

TTCD Lesson Plan (13): Community Food Mapping

Unit: Food Systems	Grade(s): 5-12	Class Size: 1-15	Lesson Duration: 45 minutes	Location: Classroom or MPR
Topic(s):	Food systems, food justice, identity and belonging			
Student Prerequisites:	This activity is intended to follow the TTCD Lesson “Journey from Field to Fork,” but could be completed independently.			
Essential Questions:	• In what ways are we a part of the food system? • What other systems are we a part of? • Why is it important to know about the “journey” our food goes through?			
Student Objectives:	1. Students will begin to understand the concept of the food system. 2. Students will understand that they play a role in the food system. 3. Students will understand that the food system does not function the same for all people.			
Standards:				
Local Context:	Students reflect on the food system they are part of. <i>As a facilitator, it is important to keep in mind the social and economic barriers people face when it comes to accessing healthy, affordable, and culturally appropriate food.</i>			
Vocabulary:	System: a set of interdependent parts forming a complex whole; a set of principles or procedures according to which something is done Food system: the journey that food travels from field to fork and beyond, which includes growing, harvesting, processing, packaging, transporting, marketing, consuming, and disposing. It includes the inputs needed and the outputs generated at each step Food Security: the state of having reliable access to a sufficient quantity of safe, affordable, and nutritious food Food Justice: a person’s right to affordable, nutritious, fresh, and culturally appropriate food regardless of race, class, gender, ethnicity, citizenship, ability, religion, or community			
Dena'ina language words:	<i>Added by TTCD or community partners</i>			
Materials:	• Extra-Large Post-it paper or regular paper, one for each group • Colorful markers • Dena’ina seasonal cycle posters			

Instructor Prep:	Decide which community you will have the students map, or whether you want to assign different ones to each group. This community could be the school, the neighborhood, the village, the region, etc.
Introduction:	
Directions:	1. Divide the class into groups of 4-6 students, or complete the activity as a whole group. Give each group a paper and several colored markers. 2. Explain that each group is to draw a map or picture of the local community. Define what this is: ythe school, the neighborhood, the village, the region, etc. 3. It may help to remind students of the different parts of the food system we learned about in the previous lesson, “Journey from Field to Fork.” 4. While students are mapping, prompt them with the following questions: - Where is your food grown and how does it get to you? - Where can people get food? - What type of food do people have access to in this community? - Is it fresh, affordable, and culturally appropriate? - What happens to leftover food and packaging after food is eaten? 5. Once a group finishes their map, have them draw in any changes that they would want to see in their community, for themselves or for others.
Wrap Up:	Going in a circle, have each person share one word to describe the experience of mapping out their community’s food system. Have each group share their map, and discuss any changes they would like to see in their community’s food system. For older students: After discussing changes they would like made, instruct students to write a brief letter to the TTCD garden team, their school principal, their family, their village council, or another governing body describing a change they would like to see in the community food system and explaining the need for the change. For younger students, consider writing one letter together as a class. (This can also serve as an assessment). <i>Assessment:</i> Have students work individually or in pairs to create a cartoon or poster to celebrate one or more positive aspect(s) of the community food system. For younger students, you can prompt them with the following sentence stems: “_____ is a food system hero because _____!” and “Celebrate _____ because it/they help us _____!” Students who successfully demonstrate learning will feature something or someone that is important in the local food system and effectively explain why that component is important.

Lesson Adaptations:	Use an actual map of the school, village, or region that students can mark up.
Extensions:	• Invite a community member or elder to speak to the class about traditional and ancestral foods of the region
Reflections:	How did it go? What did students understand most/least? What would you change about instruction or lesson plan?
Resources Used:	This lesson was adapted from the Cornell Garden-Based Learning program “Project S.O.W. (Seeds of Wonder): Food Gardening with Justice in Mind” Lesson 4.3. https://gardening.cals.cornell.edu/lessons/project-s-o-w-seeds-of-wonder-food-gardening-with-justice-in-mind/unit-4-rooting-resilience/4-3-reimagine-our-food-system/