-style-type: none"> ▪ Nutrition label ▪ Advertising
<p>Lesson 1.7: Food Systems</p>	<p>-What roles exist in various food systems? -What are major differences between the three food systems we address? -What are the costs and benefits of each system? -What's missing in the existing food systems? -Where do we see food justice issues in each food system?</p>	<p>-Put together food systems puzzles</p>	<p>Fast, healthy snacks.</p>	<ul style="list-style-type: none"> ▪ Food system ▪ Input ▪ Output ▪ Actor
<p>Lesson 1.8: Advocacy/ Costs of Food Continued</p>	<p>-What are some forms of advocacy? -How can I be an advocate? -What is the food justice issue in the film and how does it fit into the food system?</p>	<p>-Watch a film on a food-justice related issue and discuss steps to advocating for this issue or others.</p>		<ul style="list-style-type: none"> • Advocacy • Food Insecurity • Labor • Food System
<p>Lesson 1.9: Review and Jeopardy</p>	<p>-What is food justice? -Why is it important for us to study food justice?</p>	<p>Food Justice jeopardy!</p>	<p>Quesadillas</p>	<ul style="list-style-type: none"> ▪ Food justice

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There are two trips that are important to this part of the curriculum. They should happen early on, but can technically be inserted wherever and should be accompanied by discussion and clear connections to the food justice curriculum.

Theme	Essential Questions	Activity	Recipe	Vocab
Farmer's market trip	-What does it mean to eat locally and seasonally grown foods? -What kinds of vegetables are grown near NYC? What kind are not?	Visit a farmer's market (preferably in the neighborhood!), explore and talk to farmers.	Have students use health bucks to buy produce and buy cider for all to share.	<ul style="list-style-type: none"> • Seasonal • Local
Farm trip	-How do different fruits and vegetables look when they are growing? -What does it mean if a farm is organic?	Visit a farm within a 100 mile radius and spend the day with the farmers.	Bring sandwiches and other snacks – try to get snacks from the farm as well!	<ul style="list-style-type: none"> • Pesticide/herbicide • Fertilizer • Compost • GMO

Lesson 1.1: Food Justice

Learning Objectives:

By the end of this lesson students will be able to:

- Articulate the definition of food justice and advocacy and identify issues of food justice around in the US and around the world.
- Articulate class norms and guideline
- Cite some examples of advocacy

Essential Questions:

- What is Food Justice?
- What is advocacy?

Materials Needed:

- Board or pad to write on/chalk or markers to write with
- Index cards
- Ingredients and material for food prep, see attached recipes

Vocabulary:

Advocacy: Active support of a cause, and taking action to make a change for the cause.

Boycott: To boycott is to not use or buy a product or service in order to show support for a cause

Coalition: A group that forms for a specific purpose or cause

Petition: A formal written request to a superior by a number of people for a specific purpose

Recipe:

3 sisters salsa

I. Icebreaker: Name Cross-Sticks (10 min)

- Give students a minute to come up with cross-sticks for their name. You can make up one for your own as an example.
 Ex. **N:** Nice
 A: Adventurous
 M: Musical
 E: Eccentric
- Ask for a volunteer to share the story of their name with the group. As they share the rest of the room mimics his/her movements, gestures, and facial expressions (not repeating the words). Go around in a circle and have everyone share.

II. Rules of Engagement Agreement (5 min)

- Have the following Rules of Engagement written on the chart paper:
 - **One Mic Rule:** only one person speaks at a time
 - **Golden Rule:** treat each other, the teacher and any guest or host with respect, in other words – treat others how you would want to be treated
 - **Open Mind:** be open to learning new concepts, trying new foods and having new experiences
 - If someone breaks any of these norms/rules they will be asked to step outside of the class
- Ask a volunteer to read the list aloud and then ask students to suggest more ideas for the list.
- Prompt: What will make the classroom a good place for them to learn?
- Get them to sign their names on the bottom of the list and have this list posted in the classroom.

III. Essential Questions Part 1 (20 min)

- *Explain that this program is going to be about digging deeper and discovering all the ways food impacts our*

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lives, beginning with how it's grown on farms, to how it impacts our health. By the end of this program they will be experts on food and know more about food than most adults, including their teachers! And that it will also be a program that focuses on leadership development and community service, and that we'll talk more about that later.

- The name of this program is called Food Justice. Ask students: What is Food Justice? Have they ever heard that term before?
- Take the sheets of paper with the words FOOD and JUSTICE written on them and bring them front and center. Ask for a volunteer to write on the paper. Start with FOOD – ask the students to go deeper – what words come to mind when they see the word food? Have the volunteer spider-map their responses. Do the same for JUSTICE.
- Now ask the students to bring the two concepts together and come up a definition of Food Justice.
- Have a volunteer write the definition(s) on the board or on chart paper. If the students need help understanding the definition, use the example definition and break it into parts. Read each section aloud and discuss as a group, and then put it all together.

Ex. Of definition of Food Justice: healthy and nourishing food that is accessible to all; everyone gets enough and has choice; no harm is caused to the earth or people involved in the production/distribution of it.

IV. Knife and Kitchen Safety (10 min)

- Now its time to cook! Before cooking with students you must go over the knife and kitchen rules with everyone.
- Have the kitchen and knife rules posted in the classroom. Start with the kitchen rules, explain, demonstrate and discuss each rule. **Solicit students' participation by posing questions and inviting their input.** For example, with the rule "Never use impolite words to talk about food," ask students to provide examples of "impolite" words, and ask them why this rule is an important one for a cooking program (or in life). With the rule on cross-contamination, demonstrate what cross-contamination looks like with a real knife, cutting board and food.
- After you've gone through kitchen rules, move to the Knife Rules and, again, discuss and demonstrate each one.

V. Food Prep! (20 min)

3 Sisters Salsa, see attached recipe

VI. Essential Questions Discussion: What is advocacy? (20 min)

- While the students snack, split the class into three groups. Go back to the definition of Food Justice and break this down in to specific issues.
- Ask the class if they can think of any issues surrounding nourishing food, access to food, labor, and environmental impact of food production. Ask the class what they hope to learn in this class.
- Once you feel that the class generally grasps the concept of food justice, briefly introduce activism and advocacy. Share an example of advocacy with the class, and break down how this is an example.
- Ask the students to come up with a definition for advocacy, and compare against dictionary definition. Write down definition next to food justice definition on the board.
- What are some examples of advocacy that they can think of? (In their own lives or other people and groups)
- Tell the students that this year they will become food justice advocates. What do they think this means?

***Option for engaging the group:** have a long piece of butcher paper and have the students begin to decorate the paper by labeling it as the Food Justice drawing board. The definitions of food justice and advocacy can be on the paper, and class can decide how to organize it: by topic or by date. If by date, students can write down what they learn each class. If by topic, students can organize by issues and definitions. Get the class to be creative and collaborate on the design!

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VII. Closing Circle Reflection: (5 min)

- Go around in a circle and share any talents that you have – explain to the class that these will be important later in the year when you embark on a food justice community project!

VIII. Food Fighters Challenge: (1 min)

- Before leaving give each student a handout with the recipe and vocab words as well as the food fighters challenge for the week.

Kitchen Rules

1. Observe all **Knife Rules**.
2. **Never use impolite words** (such as nasty, eww or disgusting) when talking about food.
3. Maintain **personal hygiene**:
 - Make sure long hair is tied back and you are wearing a clean apron.
 - Keep your hands clean *at all times*. Wash hands before touching food and after they are soiled (touching hair or face, sneezing, and/or using the bathroom, etc...)
4. To **avoid cross contamination**, be sure to sanitize your hands, work surface and knife after touching meat, fish or eggs.
5. Be **respectful** of everyone's individual space and job.
6. **Call out clearly** where you are: "Behind you!" "To your left!" Say "HOT" loudly if you are carrying something hot.
7. Everyone cleans up!
 - **Keep your work area and cutting board clean** and organized at all times.
 - Keep a **garbage bowl** nearby so you can clean up as you go.
 - **Wipe up spills** when they happen.
 - **Put away ingredients** and equipment as you use them so you have more space to work.
 - **Never leave a knife in the sink** – place it in a bucket or in a spot alongside the sink. Use a clean kitchen towel to dry equipment before putting it away.
 - **Let hot pots, skillets and baking dishes cool** completely before cleaning. Let them cool on the stove or cooling rack with a pot holder on the handle (which will let others know they are hot) before moving them to the sink.

Knife Rules

1. Using a knife in this class is a serious responsibility and a privilege. Because knives can be very dangerous, NO exceptions to the knife rules will be made. You will lose your knife privileges *immediately* if any serious violations of the rules occur.
2. Never play with a knife. Never use a knife for anything except for cutting food (for example: do not open cans with it).
3. Always use the "claw" grip when cutting. Cut slowly and carefully with your eyes focused on your work.
4. Use a knife only on a cutting board (never on metal or any other surface). Not only will you ruin a surface but you will dull your knife and increase the risk of cuts and other accidents.
5. Always hold a knife by the handle, never by the blade.
6. When passing a knife to someone, place it down on the table with the handle facing the other person and let him or her pick it up by the handle.
7. Avoid walking with a knife. If you absolutely must, carry it firmly by the handle with the point facing down and the cutting edge towards the back.
8. If a knife falls, let it drop and stand back. Do not try to catch it.
9. Never put a knife in the sink. Always place it beside the sink in an area where others can see them and avoid being cut.
10. When drying a knife, always keep the sharp edge away from your hand.
11. If you cut yourself, put down the knife and immediately tell an adult.

Knife Skills

It is important to cut your vegetables, fruits and meats to the right size in order to ensure:

1. Presentation

Cutting vegetables the same size makes a dish look beautiful and makes for a better presentation when it is served.

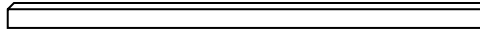
2. Uniform cooking times

Smaller pieces take less time to cook than larger pieces of vegetables. If you cut vegetables into different sizes and shapes, you will either overcook the smaller pieces in order for the bigger pieces to be done or you will cook the smaller pieces and the bigger pieces will be undercooked. When you cut vegetables to the same size, you can be sure that your food will be evenly cooked.

BASIC KNIFE CUTS

JULIENNE

$1/8$ " x $1/8$ " x $2\frac{1}{2}$ - 3"



BRUNNOISE

$1/8$ " x $1/8$ " x $1/8$ "



FINE JULIENNE

$1/16$ " x $1/16$ " x $2\frac{1}{2}$ - 3"



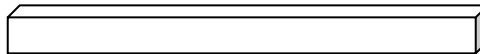
FINE BRUNNOISE

$1/16$ " x $1/16$ " x $1/16$ "



BATONNET

$1/4$ " x $1/4$ " x $2\frac{1}{2}$ - 3"



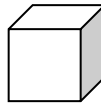
SMALL DICE

$1/4$ " x $1/4$ " x $1/4$ "



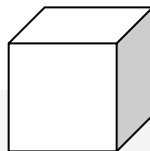
MEDIUM DICE

$1/2$ " x $1/2$ " x $1/2$ "



LARGE DICE

$3/4$ " x $3/4$ " x $3/4$ "

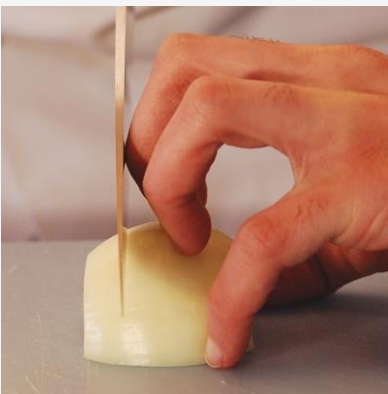


How To Hold a Knife Correctly



Your thumb should grip the knife around the bottom of the blade, with your hand wrapped around the knife. While this may take some time getting used to, by holding the knife this way you will gain extra control over the blade which will ensure more accurate cuts and fewer accidents.

The "CLAW" Grip



Secure the Food With the Guiding Hand

Photo © Danilo Alfaro

Your non-knife hand is called your "guiding hand," and its job is to hold the food to keep it from sliding around on the cutting board. This puts it in a uniquely dangerous position. With the knife blade flying up and down, you need to keep those fingertips tucked safely away, while still being able to firmly hold the food.

The grip shown here is called the "claw grip" and as you can see, by keeping the fingers curled inward and gripping the food with the fingernails, the fingers stay out of harm's way. The side of the knife blade actually rests against the first knuckle of the guiding hand, which helps keep the blade perpendicular to the cutting board.

Three Sisters Salsa

Yields 24-30 servings ($\frac{1}{4}$ cup serving size) for snack

Ingredients

1 (15-ounce) can black beans, drained, rinsed, and drained again
2 ears fresh sweet corn on the cob
4 medium tomatoes
1 medium zucchini
 $\frac{1}{2}$ bunch fresh cilantro
Juice of 2-3 limes
3 tablespoons extra virgin olive oil
Salt and freshly ground pepper
Optional: 1-2 teaspoons chili powder

Procedure

1. Husk corn and shave or cut raw kernels off the cob.
2. Cut tomatoes and zucchini into very small dice.
3. Wash and pluck cilantro leaves off stem. Discard stems and tear or cut leaves into small pieces.
4. Combine beans, vegetables, cilantro and olive oil in one large bowl.
5. Add lime juice, chili powder, salt, and pepper to taste.
6. Serve immediately with baked chips or let sit in refrigerator for 30 minutes to let flavors develop.

Lesson 1.2: What is Healthy?

Learning Objectives:

- By the end of this lesson students will be able to:
- Understand that representations of men's and women's bodies in the media can promote unrealistic body images and ideas of weight and health
- Understand how weight and health intersect
- Articulate behaviors that can help people to maintain a healthy lifestyle
- Connect body image to the "healthful and nourishing food" element of the food justice definition.

Essential Questions:

- What makes a person healthy?
- How do various factors, such as the media and culture, impact our understanding of health?

Materials Needed:

- Magazines, scissors, tape
- Healthy and unhealthy images
- Poster board
- Ingredients and material for recipe

Vocabulary:

- **Standard:** level of quality accepted as norm
- **Stereotype:** an oversimplified image of a person or group
- **Healthy:** (kids come up with their own definition; can include physical, emotional, spiritual well-being)

Recipe: English muffin Pizza

I. Icebreaker: Graffiti Wall (10 min)

- Tape photos that demonstrate physical, spiritual, emotional, and mental health and well-being – and photos that demonstrate unhealthy images, to chart paper around the room. Make sure the photos reflect diverse concepts of health – that there are people of color represented, not all images are super skinny or eating salad, etc.
- Give students a marker and ask them to go around and write on the paper underneath the photo the first thing that comes to mind in reference when they see the photo.
- Explain the guidelines for a Graffiti Wall Exercise:
 - No responding to what others have written – no writing notes to each other
 - Use only classroom-appropriate words
- Once kids are back in their seats, ask them to share which photo stuck out to them the most and why.

II. Quick Question Review (5 min)

- Last week: What is food justice? What is advocacy?
- This week: What makes a person healthy? How do various factors, such as the media and culture, impact our understanding of health?

III. Activity: Cooking (30 min)

English muffin Pizza: recipe attached

IV. Essential Questions Discussion/Activity (45 min)

As pizzas bake and cool down have the following discussion:

- Ask students to close their eyes and imagine the picture of what perfect health looks like. Pass out magazines and have students cut out images that represent what it means to be healthy. Tape/glue the pictures onto a poster board in the front of the room.
- Once the group collage is complete, reflect on the images together.
- Introduce the vocab words standard and stereotype – are these standard/stereotypical images of healthy?
 - How many images are of thin women or muscular men? Young people? Glowing skin and complexion?
 - How many images of people running/exercising in beautiful places?
 - How many people do they know that actually look like that? (Or get to run in the mountains every day?)
 - Is it realistic to think that you're only healthy if you look like this?
 - Why would advertisers want you to think that this is what healthy looks like?

(By presenting an ideal that is difficult to achieve and maintain, the cosmetic and diet industries are assured of growth and profits – What we see on TV and in magazines eventually becomes our standard of reality)

- **Are weight and health the same thing? Ask students:** How many of you know someone who is heavier, but eats very healthy foods? How many of you know someone who is thin, but eats lots of fast food? Is that person healthy? Does being thin mean you are healthy? Larger people are often thought of to be unhealthy because their body types don't fit the ideal image of healthy people. But that's not necessarily true either. **Everyone has an ideal range of weight based on their own bodies, and no two people's bodies are exactly alike.**
- **How do racial/cultural stereotypes affect our image of health?** Do all cultures have the same perfect body ideal? Who's right? Could it be that whether or not a person is healthy can't be determined by appearance or image? That whether or not someone is healthy is determined by what's going on internally, inside the body?
- Give each student a notecard and have them come up with their own definition of health/healthy, not one based on what the media has told them. What are things people **do** to be healthy on the inside? What are healthy behaviors and habits? Have them consider the *physical, emotional* and *spiritual* aspects of health (maybe write physical, emotional, spiritual health on board as a reminder) Have students gather in groups of three to share their definitions of healthy.
- Have each group share the definitions they came up with and point out the commonalities and differences between them.
- Write: *I am healthy because:* on the board and have each student come up and finish the sentence (5 min)

V. Eat/Closing (5 min)

- As students eat their pizzas, lead them in a group reflection. Have them go around in a circle and share: How did today's activity impact you?
- Add anything to the list of food justice issues in community/world to investigate in Community Food Assessment and Community Project!

VI. Food-Fighters Challenge (1 min)

- Before leaving give each student a handout with the recipe and vocab words as well as the food fighters challenge for the week.
- Food Fighter Challenge: practice one of the healthy behaviors they listed in their definition, come prepared to share about it next week

English Muffin PIZZAS

Yields 15 pizzas

Ingredients:

15 whole wheat English muffins

2½ cups homemade tomato sauce (see attached recipe)

2 lbs grated part-skim mozzarella cheese

Salt and pepper

Optional veggie toppings: green peppers, onions, broccoli or other vegetables.

Directions:

1. Preheat oven to 400 degrees F.
2. Arrange English muffins in one layer on sheet trays.
3. Spread 2 generous tablespoons of sauce on each English muffin.
4. If adding optional veggie toppings, add now.
5. Sprinkle each pizza with 2 ounces of grated mozzarella cheese.
6. Season lightly with salt and, if you wish, pepper.
7. Bake English muffins on the bottom rack of oven until edges are browned and cheese is melted and bubbly. Serve immediately.

HOMEMADE TOMATO SAUCE

Makes about 3 cups

Ingredients:

- 2 tablespoons olive oil
- ½ medium onion, finely chopped
- 2 garlic cloves, minced
- 1 medium carrot, peeled and finely grated (use a cheese grater or the shredding blade on a food processor)
- 1 small zucchini, finely grated (use a cheese grater)
- 1 (28 oz.) can crushed tomato
- ½ cup water
- salt and black ground pepper

Directions:

1. In a large pot or saucepan, heat oil over medium high heat. Add onion and sauté until soft, about 5 minutes.
2. Add the garlic and cook for 30 seconds. Then add the carrot, zucchini, and a pinch of salt. Sauté until all the vegetables are soft, about 8 to 10 minutes.
3. Add the tomatoes and water and season with salt and ground pepper. Bring it to a boil and then reduce the heat and let it simmer for 30 to 45 minutes, stirring occasionally until it thickens and the vegetables are very soft. Adjust seasonings and remove from heat.

Lesson 1.3: Healthy Eating

Learning Objectives:

- Define some keys to a healthy diet.
- Explain that reading the ingredients in food is a good way to determine if it's healthy or unhealthy.
- Explain the consequences of not eating a balanced and healthy diet.
- Begin to connect healthful food to the Food Justice definition.

Essential Questions:

- What does a healthy diet look like?
- How do you decide if a food is healthy or unhealthy?
- Why does healthy eating matter?

Materials Needed:

- Whole vs. Processed Food Page (attached)
- Ingredients and material for chicken sandwiches, see attached recipes
- Chart paper and markers

Vocabulary:

- **Food additives:** Substances that are added to food to preserve flavor or enhance its taste and appearance. These include artificial colors, flavors, preservatives, sweeteners, fats, sodium and many others.
- **Processed Food:** Foods that have been altered from their natural state and to which other substances have been added ("additives").
- **Whole Foods:** Food that has not been processed, there are no additives and the nutritional value is intact.
- **Diet-related diseases:** These are diseases that are caused largely by dietary choices and are therefore preventable. Examples are Type 2 diabetes, obesity, cardiovascular disease, high blood pressure and high cholesterol.

Recipe Options: Chicken Avocado Sandwich and Baked Fries

I. Icebreaker: Word Association (5 min)

Starting at one end of the table go down the line, every student says one word associated with the word the previous student says. For example, Student A say "healthy" Student B says "celery" Student C says "green." Try to go down the line several times without pausing between students. Encourage students not to think, just free associate. There are no wrong answers. Start words could be healthy, food, nutrition, etc. but it's okay if the game goes in a different direction (i.e. "green" to "envy").

II. Quick Question Review (5 min)

Last week: What are the stereotypical images of healthy? What is *your* definition of healthy?

Did anyone take on the Food Fighters Challenge and practice the healthy behaviors you came up with?

This week:

- What does a healthy diet look like?
- How do you decide if a food is healthy or unhealthy?
- Why does healthy eating matter?

III. Essential Questions Discussion/Activity (40 min)

Introductory Activity

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- Students will make a “Healthy Food Can Be Delicious” Scale. Ask them to stand up and line up along the wall. One end of the wall represents one extreme: those who think that yes, healthy food can be absolutely delicious! The other end of the wall is the opposite extreme – healthy food is disgusting! Ask them to place themselves anywhere along this spectrum based on their beliefs. Then ask a few of the students in different positions to make the case for why they think healthy food can/cannot be delicious.
- Now ask them to re-organize themselves, answering a different question: “Food in MY culture is healthy/unhealthy.” Healthy is one side of the wall, unhealthy on the other. Again, ask students to share their perspectives with one another.

Defining Healthy Foods

Begin by asking students to consider the questions of the day:

- What does a healthful diet look like?
- How do you decide if a food is healthy or unhealthy?
- Why does healthy eating matter?

Make a spider map of “healthful food.” Work with students’ responses to draw out some of the following conclusions, as well as other important ones that come up.

- **Balance** and **variety** are keys to a healthy diet. This means not eating too much of any one thing—eating junk once in a while could be ok, but all the time it’s not healthy. Eating a variety of foods means that we get a variety of nutrients that our bodies need. In particular, the different colors of fruits and vegetables represent different nutrients, and the deeper and darker the color, the better.
- The cuisines of all cultures have some healthy and some less healthy foods in them—you can absolutely stay true to your culture and eat healthfully.
- If students mention that healthy foods are “natural,” “organic,” “real” or similar words, you can use that as a segue into the next activity: “What’s in a McDonald’s Chicken Sandwich?”

What’s in a McDonald’s Chicken Sandwich?

Explain to students that in today’s class they will make a chicken sandwich and fries, and they will compare their homemade version to a fast food version. Have all the ingredients for the sandwich and fries nearby so you can use them as a reference during the activity.

1. Break students into groups (or do this as a class). Ask them to brainstorm what ingredients go into a homemade chicken sandwich and fries. Chicken, bread, potatoes, oil, salt etc. Record their answers on the flip chart.
2. Next, hand out copies of the ingredient list for McDonald’s chicken sandwiches and fries, and explain that the list comes from the McDonald’s website. Ask students how many of the ingredients are the same as those on their own chicken sandwich list? How many are different? Do they understand all the ingredients? If not, what do they think those ingredients are?
3. Choose a few of the ingredients to explore and, using the attached hand-out, ask students to read some of the definitions of the ingredients out aloud. Emphasize that most of the ingredients are preservatives, synthetic flavors and other additives.
4. Ask students to reflect: What conclusion do you draw from this? Try to draw out the following points:
 - Information on your food is readily available—whenever you buy anything, you can read exactly what’s in that food by reading the ingredients in it. Fast food companies also often have their nutrition information and ingredients online. Knowledge is power.

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- When you cook at home with fresh ingredients, you control what's in your food. Disodium phosphate isn't found in most home pantries....and additives aren't necessary because the food is fresh.
5. End with a conversation about why healthy eating matters and tying it back to diet-related diseases that are prevalent in their families and communities.

IV. Cook (35 min)

Chicken Avocado Sandwich and Baked Fries (put fries in oven early so they have time to cook!)

V. Eat/Closing Circle Reflection (10 min)

- As students eat, lead them in a group reflection. Have them go around in a circle and share, so what? Did today's activity impact them in anyway? Discuss how understanding what is in our food relates is essential to understanding and acting on food justice issues – **to advocate for healthful food in our communities and communities around the world, we have to know what we are advocating for and against!**
- Add anything to the list of food justice issues in community/world to investigate in Community Food Assessment and Community Project!

VI. Food-Fighters Challenge (1 min)

- Before leaving give each student a handout with the recipe and vocab words as well as the food fighters challenge for the week.
- Next time you buy something at the store, first read all the ingredients in it.

McChicken ®:

McChicken Patty, Regular Bun, Mayonnaise Dressing, Lettuce

McChicken® Patty:

Chicken

Water

Salt

sodium phosphates

Breaded with:

Wheat flour

Water

bleached wheat flour

modified food starch

salt

spices

partially hydrogenated soybean and cottonseed oil with mono- and diglycerides

dried egg whites

wheat gluten

paprika

dextrose

leavening (sodium acid pyrophosphate, sodium bicarbonate, monocalcium phosphate, ammonium bicarbonate)

garlic powder

yeast

natural flavor with extractives of paprika.

Breading set in vegetable oil.

Cooked in partially hydrogenated vegetable oils (may contain partially hydrogenated soybean oil and/or partially hydrogenated corn oil and/or partially hydrogenated canola oil and/or cottonseed oil and/or sunflower oil and/or corn oil).

Regular Bun:

Enriched bleached flour (bleached wheat flour, malted barley flour, thiamine, riboflavin, niacin, folic acid, reduced iron)

water

high fructose corn syrup

partially hydrogenated soybean oil

yeast

Contains less than 2 % of each of the following:

salt

calcium sulfate

calcium carbonate

calcium silicate

wheat gluten

soy flour

baking soda

emulsifier (mono- and diglycerides, diacetyl tartaric acid esters of fatty acids, ethanol, sorbitol, polysorbate 20, potassium propionate)

sodium stearyl lactylate

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dough conditioner (corn starch, ammonium chloride, ammonium sulfate, calcium peroxide, ascorbic acid, azodicarbonamide, enzymes)
calcium propionate (preservative)

Mayonnaise Dressing:

Water
soybean oil
egg yolks
distilled vinegar
salt
modified food starch
sugar
modified tapioca starch
mustard flour
xanthan gum
propylene glycol alginate
sodium benzoate as a preservative
lemon juice concentrate
polysorbate 80
calcium disodium EDTA to protect flavor
beta-carotene (for color)

McDonald's French Fries:

Potatoes
vegetable oil (canola oil, hydrogenated soybean oil, natural beef flavor [wheat and milk derivatives]*)
citric acid (preservative)
dextrose
sodium acid pyrophosphate (maintain color)
salt

Prepared in vegetable oil ((may contain one of the following: Canola oil, corn oil, soybean oil, hydrogenated soybean oil with TBHQ and citric acid added to preserve freshness), dimethylpolysiloxane added as an antifoaming agent). *

CONTAINS: WHEAT AND MILK (Natural beef flavor contains hydrolyzed wheat and hydrolyzed milk as starting ingredients).

ADDITIVES

Partially Hydrogenated Vegetable Oils and/or Trans-fat: a type of fat that raises the risk of heart disease. While some trans-fat occurs naturally, most is artificial. Artificial trans-fat is made through a chemical process and can be found in partially hydrogenated vegetable oil. Other foods that contain artificial trans-fat are: margarine, shortenings and frying oils as well as many baked goods, mixes and packaged foods. Trans fat has no known health benefits and is considered dangerous because it increases bad cholesterol and lowers good cholesterol, increasing the body's risk for heart disease.

Ammonium chloride: Used as a dough conditioner and yeast food in breads. If ingested, can cause nausea, vomiting, and acidosis in doses of 0,5 to 1 gram. Lethal as an intramuscular dose in rats.

Ammonium sulfate: Ammonium salt. A yeast food, dough conditioner, and buffer in bakery products. A neutralizer in permanent wave lotions (for hair), and also used industrially in fireproofing fabrics and tanning. Fatal to rats in large doses.

Polysorbate 80: An emulsifier, stabilizer, and humectant. It prevents oil from separating in nondairy products. It is associated with the contaminant 1,4 dioxane, known to cause cancer in animals.

Mono- and Diglycerides: Emulsifying and defoaming additives. Monoglycerides and diglycerides are edible fats and oils, but are often made synthetically. Used to maintain "softness" in baked goods.

"natural flavors" and "artificial flavors": These are essentially the same thing.

Eric Schlosser in [Fast Food Nation](#) writes: "Both are man-made additives that give most processed food its taste. Natural flavors and artificial flavors contain exactly the same chemicals, produced through different methods. Amyl acetate, for example, provides the dominant note of banana flavor. When you distill it from bananas with a solvent, amyl acetate is a natural flavor. When you produce it by mixing vinegar with amyl alcohol, using sulphuric acid as a catalyst, amyl acetate is an artificial flavor." (p126-127)

Chicken Sandwiches with Avocado Spread

Yields 8 sandwiches (or 16 half-sandwiches)

Ingredients:

2-3 skinless, boneless chicken breasts (about 1 $\frac{3}{4}$ pounds total)
2 teaspoons paprika
Salt and pepper
2 tablespoons olive oil
1 head romaine lettuce,
leaves separated, rinsed and spun (dried)
3 medium ripe tomatoes cut in thin slices
8 whole wheat buns or sandwich bread

For avocado spread:

2 ripe avocados
 $\frac{1}{4}$ red onion, minced
1 lime, freshly squeezed
Salt and pepper



Procedure:

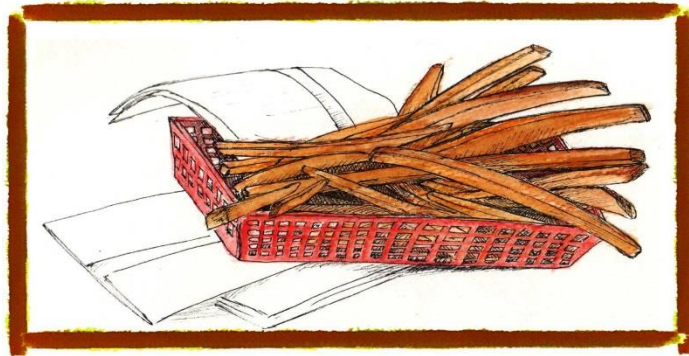
1. Rinse chicken breasts and pat dry with paper towels. Cut away any excess fat. If the tenders are attached, remove the tendon. Season each breast generously with paprika, salt and pepper.
2. In a 10 inch sauté pan over medium heat, add olive oil. When the oil is hot, add chicken and cook for 3-5 minutes or until well seared and dark brown on the bottom. Turn chicken and let the other side brown, another 3-5 minutes. Lower heat to medium-low, cover and cook until chicken is done, a few minutes more.
3. Remove chicken from the pan and cut into the thick end of a breast to check for doneness. The meat should be moist and white; if there is any uncooked pink flesh, cook further. When chicken is cooked, transfer breasts to a cutting board. When they have cooled slightly, slice the breasts diagonally into strips, or using a fork, shred the chicken.
4. While the chicken is cooking, prepare the avocado spread: cut the avocados in half, remove the pit and scoop out the flesh into a bowl with a spoon. Using a fork, mash the avocado until it is mostly smooth but still a bit chunky. Add onion, lime juic and season with salt and pepper to taste.
5. Assemble sandwiches. On each bun, layer 1-2 leaves lettuce, a few chicken slices, and 1-2 slices of tomato. On the other side of the bun, add a generous amount of avocado spread. Close sandwiches and enjoy with homemade oven fries.

Oven Fries

Serves 15 for snack; 6 for dinner

Ingredients

¼ cup extra virgin olive oil
5 medium potatoes
Salt and pepper to taste



Procedure

1. Place oven rack in center of the oven, or one low and one in the middle. Preheat oven to 475 degrees and insert sheet pans to preheat.
2. Scrub potatoes (do not peel) and cut into even wedges or strips, about ¼ or ½-inch thick.
3. In a large mixing bowl, combine potatoes, olive oil, salt and pepper, and toss until potatoes are thoroughly coated.
4. Remove hot sheet pans from oven and spread the fries in the pan in a single layer.
5. Bake uncovered for 25 to 30 minutes. Remove from oven, and turn potatoes using a metal spatula. Potatoes will stick to pan until they are well crisped. If they stick and do not want to be turned, let them cook a little longer then try again. Continue baking for an additional 10 to 15 minutes. The fries should be well browned and crispy (Nobody likes a soft, pale French fry!)
6. Remove from oven and serve immediately.

Lesson 1.4: Meet Meat

Learning Objectives:

By the end of this lesson students will be able to:

- Understand the difference between factory farmed and humanely raised animals
- Identify problems with the meat industry and understand efforts to make a change in this industry
- Recognize factory farming as a food justice issue.

Essential Questions:

- What is the difference between factory farmed and humanely raised animals?
- How does factory farming impact human, animal and environmental health?

Materials Needed:

- Movie clips, capacity to show movie clips in classroom (DVD of clips)
- Paper/pencils
- Ingredients and material for food prep, see attached recipes

Vocabulary:

- **Factory Farm:** a large scale farming enterprise where animals are often held in cramped conditions and are often given growth hormones and antibiotics.
- **Humanely-raised animals :** When producers show concern for their welfare of the animals they raise.
- **Animal Ethics:** Acting for the moral good of animals
- **Free-Range:** When an animal is allowed to graze freely and acquire their food by foraging for grass.

Recipe Options:

- Beef Stew

I. Icebreaker/Introduction (5 min)

“Sit Down If”: For this game start with everyone standing. Read the following list of questions to the students and ask them to sit down if it’s true for them. Get everyone to stand back up after each statement.

1. Sit down if you have never eaten meat
2. Sit down if your favorite food is hamburgers
3. Sit down if your favorite food is bacon
4. Sit down if had chicken nuggets in the past week
5. Sit down if you’re a vegetarian
6. Sit down if you ate meat for dinner last night
7. Sit down if you ate meat at all yesterday

Explain to the students that meat can be an important part of our diets, but we need to better understand where our meat comes from in order to consume it in healthy ways. We must learn about where our meat comes from because it makes up 23% of our diet! Even more than that, Americans consume 19 billion pounds of meat per year, which is like 237,500 semi- trucks, loaded, bumper to bumper, from LA to NY!

II. Quick Question Review (5 min)

Last week: What does healthy mean to you?

This week: Has anyone heard of factory farms before? What is the difference between the way an

animal is raised at a factory farm and a humanely-raised animal? (define humanely raised)

III. Essential Questions Discussion (20 min)

- Be sure to make it clear to the students that **“The goal here is NOT to make everyone vegetarian, it’s just important to have a better idea of where our meat comes from”**
- First ask students to picture what they think a farm with animals looks like. Hopefully they will yell out things like “grass” or “green” or “cows grazing.” Now tell the students that they’re going to see video clips of what most farms in the United States *actually* look like

Show all these clips -

- <http://www.youtube.com/watch?v=VRDWabqAXvU> food inc. chicken farm
- http://www.youtube.com/watch?v=L_vqIGTKuQE Caution! This one is the graphic pig one – use your judgment, only show to older kids
- <http://www.youtube.com/watch?v=t7M3WbJemi4> Free range chickens – **only show the first 2 mins, gets boring after that !**
- <http://www.youtube.com/watch?v=7I0v3LhKhQg> eat less meat = less of an impact. Good summary of what the students can do.

Take time to debrief the video clips with them. Take questions/reflections, etc.

Ask students what they learned about factory farming. Help them to understand/clarify the following main points if necessary:

- In factory farms, many animals are given artificial growth hormones to make them grow more quickly. We in turn are also ingesting these hormones when we eat the animals.
- Animals are also fed a diet that will make them grow quickly and get fat. For example, cows are fed a lot of corn. But their stomachs are built to eat grass and are not made to digest corn, so it makes the cow bloated and sick.
- Because animals live in very cramped conditions and because they are often fed foods that will make them sick, they are regularly given preventive antibiotics so they don’t get sick in the quarters. We are in turn digesting small amounts of these antibiotics regularly. This also causes problems for humans because “super bugs” are evolving that are resistant to antibiotics.
- Factory farms are very productive, and they’re the reason meat is so cheap and plentiful.

Encourage discussion and ask students questions:

- What do you think about factory farming? What are the advantages and disadvantages of factory farming, and for who?
- Ask them to consider the question of animal ethics—do animals have rights?
- What are the potential health implications for humans to eating factory farmed meat?
- What are some of the alternatives they saw in the videos (define grass fed/humanely raised/free-range animals).
- What are their suggestions for improving factory farms?

IV. Cook: Beef Stew or Chicken Soup

While stew is cooking, you can discuss examples of advocacy around factory farming:

- The Ag-Gag laws, which exist in eight states, prohibit speech and images that are unfavorable to agriculture industry. People can go to jail for taking photos of or filming animal cruelty on factory farms. Activist groups such as the Humane Society, PETA and Animal Legal Defense Fund are all challenging these laws because they want it to be legal for individuals and groups to document animal cruelty. Do you think this is a “private property” issue, and activists should not be allowed on the farms

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because it is private property? Or do you think the public deserves to know about what is happening on the farms?

V. Eat/Closing (5 min)

- As students eat, lead them in a group reflection. Have them go around in a circle and share, so what? How did today's class impact them? Why is how our meat is raised a food justice issue?
- Add to the growing list of food justice issues you'd like to take action on!

VI. Food Fighters Challenge

- Don't eat any meat for 3 days! Come prepared to class next week to share.

BEEF STEW WITH POTATOES, CARROTS AND PEAS

Ingredients

2 pounds lean beef stew meat, cut into 1-inch cubes
Salt and ground black pepper to taste
2 tablespoons olive oil
1 large onion, large diced (about 2 cups)
4 garlic cloves, minced
¼ cup tomato paste
10 cups water
2 bay leaves
1 teaspoon dried thyme
2½ pounds medium red potatoes, cut into 4 pieces
1½ pounds carrots, roughly cut into 1-inch pieces
1 (28 oz) can crushed tomato
1 pound frozen peas, defrosted

Directions

1. Season the meat with salt and black pepper.
2. In a large heavy pot heat the olive oil and add the cubed meat. Sauté the meat over high heat, until well browned about 8 to 10 minutes.
3. Add the onion to the pot and cook for 5 minutes, stirring frequently.
4. Add the garlic and cook for 30 seconds until fragrant. Add the tomato paste and cook for 1 minute, until meat is well coated.
5. Add the water, bay leaves and thyme, and season with salt and black pepper to taste and bring to a simmer. Cover and let it cook for 1 hour, until the meat is tender.
6. Add the potatoes, carrots and tomatoes and cook until vegetables are tender, about 30 minutes. Stir in the peas, cook for 5 minutes more, and turn off heat.
7. Remove bay leaves from pot and serve stew with egg noodles.

Lesson 1.5: Community Health/Diabetes

Learning Objectives:

- Understand that Type 2 diabetes impacts some neighborhoods more than others.
- Learn how to calculate how much sugar is found in common foods and beverages.
- Articulate the relationship between Type 2 Diabetes and dietary choices.
- Begin to recognize community health as a food justice issue.

Essential Questions:

- What is Type 2 diabetes?
- What is community health and how is it a food justice issue?
- What communities are most impacted by Type 2 diabetes? Why are these communities more affected?
- What is the link between diet and health?

Materials Needed:

Ingredients and materials for food prep, see attached recipes

Bag of sugar

Teaspoon measures

Clear plastic cups in which to measure sugar

Flip chart with "How Much Sugar Is In My Food?" chart (see below) recreated without answers filled in.

Markers

Maps highlighting concentration of Type 2 Diabetes

Food label handouts are attached to this lesson.

Vocabulary:

- **Type 2 Diabetes:** Usually a lifelong (chronic) and diet-related disease in which there are high levels of sugar in the blood, resulting in many health problems.
- **Immune System:** aspect of body that recognizes and fights disease, the system that regulates the body's ability to heal itself
- **Diet-related diseases:** Diseases that result from a combination of factors, specifically, an individual's genetic make-up and diet. **Examples include diabetes, obesity, high blood pressure, high cholesterol, hypertension and heart disease.**

Recipe Options:

- Peach and berry yogurt smoothies and cookies made with natural sweeteners (honey, maple syrup)

I. Icebreaker (5 min)

- **Intro Activity:** Write Diabetes on the board and have the students make a spider chart, adding anything that comes to mind to the board

II. Quick Question Review (5 min)

- What do our food choices have to do with our health?

- What does nutrition have to do with food justice?
- This week: What is diabetes? Do any of you know someone with diabetes? How does it impact their life?

Diabetes is a disease that occurs when you have too much glucose in your blood and your body can't process it normally, which can happen for different reasons. With Type 1 diabetes, the pancreas does not make enough insulin. With Type 2 Diabetes, the body does not know how to respond normally to the insulin that is produced.

III. Activity 1: Mapping Public Health in NYC

- Explain to the class that community health and access to healthy, affordable food are related. In the next few weeks, the class will discuss various factors (advertising, cost of food, healthfulness) that influence food choices, and how those choices impact our bodies and communities. In this discussion, we will explore the connection between diet, disease, and the food choices available in our neighborhoods.
- What are some diet-related diseases you know of? *Diabetes is ONE of a collection of diet-related diseases, such as: high blood pressure, obesity, heart disease and high cholesterol.*
- Give students copy of map of diabetes in NYC and go over the details with them. Point out the boroughs and the neighborhoods and ask: What neighborhood has the highest percentage of diabetes? % of amputation due to diabetes? % of death due to diabetes?
- The Bronx (16%), East Harlem (16-20%), neighborhoods in BK (13-17%) 8.3% of the total US population has diabetes. In NYC, almost 25% of people over 60 are diagnosed with Type 2 Diabetes. In Washington Heights, 16% of the population is elderly, and 26% of the elderly in Washington Heights have Type 2 Diabetes. Diabetes is more prevalent among Hispanic, black, and Asian populations in NYC. 14% of Hispanic NYC residents, 13.9% of black NYC residents, and 12.6% of Asian NYC residents, vs. 6.3% of white residents, are diabetic.
- Why do you think diabetes is higher in these neighborhoods than others? (Points: access to healthy food, access to health care, junk food in environment, cultural affinity towards certain foods, restaurant meals instead of cooking, etc.) **Go over what a “neighborhood” is with the students – do not take for granted that they know what it is!**

IV. Activity 2: Sugar Measuring (20 min)

Explain that much of the reason Type 2 Diabetes is such a problem is because we consume way too much sugar.

Ask: Do you think sugar is addictive?

- Sugar, fat and salt can be addictive, just like drugs.

Ask: Can you guess what the government recommends are the maximum teaspoons of sugar an average teenager can have in one day?

- 8 teaspoons!
- Elect a student to measure this amount into a cup. Label this cup “maximum teaspoons per day.”

Ask: Can you guess how much sugar the average American consumes in a day?

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- Today, the average American eats about 34 teaspoons of sugar a day.
- Have another student measure this amount into a separate cup and label it “average American”
- Invite students to compare the two cups.

Sugar hides in our food under many different names, such as: glucose, dextrose, sucrose, honey, sorghum syrup, fruit juice concentrate, high-fructose corn syrup, corn syrup, maltose, and fructose.

Do: Place the products and packages in front of students. Have the chart below—“How Much Sugar Is In My Food?”— replicated identically on two pieces of chartpaper **without the answers** (the answers are provided below for the instructors). Divide students into pairs and hand each pair one product. Explain to students that they will help fill in the blank spaces on the chart using their product. Lead the class through the activity together with instructions below. The pairs will compete to measure the sugar in their product. The winning pair can choose the flavor of healthy soda for the next week’s class (or another healthy treat you choose!).

Note: in the case of the large soda and the ICEE, you will have to provide students with total grams of sugar: ICEE = 29g and Large Soda = 86g.

- Find **grams of sugar** on the nutrition facts label. Record it on chart. (e.g., the Snapple fruit punch has 27 grams.)
- Find the serving size and servings per container on the package. Decide how many servings equal one helping. Record it on chart. (e.g., the whole bottle of Snapple is 2 servings and most of us drink the entire bottle.)
- Multiply **grams of sugar x number of servings per helping** to get total grams of sugar per helping. Record this on the chart. (e.g., Snapple: 27 grams x 2 servings = 54 grams of sugar.)
- **Divide total grams of sugar by 4** to find the number of teaspoons in one helping. (e.g. Snapple: $54 \div 4 = 13.5$ teaspoons.)
- As students reveal answers, have them measure the amount of sugar in their product into a cup, and label it with the name of their product. Line the cups up next to one another to compare.

“How Much Sugar Is In My Food?”

Product	Grams of sugar per serving	Number of servings in one helping	Total grams of sugar	Teaspoons of sugar
1 Entenmanns’s Glazed Donut	21	1	21	5.25
Blue Raspberry ICEE	29	1	29	7.25
1 Snicker’s Bar	30	1	30	7.5
1 12-ounce can of Coca Cola	39	1	39	9.75
1 16-ounce bottle Snapple Juice Drink: Fruit Punch Flavor	27	2	54	13.5
Large soda (32 ounces) at McDonald’s or other fast food restaurants	86	1	86	21.5

Ask: Which kinds of products have the most sugar and do these results surprise you?

Work with students to draw some conclusions, such as:

- The beverages have the most sugar, even more than a donut or candy bar.
- Just 1 can of Coke or Snapple fruit punch has *more* than the daily maximum of 8 teaspoons. Ask students how many sweetened drinks they drink each day.
- We don't need the processed sugar supplied by such foods – we get plenty of sugars from fruits, vegetables, bread, pasta, honey, etc.

Ask: We've discovered that these products have a lot of sugar in them. What's up with that? Why do they put so much sugar in their products, when it's a fact it can make us sick? Is that necessary? Ask students to give their opinion and explain their answers.

- Use the questions and information below to deepen the conversation.

Ask: What happens to your body, mind and mood when you eat too much sugary foods or drinks? Do you think the types of food you choose to eat (like sugar) affect the way you look, feel or act?

It might make you:

- **Gain Weight:** It has been estimated that drinking just 1 12-ounce can of coca cola per day can add up to 15 lbs of weight per year to a person's body.¹
- **Feel Moody:** it can give you a boost of energy at first and you feel "high;" but when the effects wear off, you can "crash," feel "low" or tired.
- **Feel Unfocused:** If your energy swings between highs and lows, and doesn't stay steady as it does when you eat a balanced and healthy diet, it can be hard to focus or concentrate.
- **Crave more sugar:** When you "crash," it makes you hungry again—you crave more sweet food.

V. Food Prep! (20 min)

- Peach and berry yogurt smoothies and cookies with natural sweeteners
(Point out you're making a delicious sweet treat with very little sugar – this recipe is sweetened with the sugar naturally occurring in fruit!)

VI. Eat/Closing: (10 min)

As students eat, lead them in a group reflection. How did today's activity impact them? How, so? What is the connection between diet, disease and community food access? (Food choices available in neighborhood, cost of healthful food, etc.)

VII. Food Fighters Challenge (1 min)

- Before leaving give each student a handout with the recipe and vocab words as well as the food fighters challenge for the week.
 - No sugary drinks for 3 days! (Define sugary drinks with students)
-



INGREDIENTS

MILK CHOCOLATE (SUGAR, COCOA BUTTER, CHOCOLATE, LACTOSE, SKIM MILK, MILKFAT, SOY LECITHIN, ARTIFICIAL FLAVOR), PEANUTS, CORN SYRUP, SUGAR, SKIM MILK, BUTTER, MILKFAT, PARTIALLY HYDROGENATED SOYBEAN OIL, LACTOSE, SALT, EGG WHITES, ARTIFICIAL FLAVOR.

NUTRITION

NET WT 2.07 OZ (58.7 g)
Serving Size 1 package

Calories 280
Calories from Fat 130

Amount/serving	%DV*
Total Fat 14 g	22%
Sat. Fat 5 g	25%
Cholest. 5 mg	2%
Sodium 140 mg	6%
Total Carb. 35 g	12%
Dietary Fiber 1 g	4%
Sugars 30 g	
Protein 4 g	

Vitamin A 0% · Vitamin C 0% · Calcium 4% · Iron 2%

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

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Serving Size 1 can (12 fl oz)	
Serving Per Container 1	
Amount Per Serving	
Calories 140	
	% Daily Values*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 45mg	2%
Total Carbohydrate 39g	13%
Dietary Fiber 0g	0%
Sugars 39g	
Protein 0g	0%

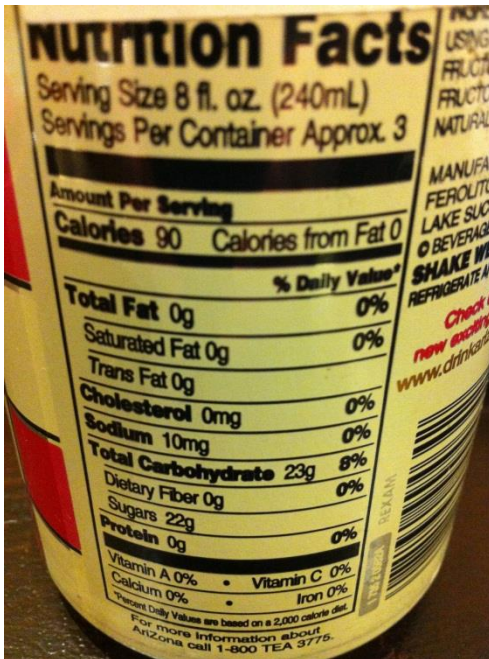


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Ingredients: Premium Brewed Tea Using Filtered Water, High Fructose Corn Syrup, Citric Acid, Natural Lemon Flavor.



Famous Amos® Chocolate Chip

Nutrition Facts	
Serving Size	4 Cookies (29g)
Amount Per Serving	
Calories 150	Calories from Fat 60
% Daily Value*	
Total Fat 7g	11%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol less than 5mg	1%
Sodium 105mg	4%
Total Carbohydrate 20g	7%
Dietary Fiber less than 1g	3%
Sugars 9g	
Protein 1g	
Vitamin A 0%	• Vitamin C 0%
Calcium 0%	• Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories 2,000 2,500
Total Fat	Less than 65g 80g
Sat. Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4	
INGREDIENTS: ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMIN MONONITRATE [VITAMIN B ₁], RIBOFLAVIN [VITAMIN B ₂], FOLIC ACID), SEMISWEET CHOCOLATE (SUGAR, CHOCOLATE, COCOA BUTTER, SOY LECITHIN, NATURAL FLAVOR), SUGAR, VEGETABLE OIL (SOYBEAN, PALM, AND PALM KERNEL OIL WITH TBHQ FOR FRESHNESS), CONTAINS TWO PERCENT OR LESS OF MOLASSES, SALT, EGGS, BAKING SODA, NATURAL AND ARTIFICIAL FLAVOR, WHEY, WHEY PROTEIN CONCENTRATE.	
CONTAINS WHEAT, SOY, EGG AND MILK INGREDIENTS. MAY CONTAIN TREE NUTS.	



NLI#07561



Nutrition Facts

Serving Size: 1 bun

Amount Per Serving

Calories 390 Calories from Fat 171

% Daily Value*

Total Fat 19 g **29%**

Saturated Fat 9 g **45%**

Trans Fat

Cholesterol 15 mg **5%**

Sodium 280 mg **12%**

Potassium

Total Carbohydrate 50 g **17%**

Dietary Fiber 1 g **4%**

Sugars 27 g

Sugar Alcohols

Protein 4 g

Vitamin A

Vitamin C

Calcium

Iron

Ingredients:

Wheat Flour Enriched (Flour, Barley Malt, Ferrous Sulfate, Niacin, Thiamine Mononitrate (Vitamin B1), Riboflavin (Vitamin B2), Folic Acid (Vitamin aB)) , Sugar, Vegetable(s) Shortening Partially Hydrogenated and/or, Animal Shortening Contains One Or More Of The Following (Soybean(s) Oil Partially Hydrogenated, Cottonseed Oil Partially Hydrogenated Or, Canola Oil Partially Hydrogenated, Beef Fat) , Water, Yeast Contains 2% or less of the Following: (, Corn Starch, Honey, Cinnamon, Dextrose, Soy Flour, Salt, Leavening (Sodium Acid Pyrophosphate, Baking Soda) , Soy Lecithin, Soybean(s) Oil, Guar Gum, Xanthan Gum, Dough Conditioner(s) (Sodium Stearoyl Lactylate, Datem, Mono and Diglycerides) , Milk Non-Fat, Calcium Carbonate, Agar, Sorbitan Monostearate, Enzyme(s), Titanium Dioxide Color, Annatto Extract, Turmeric Extract, Flavor(s) Natural & Artificial (Butter, Sodium Caseinate, Egg(s) Yolks, Sodium Propionate, Calcium Propionate To Retain Freshness)

Peach and Berry Yogurt Smoothies

Ingredients:

- 2 cups unflavored yogurt
- 1 cup frozen peaches
- 1 cup frozen berries (raspberries are especially delicious in this!)
- Honey to taste

Procedure:

Add yogurt and frozen fruit to blender and blend! Taste, and add honey as needed. With this recipe, the amounts of each ingredient are really up to you and your students, as well as the fruit that you choose. However, the unflavored, unsweetened yogurt is important to drive home the point of not using artificial sweeteners.

Enjoy!

Baked Sweet Potato Pancakes

Ingredients

- 1 cup quick-cooking oats
- 1/2 cup low-fat plain or vanilla yogurt
- 1 ¾ cup 1% milk
- 2 ¼ cup whole wheat flour
- ¼ cup brown sugar
- 1 tablespoon baking powder
- ½ teaspoon salt
- 1 teaspoon cinnamon
- 3 large eggs, lightly beaten
- ¼ cup canola oil
- 1 ½ teaspoon vanilla extract
- 2 sweet potatoes, cooked, peeled and mashed

Procedure

1. Preheat oven to 425 degrees. Evenly spray a half sheet tray (13" x 18" x 1") with nonstick spray and set aside.
2. In a large bowl combine the oats, yogurt, sweet potato and milk. Mix well, cover and let it rest for 10 minutes in the refrigerator.
3. In the meantime, in separate bowl combine flour, sugar, baking powder, salt and cinnamon and mix together.
4. Remove the oat-yogurt mixture from the refrigerator and add the eggs, canola oil and vanilla extract to it. Mix well.
5. Add the flour mixture to the oat-yogurt mixture. Using a spatula, stir until *just* combined. Do not over mix. Pour the batter onto the prepared sheet tray and spread it to the edges to form an even layer.
6. Bake in the middle of the oven rack until golden brown around the edges, about 25 to 28 minutes. Loosen sides of pancake and cut into 20 rectangles.

Lesson 1.6 Advertising and Label Reading

Learning Objectives:

- Understand the impact of advertising and food labels on the way we eat.
- Learn how to read nutrition labels and ingredient lists.
- Identify and interpret marketing strategies of food companies.
- Recognize true and false claims of food companies in advertising and food labels.

Essential Questions:

- How do marketing and nutrition labels impact our food choices?
- Why and how do food companies market their products?
- Do labels/advertisements always tell the truth about nutrition information, or can they be misleading?
- How should food marketing be regulated, if at all? Should food companies be allowed to market products to children?

Materials Needed:

- Paper
- Markers
- Food packages or images of food packages for advertising and label reading activities; specifically items that are advertised as “natural” or “organic” but have nutrition labels that suggest otherwise, such as: certain whole wheat or whole grain products, fruit juices, “health” bars, smoothies, etc.
- Ingredients and materials for food prep

Vocabulary:

Nutrition Label: Information on packaged food products that explains the nutritional content of a food, such as grams of sugar, fiber, and protein.

Advertising: Paid announcements in newspapers, magazines, television, billboards, radio, etc. to get call attention to one's product and increase sales and customer base.

Recipe Options:

Whole grain, fruit/veggie loaded muffins or veggie and legume rich dish.

I. Icebreaker: (5 min)

Where do you see advertising in this room? What is being advertised? (Look at clothing, posters, vending machines, etc. around the school)

II. Quick Question Review (5 min)

What are diet-related diseases? (**Instructor note:** make sure that they have grasped the difference between a Diet-related disease and a food-borne illness!!!)

What do you remember about the lesson on sugar in our food from last week?

How can we find out how much sugar is in our food?

III. Essential Questions Discussion/Activity (45 min)

Last week, we talked about sugar in our food and the diet-related diseases that can result from consuming too much of the kinds of sugars that are not good for us. We also worked on reading food labels to find out how much sugar was in our food. Today, we are going to continue working on how to read a label, and we will also have a discussion about the way food is advertised. **For both activities, students will evaluate the same products.** By the

end of the activity, the students should be able to evaluate how truthful the advertisement was considering what they now understand about the nutrition content of the food. The group that comes up with the most strategies for advertisements can choose the next week's recipe.

1. Advertisement Awareness

- Ask: What is advertising? Explain: Paid announcements in newspapers, magazines, radio, television, on billboards, websites, clothing etc. that aim to get the public's attention and sell products and services. Advertisements can also be found on food packages.
- Break class into three groups.
- Each group should choose one food package or other advertisement (provide ones about food or food providers)
- Within the group, the students should fill out the handout on deconstructing advertisements (attached)
- After 10 min, each group will present to the class on what they found in examining their advertisement.
- Discuss as a class: What strategies did different companies use? How did you know who the audiences would be? Will this make you look at advertising differently? Should advertising and food labels be regulated? Why or why not?

2. Nutrition Label Reading (Continued)

- Break students into the same three groups
- Within the group, the students should fill out the handout on label reading (attached) OR play "Food Label Game" (attached) and debrief. The winning group should choose the recipe for the next week.
- After 10 min, each group will present to the class on what they found in examining their food item.
- Discuss as a group: Did the label on the front of the item match, in your opinion, the information on the nutrition label?

IV. Cook (35 min)

V. Eat/Closing Circle Reflection (5 min)

While eating, discuss as a group how you would market this item. What are the ingredients? What honest statements can you make to advertise the item? How would you market it to different audiences? How can healthy foods be marketed better?

VI. Food-Fighters Challenge (1 min)

Read the nutrition labels on a full meal and determine if they match up with the way the food is advertised! Report back next week!



PART I: ADVERTISING

1. Who is the **author or sponsor** of this advertisement?
2. Who is the **audience** for this advertisement?
3. What is the **purpose** of this advertisement?
4. What **techniques** does this ad use to attract your attention and what **messages** do these techniques send? Fill in the chart below:

Technique	Description	What message does it send?
Words		
Pictures/Characters/Celebrity Endorsements		
Colors		
Give-aways and offers		

5. Overall, what does this advertisement try to make you **feel**?



PART II: LABEL READING

1. Is there “partially hydrogenated” fat in this product?
2. How many different words for sugar can you find in this product? (See “Sugar Words” for help.)
3. How many total ingredients does this food have?
4. How many of these are ingredients you don't understand?
5. What is the **servicing size** of this product?
6. Is that a **realistic** serving size (is it what you would eat in one sitting?)

Overall, do you think the advertising on this item was truthful? Why or why not?

Food Labels: True or False

Game objectives

- Identify the claims made by food advertisements
- Articulate who those claims are geared towards
- Be able to differentiate between true and false claims
- Engage in group think and discussion before answering questions

Summary of game

Students will break into two groups to compete in this game. The two groups will take turns answering questions about the claims made by certain food labels and advertisements, and whether those claims are true or false. Points can be acquired by identifying claims and by determining their veracity. Before the game, the instructor will use Froot Loops as an example to model how claims can be identified and how whether they are true or false can be determined. Students can look at the front of the box to see what the company is claiming: that there is fruit (from the name and the colors on the box) that there is fiber and certain vitamins and nutrients (from statements on the top) etc. Then, using the box's nutrition label, students will figure out, with guidance from the instructor, whether these claims are true or false. After the example, students will break into their groups to compete.

Rules of the game

- Teams will take turns to answer questions. Each team must discuss amongst themselves before raising a hand, and will not be called on until they have discussed.
- Teams can "steal" questions from each other.
- Teams should receive a point for each claim they identify, and more than one claim should be put forward.
- The same team does not have to identify the claim and evaluate whether it is true or false. That can come from two separate teams, and each would receive one point per claim or evaluation.

Debrief the game

- Did you find that certain items "misrepresented" themselves?
- Why do you think the advertisements are designed the way that they are designed?
- Who is the intended audience of these labels? What message is the company trying to send to that audience?

Zucchini Feta Whole grain muffins

Ingredients

- 2 cups packed grated zucchini (grate zucchini and then wrap in a cloth or paper towel to squeeze dry)
- ½ cup crumbled feta
- ¼ cup finely grated parmesan
- ½ cup thinly sliced green onion
- 2 eggs
- ¼ cup buttermilk
- 1 ½ cups whole wheat flour
- ¼ cup brown sugar
- 1 teaspoon seasoning of your choice (cumin, turmeric, anything!)
- 1 teaspoon salt
- 1 teaspoon baking powder
- 1 teaspoon baking soda

Procedure

- Preheat oven to 375 degrees.
- Stir together the grated zucchini, feta, parmesan and onions in a bowl.
- Beat buttermilk and eggs together and then combine and mix with zucchini mixture.
- Mix together flour, sugar, seasoning, salt, baking powder, and baking soda.
- Pour dry ingredients into wet ingredients and mix well.

Lesson 1.7: Food Systems

Learning Objectives:

- Define “food system” and identify steps and actors in the food systems
- Differentiate between types of food systems
- Understand concept of inputs and outputs in food system

Essential Questions:

- What roles exist in various food systems?
- What are major differences between the three food systems we address?
- What are the costs and benefits of each system?
- What’s missing in the existing food systems?
- Where do we see food justice issues in each food system?

Materials Needed:

- Food system puzzle pieces (cut out)
- Multiple potatoes or apples from different sources (food systems – local, industrial, international)
- Chart paper
- Glue
- Markers

Vocabulary:

Food System – The whole array of activities involved in producing and distributing foods to urban and rural consumers.

Input – The power or energy supplied to a machine.

Output – The amount of material produced by a machine.

Actor – Participant in the system.

Recipe Options:

Fast, healthy snacks because the activity can take a while.

I. Review/Icebreaker: (5 min)

What is advocacy? What are some forms of advocacy we learned about? What are some issues you would like to take action on?

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II. Intro to Topic: (5 min)

Hold two potatoes in front of room and tell the class, these are from different places (explain where they are from) and ask the class: **What assumptions can you make about these two potatoes based on only knowing where they are from and whether or not they are organic?**

III. Essential Questions Discussion/Activity (50 min)

10 min - We are going to talk about different food systems today. What do you know about food systems?

We are going to explore three systems: local, conventional, large-scale organic. In this context, when we say local we mean food grown on small farms owned by farmers in New York State. When we say

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conventional, we mean large-scale food production using pesticides, herbicides, antibiotics, and other chemicals, grown throughout the US on large, industrial farms. When we say large-scale organic, we mean food that is grown or raised without the use of pesticides or fertilizer, on large farms and produced for companies owned by major food companies such as Kraft or Coca Cola.

25 min – Explain the Food Systems Puzzle Activity to the class. In small groups, students will work on piecing together and writing captions for one of the three food systems that we are learning about. Each group will get photos of the parts of their food system, and a short story on how this food system works. Each group will also have a piece of chart paper or construction paper, markers, and glue. As a group, you will read the story and piece together the puzzle of your food system.

Split the class into three groups, where each has one food system and works on one meat and one fruit/vegetable.

Have each group read their story (as a group) and work on the puzzle. Each group should be thinking about how they would present their food system. When they put the puzzle together on the chart paper, they can write one-two sentence captions for each image. Make sure you circulate and check that the puzzles have been put together in the right order.

15 min - Once each group is finished, have students walk around and look at the food system posters and discuss questions as a class:

- What are some differences between the systems?
- How do different food systems fit into our food justice issues?
- What is the most expensive system to the earth? The consumer? The Producer?
- Which food system do you think supplies most of the food we eat?

IV. Cook (20 min)

V. Eat/Closing Circle Reflection (15 min)

Reflect on the activity as the students eat. Try to draw out certain points:

- There are no easy trade-offs
- There is no definitive “good” or “bad” system.
- The food system is complicated, and each one has costs and benefits.
- The costs and benefits of each system depend on perspective.

Make sure they can leave with certain information: WHAT is a food system, can DIFFERENTIATE between food systems, and recognize COSTS and BENEFITS of different food systems.

As a class, address the perspectives of various actors concerning different food systems. What would an environmentalist prefer? How about a hunger-relief agency? A small farmer? An industrial farmer?

VI. Food-Fighters Challenge (1 min)

What did you learn today that you would like to learn more about or advocate on?

Large-Scale Organic: Meat (Beef)

Organic beef starts out on a farm (as a cow!). Cows must be kept in humane conditions, meaning they are given some space to walk around. Organic cows have to eat organic food, which usually is organic grain or grass from a field. They are also given water. These farms can be pretty large, so usually there are people besides the owners of the farm who work there. When the cows reach a certain size, they are brought by truck to a “processing facility” to be slaughtered and packaged. The processing facility has to be certified by the United States Department of Agriculture and has to kill and package the animals in a certain way to be considered organic. To be certified organic by the USDA, the facility has to minimize pain and fear to animals, and has to be cleaned before processing organic meat. In both slaughter and packing factories, a lot of immigrant labor is employed and the injury rate is very high (Human Rights Watch, an advocacy organization, called meat packing the “most dangerous factory job in America”). After the meat is packaged, it is taken to retailers (usually supermarkets and smaller grocery stores) and sold to consumers.

Large-Scale Organic: Produce (Apple)

An organic apple, like any apple, starts out on an apple tree! Before that, an apple seed was planted. For an apple or any other crop to be considered organic, it has to be grown on a farm that has not used synthetic input for at least three years. Synthetic input includes: chemical fertilizers and pesticides. Because the farm cannot use synthetic pesticides, organic farmers use different methods to control weeds, insects and other pests, such as crop rotation, biological control (using other animals to control pest levels), and biodiversity (growing lots of different types of plants). Most synthetic materials are prohibited, but there is a short list of synthetic fertilizers and pesticides that organic farmers can use. Organic farmers cannot use any genetically modified seeds (GMOs). Like the beef, organic produce can be stored for long periods of time and travel long distances in refrigerated vehicles. Apples are sorted and packaged at processing plants and then taken to retailers, such as supermarkets and small grocery stores.

Local: New York Beef

Beef that is local to NYC (local is usually defined as within 250 miles) is usually grass fed—these cows will spend the majority of their lives on pasture. There are several reasons for this, including that the climate and land is suitable to pasture and the farmers are not under great pressure to produce a large quantity quickly. But the main reason for raising beef this way is that there is demand, mostly from customers in New York City, for grass-fed beef. Some farmers feed their cows grain (maybe organic, or not, though to label their meat organic, this grain must be organic) in the winter, when there is less grass available. The farms where the local cows live are small, though they may employ some people not in their family. In New York, beef must be slaughtered at a government-certified facility, but to process it (cut it into specific cuts, make products like sausage, package it, etc.) farmers or groups of farmers can become licensed and use their own kitchen facilities, which can be right on their farms. Local meat is sold through small grocery stores and farmers markets.

Local: New York Apples

A local apple will also start out on a tree! This apple doesn't have to be organic, though. A locally-grown apple has been grown within about 250 miles of where you live. Locally-grown does not necessarily mean organic, but it does mean that it travelled less distance by trucks and therefore was more environmentally friendly during the shipping process. A locally grown apple that has come from a small farm with sustainable practices has probably been grown in a biodiverse (many different plants) environment, and the farm is not owned by a large corporation. The apple is picked and sent to a farmer's market or grocery store. The money spent on local apples and sold at farmer's markets usually goes to the farmer because there has not been a middle-man involved in distribution. Local food can have more nutrients because there is less time between harvest and consumption. However, locally grown can also refer to a different scenario – Whole Foods and Walmart use the term to refer to anything grown in the same state or within a seven hour drive of the store, even if it is from a giant corporately-controlled farm. But when we say local here, we mean small-scale, farmer-owned, and sustainable farming practices.

Conventional Beef

Conventional beef calves may start their lives on a pasture, but they are quickly moved to a feed lot where they are confined with very little space and fed non-organic grain. Conventional beef cows are also fed meat from other animals, like chicken. Because they are kept very close together they live standing in feces (poop). They are also fed a growth hormone to make them get bigger faster. The diet of grain and meat (cows are meant to eat grass) combined with hormones and living in a small space makes them sick and in pain for most of their lives, so they are also fed antibiotics to keep them alive long enough so that they get to a market weight. The grain, chicken meat and antibiotics would all be considered "input" because they all take energy to be created and are necessary for the conventionally-raised cows to stay alive. The cows are slaughtered and processed in large factories which are inspected by the government. The meat-processing industry is very dangerous to the people who work there (Human Rights Watch, an advocacy organization, called meat packing the "most dangerous factory job in America"). After they are processed, the meat is shipped to large distribution centers which then bring meat to supermarkets and smaller stores. All of the shipping takes lots of trucks, and along the way, from the farm to the grocery store, pollution happens. When the cows live in their own poop, that poop goes into water in nearby streams and rivers. And the antibiotics and growth hormones seep into those water sources as well. The slaughterhouse, processing plant, and distribution center also contribute to pollution because these are all large factories.

Conventional Apple

A conventional apple grows on a tree, but is not organic. Conventionally grown produce is generally grown on farms that practice monoculture – this is when a single crop will be cultivated (grown) in a given area, which means that any disease or pest will be able to spread easily among the plants. A conventional apple is grown with pesticides and fertilizers, and apples actually have been found to have the most pesticide-residue of any type of produce. Pesticides have also been known to make farm-workers sick. Pesticides and fertilizers can also run-off into streams and rivers, causing problems for those who drink that water or use it to water plants. This counts as a major form of pollution! Conventional farms are also often subsidized by government funds, which come from tax-payer dollars. Conventional apples are shipped, on average, about 1,500 miles to their destination. Before getting to the supermarket or grocery store, conventional produce goes through distribution centers and is treated with chemicals to ripen at the right speed. Conventional produce are also generally shipped in refrigerated trucks to ensure that they do not spoil. Like conventional beef, many trucks and factories are involved in getting the apple from the tree to the table. Conventional apples generally have a lower sticker-price than organic or local apples in the grocery store.

Food Systems Puzzle Images

Large-Scale Organic Beef



Cows grazing



Grain



Farm worker feeding cows



Slaughter and packing of meat





Organic meat for sale

Large-Scale Organic Apples



Apple orchard



No-spray sign



Farm workers sorting apples



Large-scale apple processing plant



Organic apples for sale in supermarket
Local Beef



Cows grazing



Local meat sausage at a farmer's market

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Government-licensed mobile slaughterhouse



Small-scale commercial kitchen to process meat



Local Apples



Apple Orchard



Farmer picking apples



**Farmer's market
Conventional Beef**



Grain



Farmer feeding cows



Cows eating grain in a feedlot



Slaughterhouse and meat packing

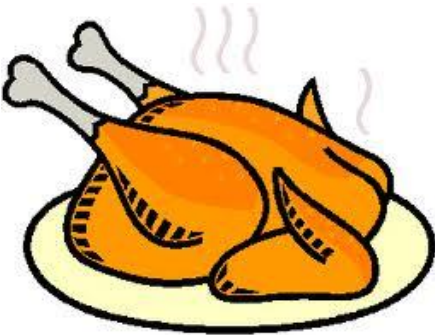




Conventional beef for sale at a supermarket



Antibiotics and hormones



Chicken

Conventional Apples



Pesticide being sprayed



Apple orchard



Apple processing plant



Farm workers sorting apples



Farm worker picking apples



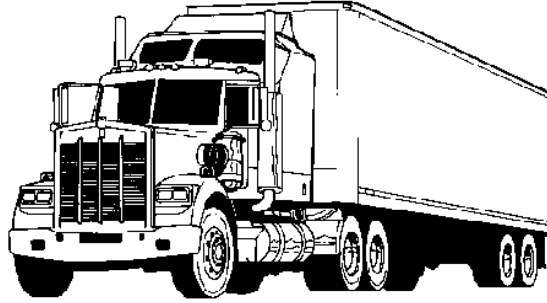
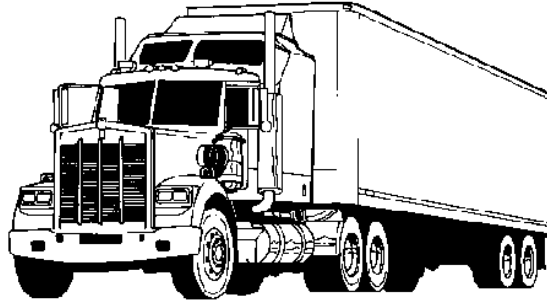
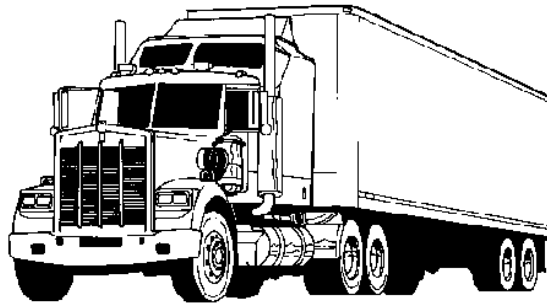
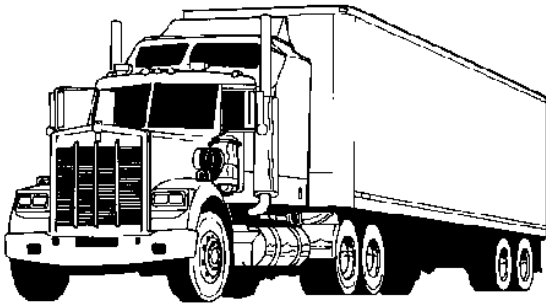
Apples for sale in supermarket



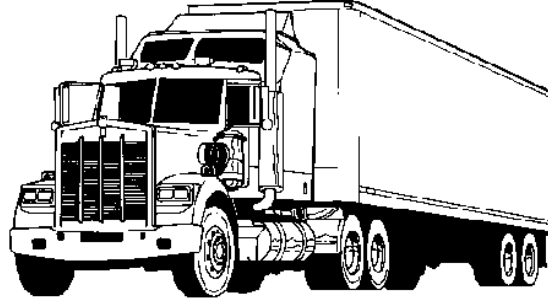
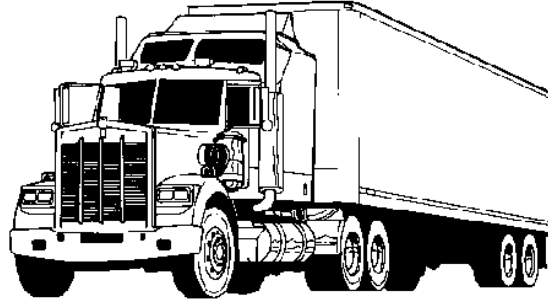
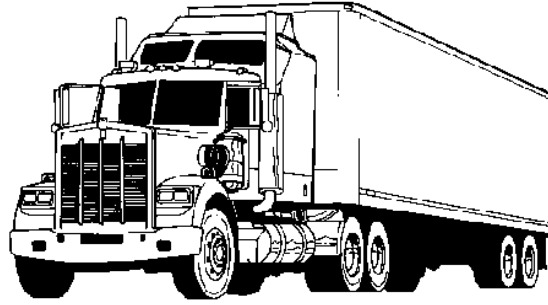
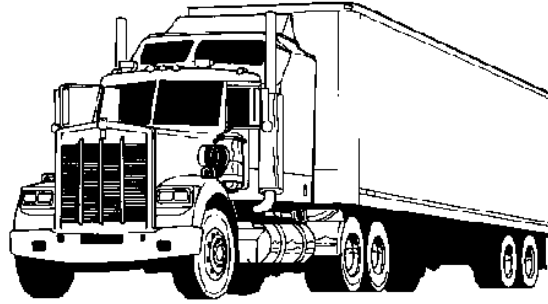
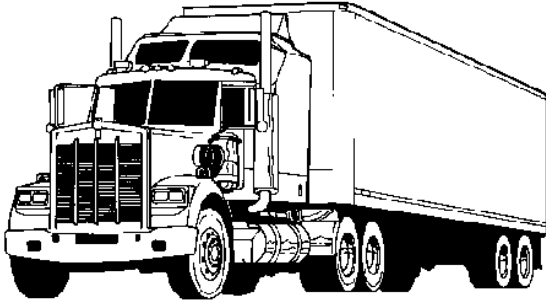
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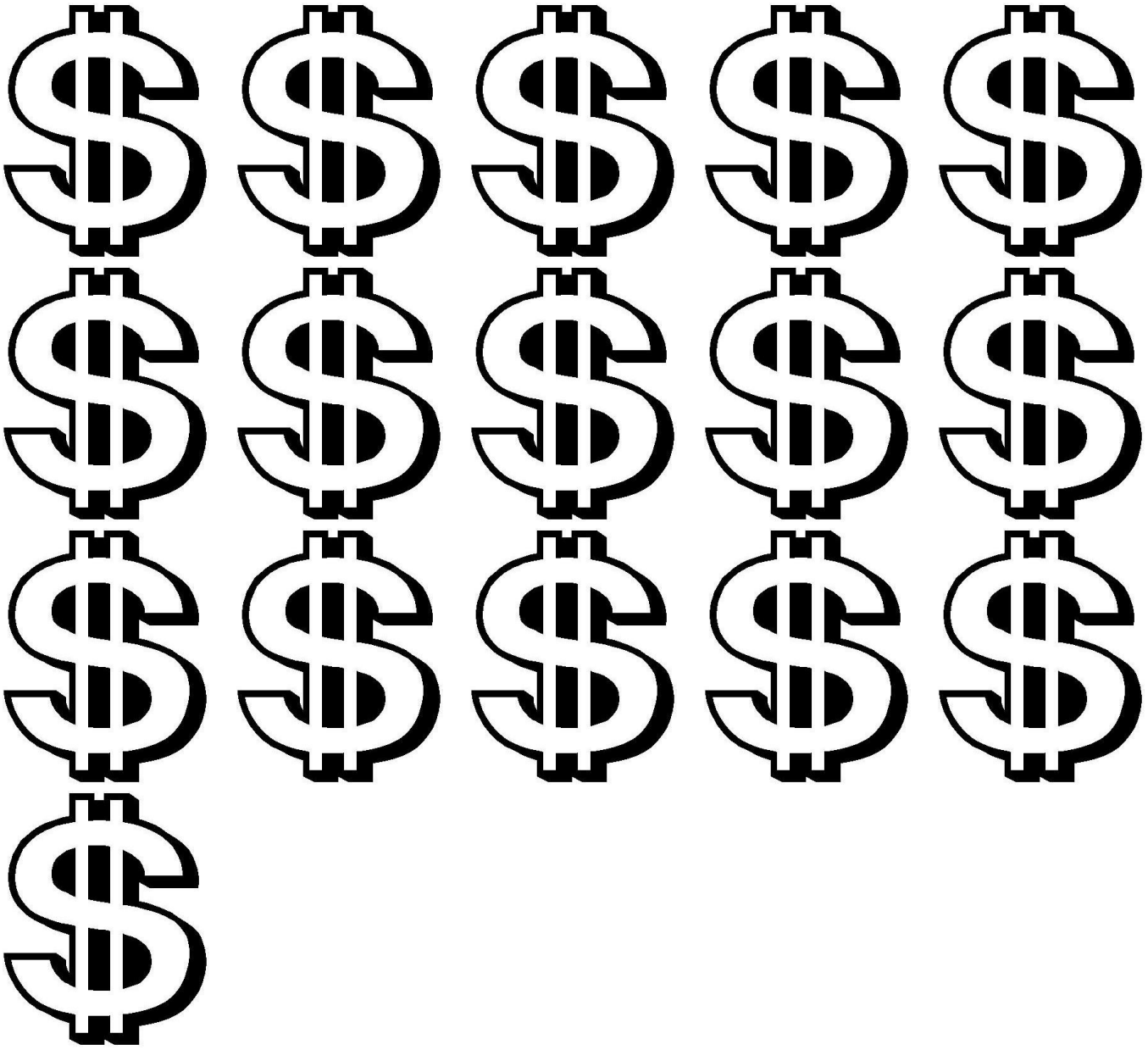


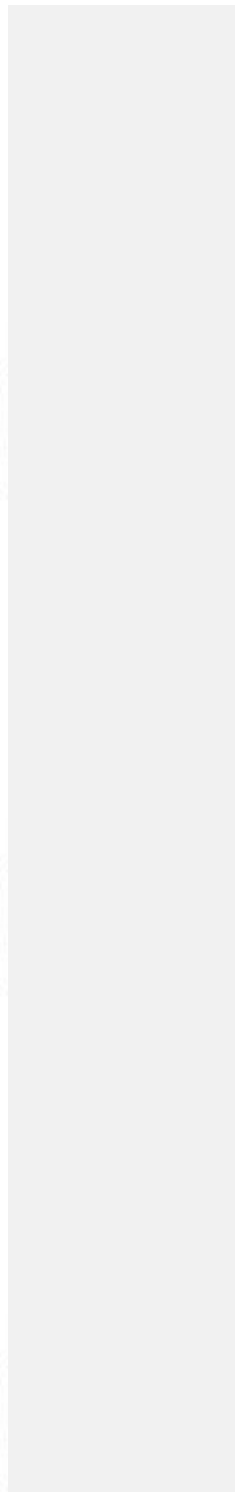
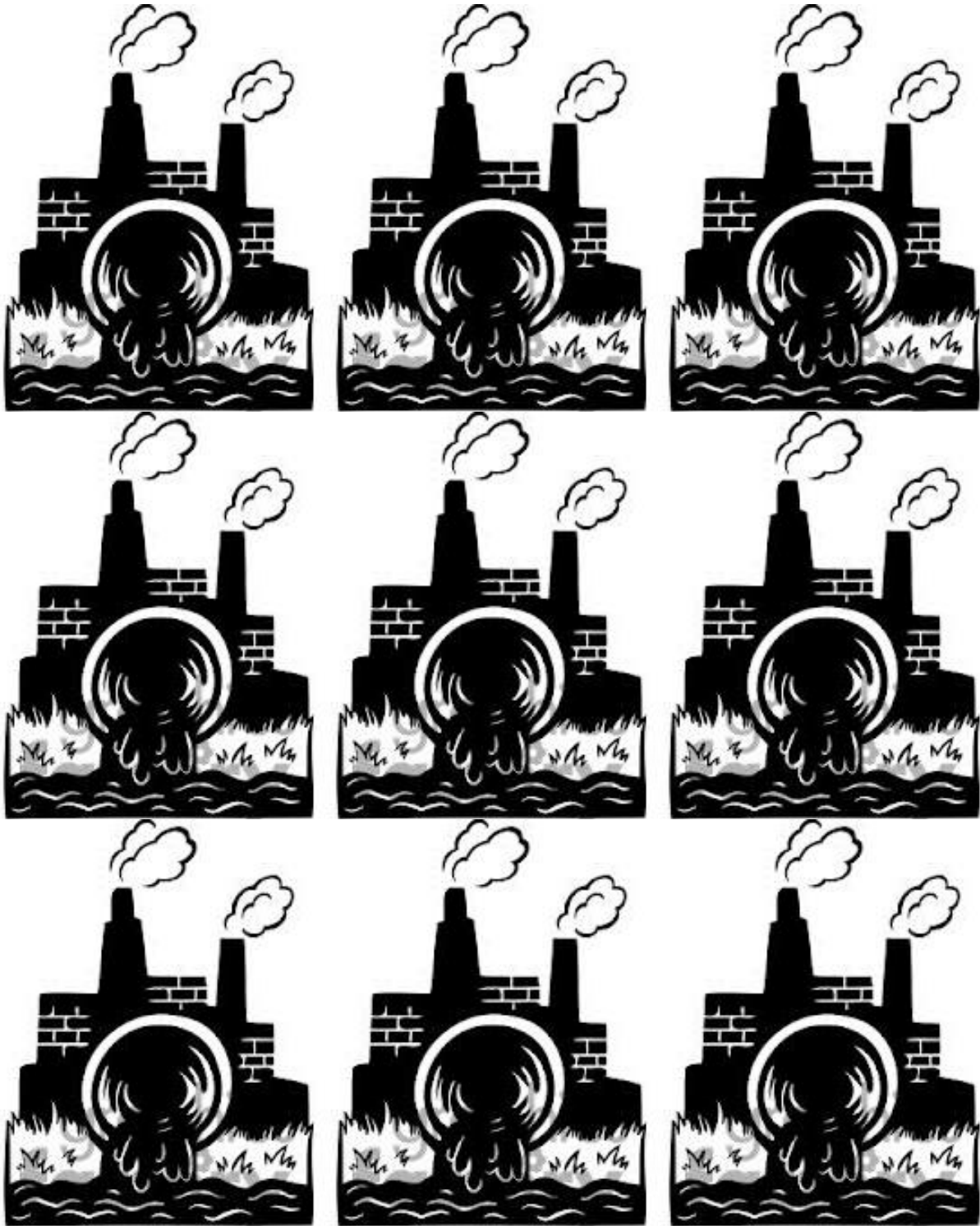
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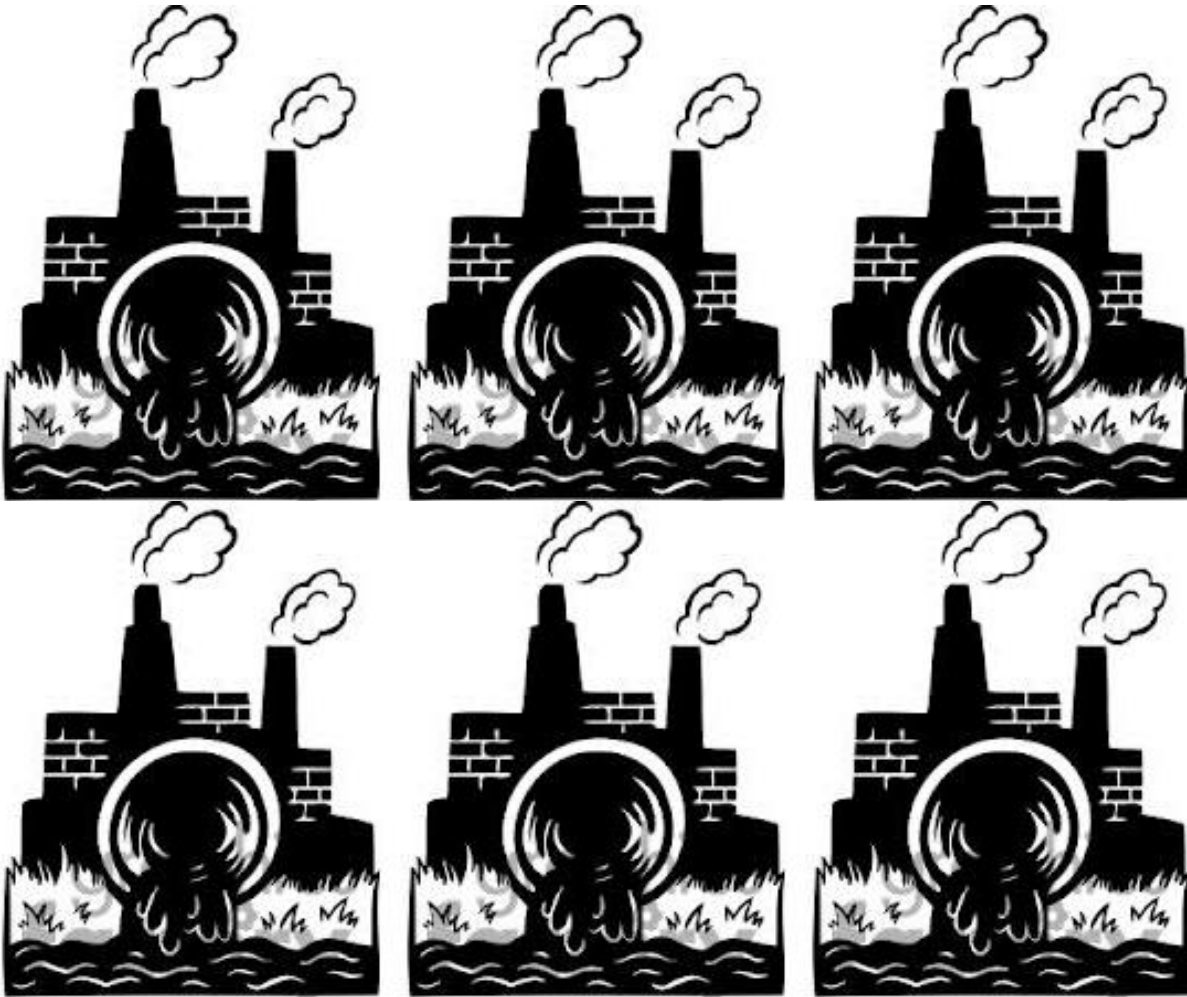


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Bruschetta

Yields 32 bruschetta (2 bruschetta per serving)

Ingredients

For crostini:

2 loaves French baguette, cut into 16 slices on the diagonal

Extra virgin olive oil

Sea Salt

For topping:

2 tablespoons of extra virgin olive oil

1 tablespoon balsamic vinaigrette

Salt to taste

2 15-oz cans cannellini beans

2 ears fresh sweet corn on the cob

1 pint cherry tomatoes, halved

2 garlic cloves, peeled and finely minced

2 bunches of kale

Freshly ground pepper

Optional: ½ cup freshly grated Parmesan cheese

Procedure

1. Preheat oven to 400°F.
2. Lightly brush one side of bread slices with olive oil and sprinkle with salt on top.
3. Place bread slices on a sheet pan with the oiled side facing up. Toast in the oven until lightly golden. Remove from oven and cool.
4. In the meantime, prepare the veggies:
 - a. Rinse cannellini beans.
 - b. Husk corn and shave raw kernels off cob.
 - c. Rinse kale and tear into bite-sized pieces.
 - d. Cut tomatoes in half.
5. Toss kale, corn, beans and tomatoes in a bowl.
6. In a separate bowl, combine olive oil, balsamic vinaigrette, salt and pepper and stir. Pour into veggie bowl and toss until coated.

Place 2 crostini on each plate. On top of each crostini place one heaping tablespoon of the topping. Sprinkle a bit of Parmesan on top if you wish and serve immediately.

Lesson 1.8 Advocacy (Continued)

Learning Objectives:

- Define advocacy and identify some strategies advocates use, including the importance of telling one's own story.
- Articulate the connection between farm labor and food justice

Essential Questions:

- What are some forms of advocacy?
- How can I be an advocate?
- What is the food justice issue in the film and how does it fit into the food system?

Materials Needed:

- Chart Paper/Board
- Markers
- Video equipment
- Paper and pens for letter writing

Vocabulary:

Advocate – To speak or write in favor of a person or a cause (including yourself).

Coalition – A formal alliance of organizations, groups, and agencies that have come together to work for a common goal

Protest – An expression or declaration of objection/disapproval

Activism – Taking action to effect social or political change.

Organizing – To assemble a group of individuals and organizations in one or more communities to advocate as a larger group for common interests.

Recipe Options:

Something that won't take very long but can be snacked on throughout the lesson – **yogurt and granola parfait** is an option!

I. Introduction: (10 min)

As a group, go over the definition of food justice again: *healthy and nourishing food that is accessible to all; everyone gets enough and has choice; no harm is caused to the earth or people involved in the production/distribution of it.*

If watching a film about farm labor:

Ask: Where do farm workers fit into the food system?

Ask: Should we be concerned about the conditions and rights of farm workers? Why or why not? (Let this be a free form discussion)

Reference the vocabulary words on the board – ask if the students recognize any of those words, and where they have heard/seen them before, what they mean to the students.

If watching a film about hunger/poverty:

Ask: Is access to food a right? Should we be concerned about access to food? And what can be done about hunger?

II. Cook (25 min)

III. Food Justice Films and Discussion (20 min)

Explain: Today we are going to explore a food justice issue and practice our own advocacy skills by taking action around this issue. We will watch two short films detailing the conditions of farm workers, and one of the films will also explain how farmers and other community members are working to improve those conditions.

Pre-film discussion: What do you know about farm workers in the US? Do children work on farms in the US? Are most of the farm workers from a specific country?

Films: The Harvest (La Cosecha) and One Penny More on the CIW website

<http://theharvestfilm.com/> (2 minutes and 15 seconds)

<http://ciw-online.org/media/> (2 minutes)

After showing both films, have a debrief about the two films for about 10 minutes.

Prompts:

- How did the films make you feel? What did you learn about the conditions of farm work and the rights of farm workers and were you surprised by what you saw?
- What solution is the CIW seeking?
- What forms of advocacy are they using? (List responses on the board, and prompt others: letter writing, petitions, protest, sit-ins, workshops, etc.) This question should lead into debate on what constitutes advocacy. For example, the Coalition of Immokalee Workers held workshops and runs an Anti-Slavery campaign. Is education/teaching a form of advocacy?

OR Explain: Today we are going to explore a food justice issue and practice our own advocacy skills by taking action around this issue. We will watch a film on hunger in the United States and learn about what is being done about this issue.

Pre-film discussion: What do you know about hunger in the US?

Film: A Place at the Table

Prompts for post-film discussion:

- How did this film make you feel?
- Did the film surprise you?
- How does your experience compare with those in the film?
- Do you think that hunger and food access are topics that people talk about openly in your community? Why or why not?
- What did you think about the amount of money given to agricultural subsidies vs. the amount reserved for SNAP? And do you think it makes sense for money to come out of SNAP to go to the Healthy, Hunger Free Kids Act?
- What do you think about how decisions are being made about SNAP benefits and other hunger issues?

IV. Advocacy Discussion and Activity (35 min)

Spend the rest of the class time working on the advocacy discussion and activity.

Ask: Why were these films powerful to you? (If they need prompting) Why do you think it is important that the subjects got to tell their own stories?

Ask: Have any of you participated in any of these forms of advocacy? Specifically, have any of you written a letter in protest? What was that experience like?

Explain: We are going to practice our advocacy skills by writing letters to in response to what we saw in the films. **As a class, go over letter writing.** The guidelines on here should be

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written on the board (just the parts in bold!) Elaborate and explain each part with the class, so the students can use them as a reference while writing.

- **Who is the letter to?** (Identify someone who has power/influence in this situation)
- **What is the overarching topic?** (Food/labor/workers' rights)
- **What are your specific concerns?** (Draw from the films, what most struck the students about the situations?)

Structure of the letter: This can also be used as a space to address and practice their persuasive writing skills.

- **Introduction** (Who I am, who you are, why you should care about this topic) This should start with a HOOK – an attention-grabbing statement or question to express the seriousness of this issue.
- **My Concerns** (Start with an argument. Use evidence. Practicing advocacy by addressing issues that impact themselves and others)
- **My story** (a chance for the students to tell their own story and explain why their experience makes them care about this topic and why their story needs to be heard. Practicing self-advocacy by voicing their own stories.)
- **Conclusion**

V. [Food-Fighters Challenge \(1 min\)](#)

Look around this week for any food justice issue that you would like to advocate to change.

Fruit, Yogurt and Granola Parfait

Ingredients

- Fresh fruit – pineapple, banana, blueberries, strawberries, mango are all options
- 4 cups of low-fat plain or vanilla yogurt
- 4 cups old-fashioned whole rolled oats
- 1 cup sliced almonds
- ½ cup flax seeds
- ½ cup unsweetened shredded coconut
- ½ cup dried cranberries
- 1 cup olive oil
- 1 cup maple syrup
- 2 tablespoons cinnamon
- Pinch of salt
- Zest of half lemon or orange

Procedure

- Preheat oven to 300 degrees.
- In a large bowl, combine oats, almonds, flax seed, cranberries and coconut and mix well.
- In a small bowl, combine olive oil, maple syrup, salt, lemon zest and cinnamon. Stir until combined.
- Pour wet mixture over dry mixture slowly and stir until coated. Don't let it be wet, just coated. Do not pour in entire wet mixture if not necessary!
- Evenly spread mixture onto baking sheets and bake for 12-15 minutes. Stir occasionally.
- Other students should be working on chopping the fruit and making a fruit salad.
- Immediately remove granola from baking sheet into bowl. As that cools, have students take yogurt and fruit in plastic cups. Once the granola has cooled, they should top their yogurt with the granola and enjoy the parfait!

Lesson 1.9: Review and Jeopardy

Learning Objectives:

- Summarize the food justice concepts they've learned in the past semester.
- Articulate examples of advocacy, especially within their communities and the food justice movement
- Articulate a definition of food justice so it can be used during the community food assessment.

Essential Questions:

- What is food justice?
- Why is it important for us to study food justice?

Materials Needed:

- Projector for Jeopardy (or jeopardy poster board)
- Ingredients and material for food prep, see attached recipes

Vocabulary:

Food justice: *healthy and nourishing food that is accessible to all; everyone gets enough and has choice; no harm is caused to the earth or people involved in the production/distribution of it.*

Recipe Options:

Quesadillas, burritos, something festive!

I. Icebreaker: Find your Match (10 min)

Write down food justice issues that you've talked about over the past 10 weeks with the students on pieces of paper – but write down each one twice. Put all the pieces of paper in a hat or a bucket and have the students pick a piece of paper out of the hat. Now they have to find their match by asking their fellow students questions. Once everyone is matched up have them report back to the group on what their issue is and why it is a food justice issue/where they see it in their community.

II. Jeopardy (40 min)

- First lets establish some ground rules
 1. There are two teams, we will flip a coin to see who goes first
 2. When it is your team's turn, you have to confer with one another about what you think the answer is. When you come to decision (no more than 30 seconds allowed) then ONE team member gives the final answer to the teacher.
 3. If this answer is correct the points are awarded. If it is incorrect the other team can answer the question and win half of the points. If they are also incorrect you can go back to the first team, and they can win up to $\frac{1}{4}$ of the points, and so on.
 4. **If the team who is not up yells out the answer when it is not their turn they will lose the amount of points that the question was worth and the team who was up will get a new question. For example if Team A is answering a question for 300 points and someone from team B yells out ANY answer (doesn't matter if it's wrong) then Team B will LOSE 300 points.**
 5. Once all the questions have been answered, tally up the points and declare a winning team!

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- To play go here: jeopardylabs.com/play/food-justice-jeopardy
- If you ever want to **edit** this template, go to jeopardylabs.com/edit/food-justice-jeopardy
- *Note: If you don't have a way to use this link in the classroom you can write the chart of categories and points on the board and have your questions handy

III. [Cook: Celebration! \(35 min\)](#)

- Quesadillas or Enchiladas

IV. [Essential Questions Discussion/Activity \(20 min\)](#)

- While students are eating, have a group debrief of the food justice jeopardy session. What were some highlights from the past few weeks? What topics made you want to know more? What topics did you want to talk about but didn't get to go into? How has your understanding of food justice evolved since the class started?

V. [Food-Fighters Challenge \(1 min\)](#)

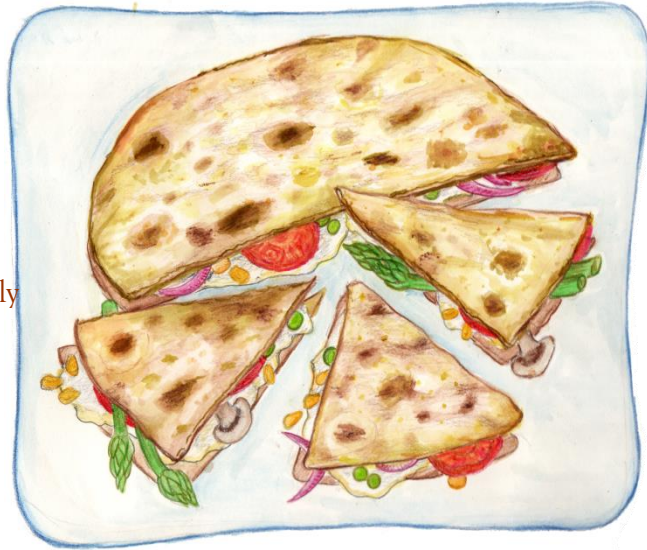
- Begin noticing the types of foods that are available in your community and notice if there are any foods that are missing and what foods are found in abundance.

Veggie-Black Bean Quesadillas

Yields 4 Quesadillas

Ingredients

- 1 tablespoons olive oil
- 1 medium yellow onions
- 1 cloves garlic, minced
- 1, 15 ounce cans black beans
- Salt and pepper
- ½ bunch cilantro, washed and leaves roughly chopped
- 1 bunch spinach, stems removed
- 1 container cherry tomatoes, quartered
- 1 ½ cups shredded sharp cheddar cheese
- 8 tortillas, preferably whole wheat



Procedure

1. Preheat oven to 375 degrees.
2. In a large sauté pan, heat 1 tablespoon of olive oil. Add onions and cook over low heat until caramelized so they are softened and deeply browned.
3. In a medium saucepan, over medium low heat, sauté garlic in remaining olive oil. Add black beans, salt and pepper and stir. Cook beans until heated throughout, then mash with a potato masher or fork. Set aside.
4. Wash and chop cilantro and spinach and set aside.
5. Wash and quarter tomatoes.
6. Grate cheese and set aside.
7. Now assemble quesadillas:
 - Lay out 10 tortillas and spread about 2 tablespoons of black beans on each.
 - Sprinkle about ¼ cup of grated cheese on each tortilla.
 - Add small handfuls of spinach, cilantro and tomatoes on top.
 - Then, sprinkle a bit more grated cheese on top of the vegetables.
 - Complete by covering the stack with another tortilla and press down gently.
8. Transfer quesadillas to a baking sheet and place in the oven and bake for 10-15 minutes, until they are lightly browned. Remove from oven, cut into either into quarters or into 6 equal pieces, and serve hot with salsa. Alternatively, you can cook quesadilla in a dry sauté pan, turning it once, and letting each side brown a bit.

Trip to Farmers Market

Learning Objectives:

- Articulate the concepts of a seasonal/locally based diet
- Name some crops that are seasonal/ locally grown in the tri-state area in the fall

Essential Questions:

- What does it mean to eat locally and seasonally grown foods?
- What kinds of vegetables are grown near NYC? What kind are not?

Materials Needed:

- Health Bucks!
- Farmers market scavenger hunt handouts

Vocabulary:

Seasonal: produce that is consumed when it is readily available locally, based on seasonal harvest patterns.

Local: Food grown/ raised/ processed/ packaged within an agreed-upon distance, such as 150 miles. Food that supports a local economy.

Recipe Options:

- Students buy snack with Health Bucks – only fruits and vegetables allowed!
- If possible buy ingredients for next week's class at the market with the students

I. Introduction (10 min)

This week: What does it mean to “Eat Local?” What does it mean if a food is “in season?”

II. Essential Questions Discussion/Activity (40 min)

- Upon arrival at the market, circle up and go over the expectations for their behavior. Make sure they are aware that they are visiting someone's business, this is their livelihood, and they need to be respectful, polite, and to be careful not to touch too many different products, and those they do touch, do so gently and respectfully. Before asking a farmer a question, introduce yourself, your school and project, and ask the farmer if he/she has time to answer a couple of questions.
- Complete Scavenger Hunt Activity. If it is dark, or students will respond better to the trip without handouts, just go over guidelines and have students go around and talk to farmers. The conversation is the important part – not completing the handout!
- Buy snack with Health Bucks—they are only allowed to buy fruits and vegetables with health bucks!

III. Eat/Closing Circle Reflection (10 min)

Gather students in a circle before getting on train. Have them go around in a circle and share, so what? How did today's farmer's market visit impact them?

Add anything to the list of food justice issues in community/world to investigate in Community Food Assessment and Community Project!

IV. Food-Fighters Challenge (1 min)

Next time you buy food, look to see where that food comes from-- Was it grown in NY? How many miles did it travel?

Food Justice Farmer's Market Scavenger Hunt

1. Find one farmer and politely explain to him/her that you are on a field trip and would like to ask them some questions. Then ask the following and record the farmer's answers below. (If you run out of space, feel free to write on the back of the survey.)

- a. Where is your farm and how far away is it?
- b. How big is your farm?
- c. How many different fruits/vegetables do you grow?
- d. What does it mean to say that a food is "seasonal?"
- e. What is your favorite vegetable that you are selling at your stand today and how do you cook it at home?

2. Find one farm stand that is offering a "tasting" and taste the food. Describe the taste – is it sweet, sour, crunchy, spicy, or bitter? Does tasting the food change your opinion about it?

3. Find another farmer! Ask:

- a) What do you like about selling food in NYC?
- b) Why do you think it is important for local produce to be available in NYC?
- c) What are the benefits of eating local?

4. Find a farm that is organic. Write down the name of the farm. Ask the farmer what organic means.

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Bonus:

Find a fruit or vegetable you have never seen before! Describe or draw the fruit or vegetable here, and ask the farmer what it is called!

Farm Trip

Learning Objectives:

By the end of this lesson students will be able to:

- Explain defining characteristics of organic farming
- Connect food directly to farms
- Articulate the experience of a “day in the life of a farmer”

Essential Questions:

- How do different fruits and vegetables look when they're growing?
- What does it mean if a farm is *organic*?

Materials Needed:

- Healthful sandwiches and snacks (plenty of water)
- Handouts
- Clipboards
- Pencils
- Seed packets for food fighters challenge

Vocabulary:

- **Pesticide/herbicide:** a chemical used to kill pests or weeds
- **Fertilizer:** a substance added to soil to increase its ability to support plant growth
- **Compost:** decayed plant matter: a mixture of decayed plants and other organic matter used by gardeners for enriching soil
- **GMO (Genetically Modified Organism):** an organism whose genetic material has been altered using genetic engineering techniques

Recipe Options:

- Sandwiches and snacks for the road
- If possible buy produce for next class from the farm

I. Introduction (10 min)

This week: What are different types of farming? What does it mean if a farm is *organic*?

If you have already done the Meet Meat lesson: What is the difference between factory farming and humanely raising animals? What do you think we will see today?

II. Essential Questions Discussion (10 min)

- Upon arrival at the farm, before getting off the bus, go over the expectations for their behavior. Make sure they are aware that they are visiting someone's business, this is their livelihood, and they need to be respectful, to watch where they are walking – not to cause any harm to the crops/animals and listen carefully to the farmers, who are giving their time.

Ask each student to come up with a question that they will ask the farmer during question time, give them a pencil and notecard and have them write their question down and put it in their pocket. Go over the questions with them so you know what they are asking. Listed below are some sample questions if they can't come up with their own.

- Why did you become a farmer? What do you like about it?
- What is the hardest part of your job?

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- What's the best part of your job?
- What kind of advice do you have for someone who want to be a farmer?
- What is the most important thing to do to keep your crops healthy?
- How do you make money? Who gets this food?
- What is the hardest part of farming? The easiest part?

Talk to the farmer ahead of time about the program – **have the farmer incorporate food justice into whatever they talk to the kids about. Make sure the following questions get answered:**

- What is a pesticide/herbicide?
- What is a GMO?
- What does organic mean to you? What do you think about organic? Why are you organic or not?

III. Activity: Farm! (90 min)

- Work with farmer on different jobs: harvesting, weeding, etc.
- Before lunch make sure there is time for Q & A with farmer and that the students ask their questions

IV. Lunch (25 min)

Eat sandwiches!

V. Eat/Closing Circle Reflection (10 min)

While students eat their sandwiches have them go around in a circle and share, so what? How did today's field trip impact them?

VI. Food-Fighters Challenge (1 min)

Plant seeds in a small container at home and grow your own food!