



**UNIT 3:
FOOD AND POWER**

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**FOOD
CITIZENSHIP**

Note to Teachers

Lesson 34 offers students the chance to step back and think about how they would like to take the material they have studied this semester and incorporate it into their lives. Students engaged in the course will have already pointed out ways that they have responded to the lessons. This class session is about creating a simple and realistic action plan. The hope is that, while students might block out a modest start, they will continue to build their commitment to and advocacy for a more sustainable food system.

Goals *In this lesson, students will*

- appreciate the forms that food activism can take.
- understand the need for their own food activism.

Objectives

- Students will use a series of short writing prompts to brainstorm about the myriad forms that food activism can take.
- Students will use examples of food activism to develop an action plan for their own food citizenship.

Materials

- Food Citizenship Action Plan



FOOD CITIZENSHIP

Please use this margin to notate how to best adapt this curriculum to your students.

Instructions

Part I: What is an activist?

1. Introduce this class session by reminding students that once they learn more about food and our food system, we need to decide what we wish to do with that information. How does it change the way we live? In order to begin to answer that question, students will begin with some writing:
2. **FOCUSED FREE WRITE #1** (5 minutes): Think back over the full semester. How many examples of food activism can you identify? Who were those food activists and what was the focus of their activism?
 - You might give one example to get students started: the Punk dumpster divers in Seattle.
3. Canvass the class to make a full list of activists on the board. Include just as many individuals and groups as you can: Michele Obama on school lunch, the fish farmers at Veta la Palma, and urban farmers like Karen Washington.
4. **FFW #2** (5 minutes): Do you know of other examples of food activism—perhaps in your city or community? Or elsewhere in the world?

Selectively share FFWs to enrich and broaden the list.

These examples might include advocacy for food waste collection or the acceptance of food benefits at farmers markets.
5. **FFW #3** (5 minutes): Activism need not be loud, dramatic, or public. What food activism could be part of your daily life?

Share FFWs to further add to the list. These acts should include eating food that grown in harmony with nature and avoiding food waste. They could include composting or taking food scraps to food waste collection sites.

Food activism might also entail selecting ocean-friendly fish or avoiding meat grown in inhumane conditions. It might mean reducing how much you spend on addictive junk foods or fast food.

Becoming a food activist might mean teaching your friends to cook, majoring in food studies in college, or becoming a farmer to feed your community.

The goal here is to fill as much space as possible with ideas about what food activism might look like. Feel free to add your own ideas. The only risk is stopping too soon. Give yourselves the opportunity to brainstorm freely. Examples of activism should be large and small, focused on one's own habits, engaging family and friends, and advocating for legal, political and cultural change.

By the time you finish this exercise, your students should be exhausted but also inspired by the range of forms of activism that you have defined.

Part II: Creating an Action Plan

1. Remind students that they are at a moment in their lives when they ask a lot of questions about who they are, who they wish to be, and what they believe. This fertile period of reflection shapes the adults that they become.



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During the rest of the class, therefore, students will ask what kind of food activist they wish to be.

2. **FFW #4** (5 minutes): What activism can you engage in right now? What kind of activist should you be at the end of the year? What will your food activism look like in five years?

3. Ask students to take the FFW they have just written to create a formal action plan:

Distribute the handout My Food Citizenship Action Plan

Encourage students to refine their goals as they write and to select their language carefully.

4. Collect and scan these Action Plans before you return them. Please share them with us.

Part III: Final Reflections

Have students take the final survey. With any remaining time, ask students for their reflections on the semester.



This program is made possible by generous support from Unilever.



FOOD CITIZENSHIP

AS A FOOD CITIZEN, I HAVE THE POWER TO MAKE FOOD SYSTEM CHANGE.

Right now, I commit to . . .

By the end of the year, I want to . . .

In five years, I will be a food activist who . . .

