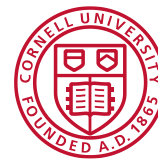


Group Bingo Board

Directions

- For each statement, find one person in the group for whom it is true and write their name in the box.
- Ask at least one person about their connection to the statement
 - The question must start with “how,” “what,” or “why.”
 - Example: If Imani enjoys drawing, you can ask her why she likes it.

Speaks a language other than English _____	Composts at home _____	Has attended a protest _____	Can identify at least one type of plant _____
Enjoys teaching others _____	Likes to dance _____	Has harvested and eaten fresh raw corn _____	Has hands the same size as you _____
Has given a speech before _____	Is involved in a club _____	Cooks at home _____	Enjoys drawing _____
Has signed a petition _____	Has a garden _____	Enjoys playing sports _____	Plays a musical instrument _____



Sample Community Agreements

- **Feel empowered**

Explanation: A significant part of your experience is what you make of it. So, ask questions, make suggestions, speak your mind, and get involved.

- **Practice self-care**

Explanation: Make sure your physical, mental, and emotional needs are being met. If you need to eat something, drink water, go to the bathroom, or get out of the sun, make sure that you do. If you need assistance with something, please ask for it.

- **Practice “both/and” thinking**

Explanation: We often view things with an “either/or” perspective. Try to recognize when multiple things – not just one thing – are true about a subject. We don’t wonder if it’s better to breathe in or out. Practice talking with others in a way that lets you explore many truths. Rather than listening immediately for what’s right or wrong, entertain that the truth may involve both ideas. It can be helpful to practice saying “and” instead of “but” as a way to learn more about this agreement.

- **It’s OK to disagree**

Explanation: It’s ok to disagree with viewpoints and present learning challenges. Practice being uncomfortable for a period of time to see what it might have to teach us. Never blame, shame, or attack someone who disagrees with you.

- **Assume good will**

Explanation: Oftentimes when we hear something that makes us feel challenged or uncomfortable, we are quick to take the defensive. Instead, turn to wonder. Look inward and ask yourself why you feel the way that you do. Then, ask the speaker clarifying questions. You will likely discover that the speaker had no intention to hurt you or others with his/her/their words.

- **Take space/make space**

Explanation: If you find yourself making most of the decisions and speaking the most in conversation, step back to make space for others to speak and participate. If you find yourself staying quiet and taking on little responsibility, step in to make a conscious effort to speak up and participate more.

- **One mic**

Explanation: A way to show respect for fellow group members, have one voice be heard at a time. Practice having a brief pause in between speakers before another speaks.

- **Mindful use of technology**

Explanation: In this space, we ask you to be present with us. As best you can, set aside what happened before this program and what will happen after. Shutting off devices or turning off sound can be a helpful way to stay present.

“Land is the surface
of the earth and all
its natural
resources.”

Merriam-Webster Dictionary

“Land is a rural area
characterized by
farming or
ranching.”

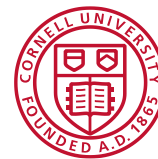
Merriam-Webster Dictionary

“Land is the basis of all independence. Land is the basis of freedom, justice, and equality.”

Malcolm X: African American leader in the civil rights movement and Black Power movement

“Land is the residence of our more-than-human relatives, the dust of our ancestors, the holder of seeds, the maker of rain; our teacher.”

Robin Wall Kimmerer: Mother, scientist, decorated professor, and enrolled member of the Citizen Potawatomi Nation



Example Land Quotes and Definitions Reactions Color Key- change color to what matches the colors that you have



Purple: This definition caught my attention first.



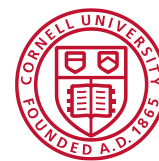
Green: This definition has room to grow.



Blue: This definition is missing something.

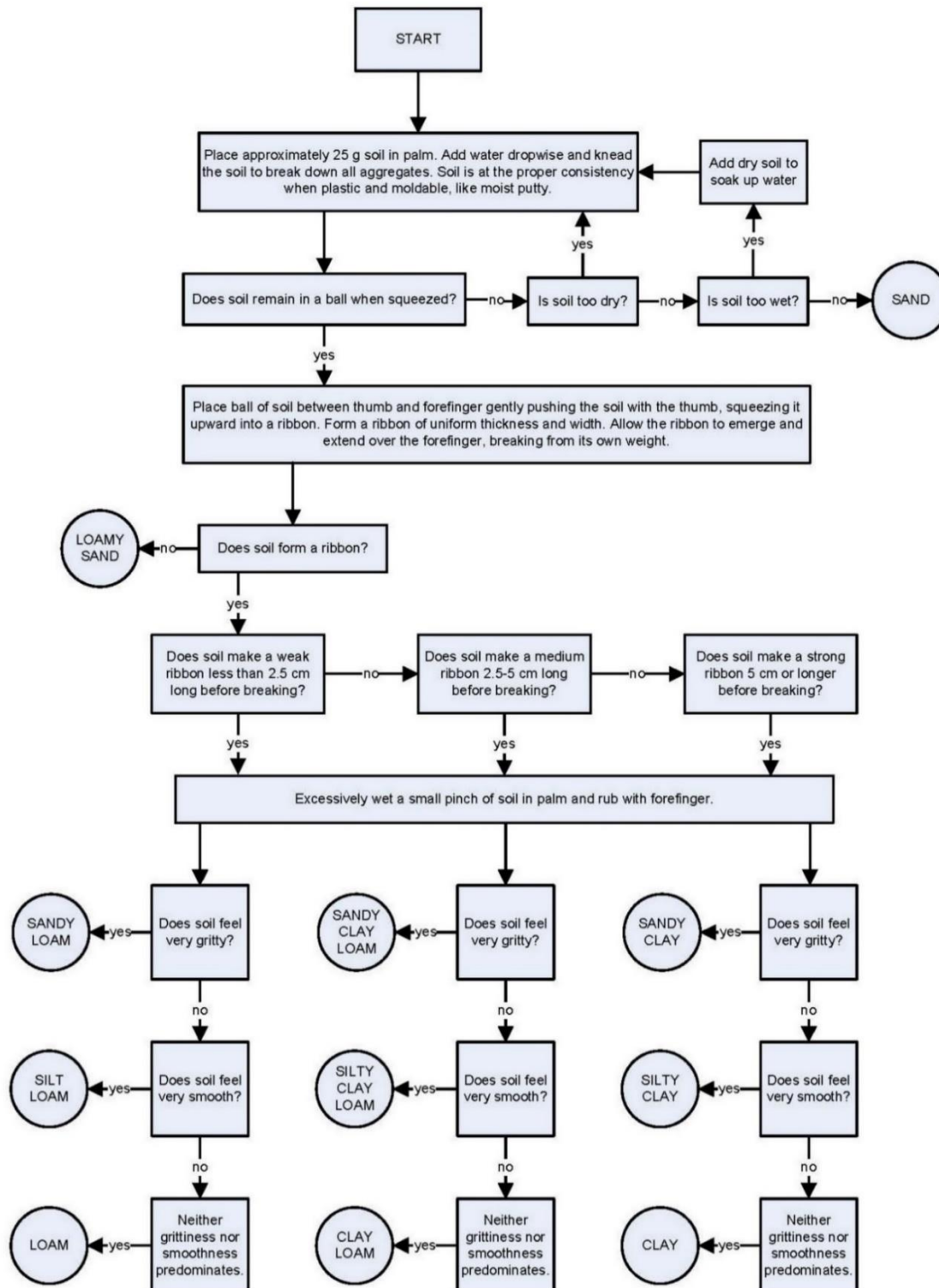


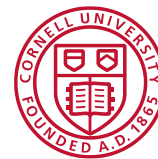
Pink: This definition has given me new perspective.



Soil Texture by Feel - Ribbon Test

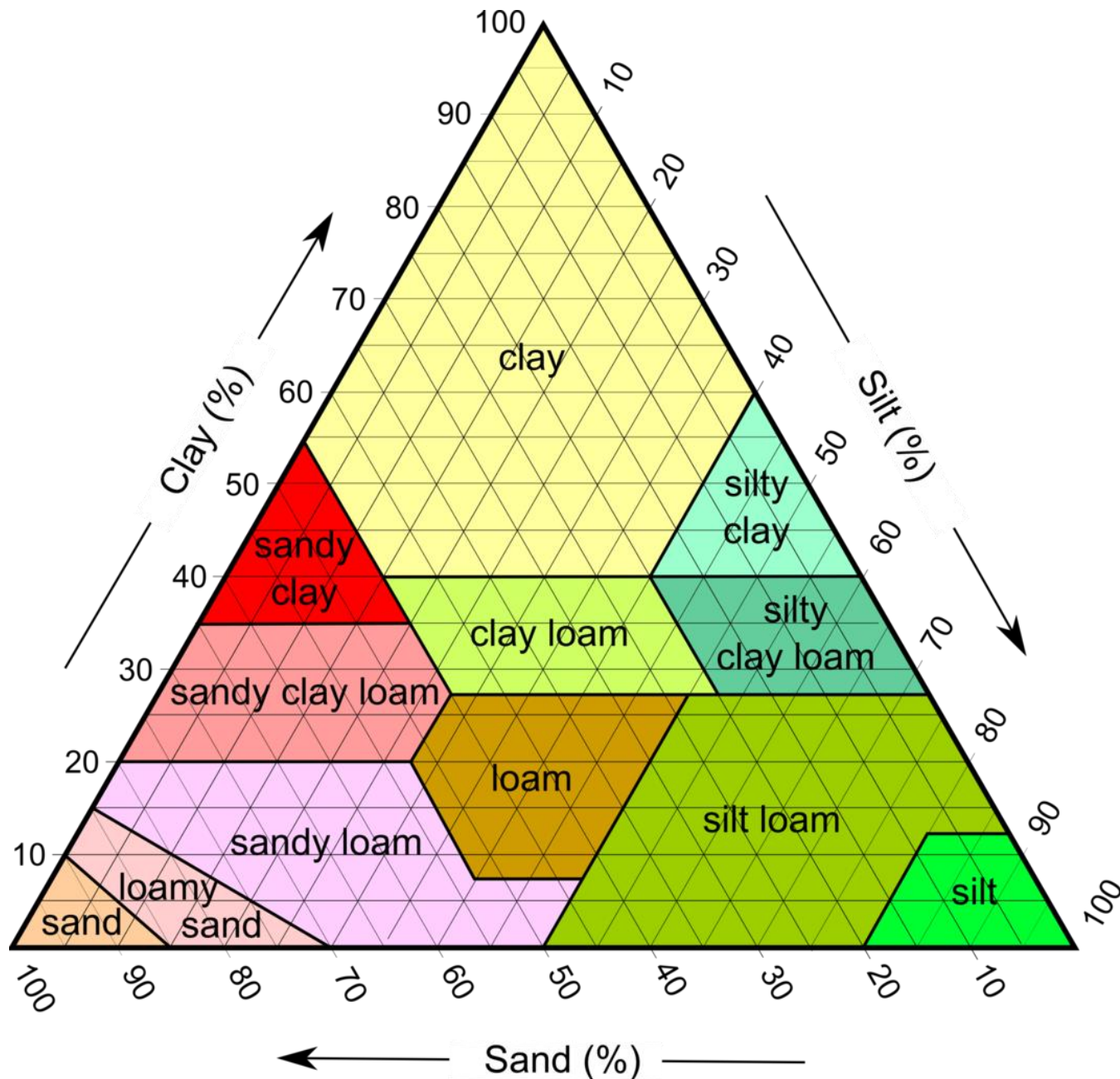
Soil Texture: the relative amount of sand, silt, and clay particles in a particular soil. Texture affects a soil's ability to retain nutrients and water and helps regulate air and water movement. Below is a flow chart to determine soil texture by feel.



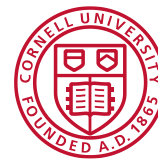


Soil Texture Triangle

Soil scientists use the soil texture triangle to help determine the texture of a specific soil.

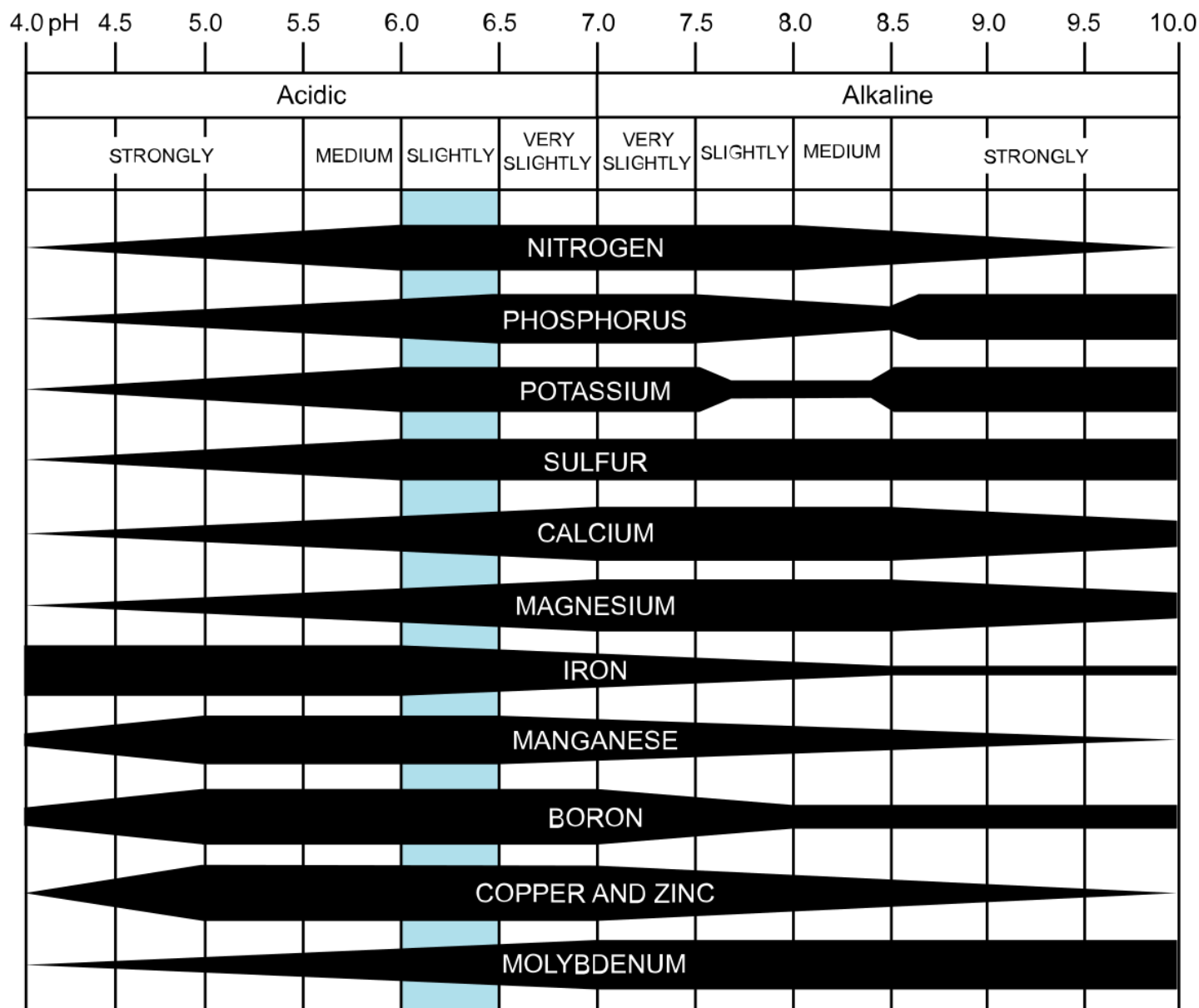


cmglee, Mikenorton, United States Department of Agriculture, CC BY-SA 4.0, via Wikimedia Commons

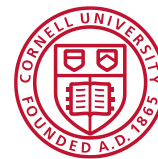


Soil pH and Nutrient Availability

Soil pH (measure of acidity and alkalinity) affects what nutrients are available for plants to take up and use. The chart below shows how the availability of specific nutrients changes depending on soil pH. The wider the band, the more available the nutrient is to the plant.



CoolKoon, CC BY 4.0, via Wikimedia Commons



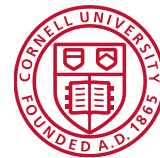
Gratitude Reflection

Think of someone or something that is important to you and ponder the following questions:

- Why is that someone or something important to you? What do you appreciate about them?
- How do you celebrate or show appreciation to what is important to you?
- How do you learn more about what is important to you?

Please write or draw any thoughts that come up for you in this process.

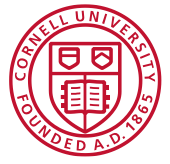
Gratitude: appreciation, the feeling of being thankful.



Interview Practice Tips

<p>Practice Positive Interviewing Skills: Smile and introduce yourself.</p>
<p>Practice Positive Interviewing Skills: Maintain good eye contact and speak clearly.</p>
<p>Practice Positive Interviewing Skills: Use good listening skills. When the person you are interviewing is talking, pay attention to what that person is saying.</p>
<p>Gather Quality Responses: Use interview questions that are simple, yet open ended enough as to take the interviewee down a rich path. Examples are "What surprised you?" "What inspired you?" "What was easy?" "What was hard?" "What did you hope to achieve?"</p>
<p>Gather Quality Responses: Stay with the person's language and echo words the person is using, not what you think they might or should be feeling. You said this was an impossible situation – could you say more about what that means to you? What do you mean when you said you felt frustrated?</p>
<p>Gather Quality Responses: Avoid leading with the word "why" as it can imply criticism and provoke defensiveness. The most powerful questions are expansive and seek to raise awareness, using words such as what, when, who, how much and how many. Shifting from "Why did you do that?" to "what were the factors that led to that decision?" changes the question entirely.</p>
<p>Gather Quality Responses: Avoid questions with right/wrong and yes/no responses.</p>
<p>Gather Quality Responses: Your voice is an important communication tool; use it to help the person you are interviewing understand the questions and responses without suggesting one choice over another.</p>
<p>Gather Quality Responses: Repeat question and response options if the person does not give an answer among those options or gives more than one answer.</p>
<p>Gather Quality Responses: Use a probe question, such as: "What did you mean by that answer?" or "Could you be more specific about that?" if you find the person's response confusing or off topic. If the person is silent, try "Anything Else?"</p>
<p>Gather Quality Responses: When recording an open-ended question without specific response options, read the words back to the person. This gives the person a chance to make sure the response accurately reflects his or her opinion.</p>
<p>End Positively: Thank the person you interviewed for his/her time. Ask if you can follow up if you think of another question later.</p>

Tips adapted from Unit 3 of *Gardening in a Warming World: Youth Grow* curriculum from Cornell Garden-Based Learning.



Garden Puzzles

Scenario 1: Pizza Garden

You want to grow a garden in a 4' x 8' raised bed in a community garden for a fall pizza celebration. Plants included could be basil, onions, oregano, peppers, spinach, and tomatoes. When do we plant each vegetable/herb, and where does it go?

Scenario 2: Glamorous Greens Garden

You want to grow a garden in a 4' x 4' raised bed at your school for a summer celebration. Plants included could be cabbage, chard, collard greens, green peppers, kale, lettuce, and spinach. When do we plant each vegetable/herb, and where does it go?

Scenario 3: Savory Salad Garden

You want to grow a garden in a 4' x 6' raised bed at your local community center for a summer salad celebration. Plants included could be beans, cucumbers, lettuce, onions, peppers, radishes, spinach, and tomatoes. When do we plant each vegetable/herb, and where does it go?

Scenario 4: Bad Reputation Garden (The things you don't think you'll like)

You want to grow a garden in a 3' x 8' raised bed at your local food co-op for a fall harvest celebration. Plants included could be beets, beans, broccoli, Brussel sprouts, cabbage, collard greens, kale, and tomatoes. When do we plant each vegetable/herb, and where does it go?

New York Common Crop Chart

Crop	Planting Window	Footprint	Planting method	Height	Days to harvest	Expected Yield per plant
Asparagus	April - June	36" x 36"	Transplant (1-year old crowns)	> 36"	2 years	½ to ¾ pound
Beans, Snap (bush)	May - July	12" x 12"	Direct Seed	12" - 36"	60-70	¼ pound
Beans, Snap (pole)	May - June	4" x 4" trellised	Direct Seed	> 36"	70-90	½ to ¾ pound
Beets	April-June	4" x 4"	Direct Seed	< 12"	50-80	1 root
Broccoli	April-Aug	12" x 12"	Transplant	12" - 36"	55-90	1 pound
Brussels Sprouts	May-June	12" x 12"	Transplant	12" - 36"	110-120	1 ½ pounds
Cabbage	April-June	12" x 12"	Transplant	12" - 36"	80-90	1 head
Carrots	April-July 15	3" x 3"	Direct Seed	< 12"	70-90	1 root
Cauliflower	April-July 15	12" x 12"	Transplant	12" - 36"	90-150	1 ¾ pounds
Chard	April-July	12" x 12"	Direct Seed	12" - 36"	50-60	1 ½ pounds
Collard greens	May-July	12" x 12"	Transplant	12" - 36"	80-100	2 pounds
Corn (sweet)	April-June	12" x 12"	Direct Seed	> 36"	70-110	1 ear
Cucumbers	May-June	6" x 6" trellised	Transplant	12" - 36"	55-75	4 fruits
Eggplant	May-June	12" X 12"	Transplant	12" - 36"	70-75	2 to 3 fruit
Garlic	Sept-Oct	4" x 4"	Direct Seed	< 12"	220-300	1 bulb
Herbs (annual)	April-June	12" X 12"	Direct Seed / Transplant	< 12"	60-90	variable
Herbs (perennial)	Fall or spring	12" X 12"	Transplant	12" - 36"	Perennial	variable
Kale	May-July	12" x 12"	Transplant	12" - 36"	60-70	1 ½ pounds
Leeks	April-May	4" x 4"	Transplant	< 12"	120	1 stem
Lettuce	April-Sept	6" x 6"	Direct Seed / Transplant	< 12"	65-80	1 plant
Melons	June-July	36" x 36" vine	Direct Seed / Transplant	12" - 36"	55-85	2 to 3 melons
Onions	April-May	4" x 4"	Transplant	< 12"	100-120	1 bulb
Peas	March-May	4" x 4" trellised	Direct Seed	12" - 36"	75-100	¼ pound
Peppers	May-June	12" x 12"	Transplant	12" - 36"	80-100	4 pounds
Potatoes	April-June	12" x 12"	Direct Seed (seed potatoes)	12" - 36"	70-120	2 to 3 pounds
Radishes	March-Sept	3" x 3"	Direct Seed	< 12"	25-35	1 root
Spinach	April & Sept	4" x 4"	Direct Seed	< 12"	40-50	⅛ pound
Squash, Summer	May-June	36" x 36"	Transplant	12" - 36"	55-70	4 to 5 fruit
Squash, Winter	May	36" x 36" vine	Direct Seed / Transplant	12" - 36"	90-150	10 pounds
Tomatoes	May	36" x 36"	Transplant	> 36"	60-85	10 to 20 pounds
Turnips / Parsnips	April-May	3" x 3"	Direct Seed	< 12"	110-120	1 root

New York Common Crop Chart

Crop Footprints

3" x 3"
Carrots
Parsnips
Radishes
Turnips

4" x 4"
Beans, Snap (pole) - trellised
Beets
Garlic
Leeks
Onions
Peas - trellised
Spinach

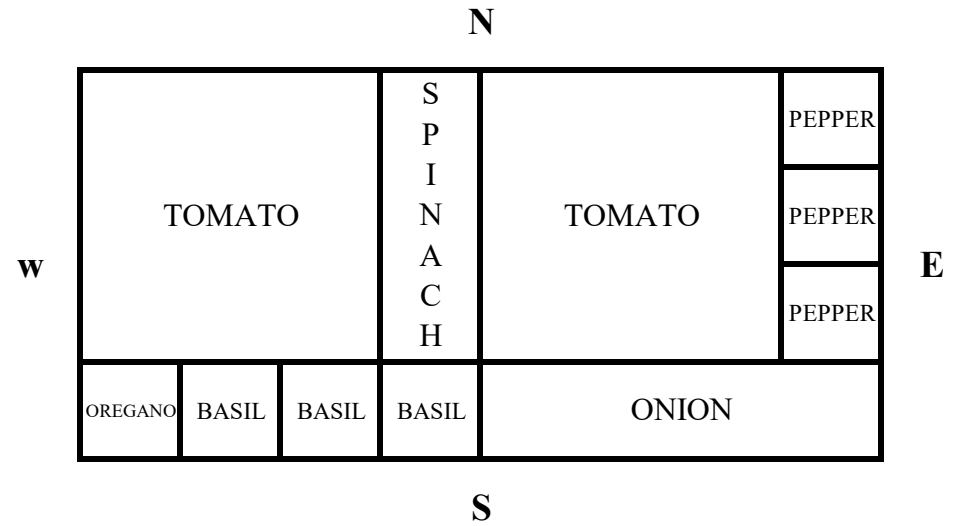
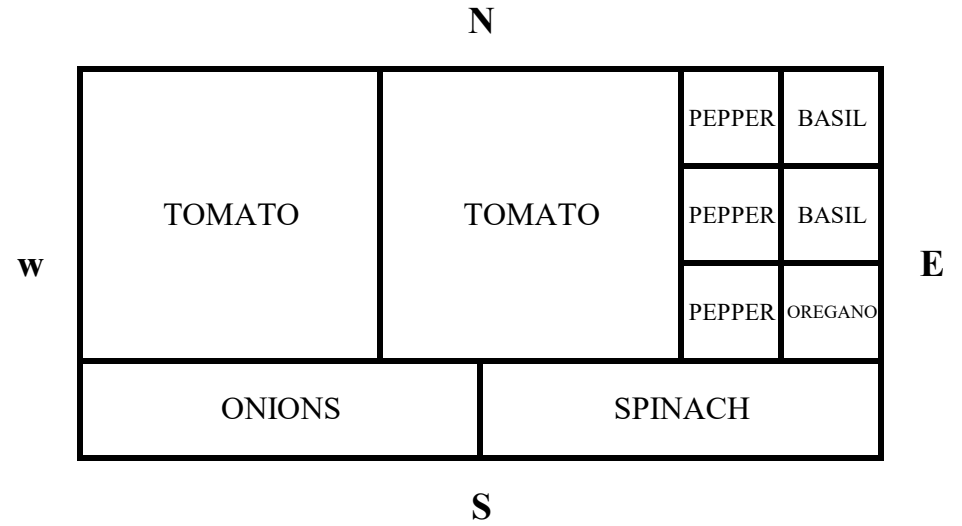
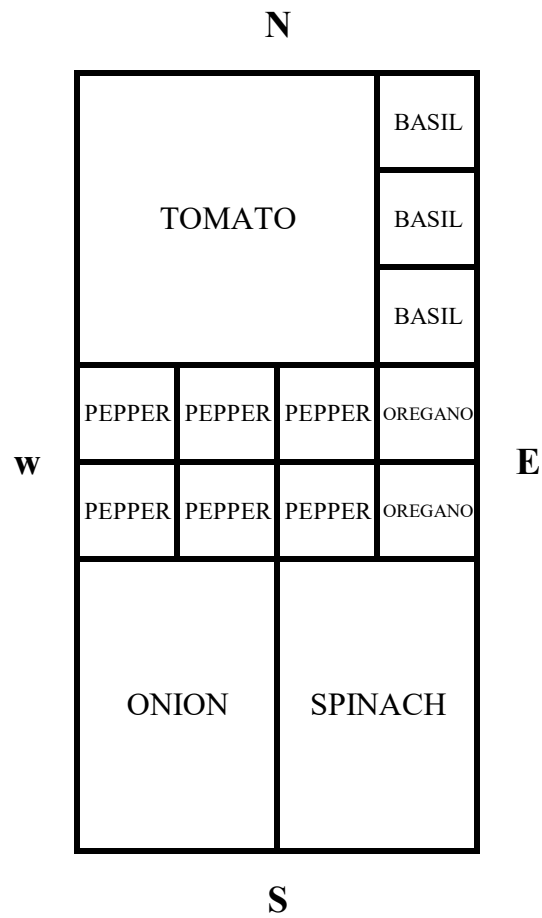
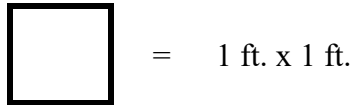
6" x 6"
Cucumber - trellised
Lettuce

12" x 12"
Beans, Snap (bush)
Broccoli
Brussel Sprouts
Cabbage
Cauliflower
Chard
Collard Greens
Corn
Egg Plant
Herbs
Kale
Peppers
Potatoes







36" x 36"
Asparagus
Melon
Squash, Summer
Squash, Winter
Tomato







Pizza Garden







Example designs for a 4 ft. x 8 ft. garden bed









Card Template







Many Interests 	Fun Loving 	Flexible 	Carefree 	Determined 	Enthusiastic 
Short Attention Span	Irresponsible	Unpredictable	Impulsive	Stubborn	Loud







Risk Taker 	Cautious 	Dramatic 	Skilled Leader 	Creative 	Eager 
Tests Limits	Anxious	Explosive	Bossy	Disorganized	Impatient

Nonconformist 	Friendly 	Analytical 	Organized 	Spontaneous 	Quiet 
Rebellious	Talks Too Much	Critical	Rigid	Impulsive	Aloof

Card Template

<p>Detail-Oriented</p> 	<p>Energetic</p> 	<p>Independent</p> 	<p>Big Picture Thinker</p> 	<p>Imaginative</p> 	<p>Playful</p> 
<p>Takes Too Much Time</p>	<p>Intense</p>	<p>Argumentative</p>	<p>Head in the Clouds</p>	<p>Always Daydreaming</p>	<p>Irresponsible</p>

<p>Rational</p> 	<p>Curious</p> 	<p>Self-disciplined</p> 	<p>Trusting</p> 	<p>Sensible</p> 	<p>Competitive</p> 
<p>Uncaring</p>	<p>Nosy</p>	<p>Stick in the Mud</p>	<p>Gullible</p>	<p>Boring</p>	<p>Aggressive</p>

<p>Clever</p> 	<p>Team Player</p> 	<p>_____</p> 	<p>_____</p> 	<p>_____</p> 	<p>_____</p> 
<p>Smart Aleck</p>	<p>Dependent</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>



A Snack's Journey

Write or draw your snack's journey through the food system by identifying the possible activities involved in each part of the system. For example, peeling a banana would be a part of eating while cutting it from its stalk would be part of the growing stage. For each stage, think about who is involved, what the inputs are, and if there is any waste.

Snack: _____

Growing

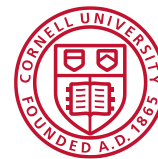
Processing

Distributing

Accessing

Eating

Disposing



Group game: Name that In/Output!

Directions: In this game, have someone (can be facilitator or a group member) read a description of a food system input or output and then have the rest of the group respond with the name of the input or output. The group is given a list of options to choose from. It can be helpful to print this list out for each participant or have it displayed for all to see.

- For example, the leader says “Name that input! ***This input*** is used for irrigation, pesticide and fertilizer application, crop cooling and frost control in growing food. The group responds with the correct answer, ‘Water.’

Inputs	Chemicals	Energy	Equipment	Feed	Materials	Transport	Water
Outputs	Air emissions	Food	Solid Waste	Water Waste			

Descriptions:

1. ***This input*** is used for irrigation, pesticide and fertilizer application, crop cooling and frost control in growing food. (Water)
2. ***This input*** is food grown or developed for livestock and poultry. (Feed)
3. In distribution, a forklift is an example of ***this input*** used to lift and move materials over short distances. (Equipment)
4. ***This input*** used in food packaging include glass, metals, paper, and plastics. (Material)
5. Retailers need to use a lot of ***this input*** to keep a constant temperature in the refrigeration displays and units. (Energy)
6. Food industry adds ***this input*** as food preservatives to fight spoilage caused by bacteria, molds, fungus, and yeast. (Chemicals)
7. Foods move to market by means of ***this input*** of air, water, and land. (Transport)
8. ***This output*** is garbage, refuse, and sludge from a wastewater treatment plant at the factories. (Solid waste)
9. ***This output*** is gases and particles which are put into the air by pesticide sprayers, food processing machinery, and trucks. (Air emissions)
10. ***This output*** is water affected by human use such as runoff, chilling, washing, and flushing toilet. (Wastewater)

This activity has been adapted from Charoenmuang, M. (2018). Food Systems Thinker- Lesson 2.3. Impact of Food Systems <https://tinyurl.com/4oa8kozp>.

Food System Factor Cards

Farm Worker	Taxes and Subsidies
Culture	Soil
Chemicals - Pesticides, Fertilizers	Genetic Material
Climate	Education
Water	Equipment
Animal Health	Corporations and Businesses
Plant Health	Research and Technology
Nutrition	Energy
Government	Biodiversity
Food Service Worker	Community Member

Carbon Footprint	A representation of the effect human activities have on the climate in terms of the total amount of greenhouse gases produced.
Certified Organic	USDA labeling term that indicates that a food has been produced through approved methods. Typically, a food with this label is grown without the use of synthetic fertilizers, synthetic pesticides, synthetic growth regulators, or synthetic livestock feed additives.
Community Garden	A plot of land that is gardened by a group of people to produce fruits, vegetables, flowers, and sometimes chickens for egg production. Community gardens exist in both urban and rural communities in a variety of setting — vacant lots, schools or community centers, or donated land. Food may be grown communally, or individuals or families may have individual garden plots or beds.

<p style="text-align: center;">Community Supported Agriculture (CSA)</p>	<p>A mutually supportive relationship between the farmer and community member. The community member pays for a crop "share" in advance, guaranteeing the farmer a market for their goods. In return, farmers supply fresh produce to shareholders on a regular basis throughout the growing season. This relationship ensures the farmer has an income even in the event of crop failure.</p>
<p style="text-align: center;">Fair Trade</p>	<p>An organized social movement and market-based approach that aims to help producers get better trading conditions and promote sustainability. The movement advocates the payment of a higher price to producers as well as higher social and environmental standards.</p>
<p style="text-align: center;">Farmers' Market</p>	<p>A common facility or area where several farmers or growers gather on a regular, recurring basis to sell a variety of fresh fruits and vegetables and other locally-grown farm products directly to consumers.</p>

<p>Food Apartheid</p>	<p>The unequal access to healthy and culturally appropriate food caused by historical and present day discriminatory social, political and economic systems. This leads to geographic areas in which it is easier to buy “junk” or convenience food and more difficult to buy affordable, fresh, and nutritious food (term coined by farmer and food justice activist Karen Washington).</p>
<p>Food Justice</p>	<p>A person’s right to affordable, nutritious, fresh, and culturally appropriate food regardless of race, class, gender, ethnicity, citizenship, ability, religion, or community.</p>
<p>Food Policy Council</p>	<p>A group of stakeholders representing all parts of the local food system, including community members, non-profits, government, food workers, farmers, and businesses, working together to improve their local food system. This can look like policy change, community education programs, coordinating resources, and much more!</p>

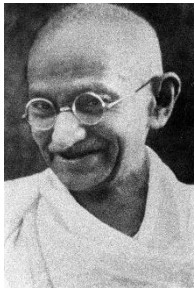
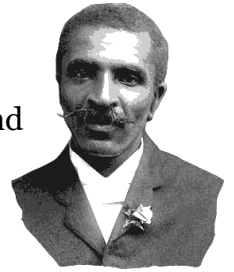
<p style="text-align: center;">Food Security</p>	<p>The state of having reliable access to a sufficient quantity of safe, affordable, and nutritious food.</p>
<p style="text-align: center;">Food Sovereignty</p>	<p>The right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems (term coined by International Peasants' movement La Via Campesina and defined in the 2007 Declaration of Nyéléni).</p>
<p style="text-align: center;">Food Waste</p>	<p>Food that is discarded, lost, or uneaten. Causes are numerous and occur in all parts of the food system. In the United States, 30-40% of the food supply is wasted.</p>

<p style="text-align: center;">Free Range</p>	<p>Free-range, free-roaming, and pastured imply that a product comes from an animal that was raised unconfined and free to roam. “Free-range” claims on beef and eggs are unregulated, but USDA requires that poultry have access to the outdoors for an undetermined period each day.</p>
<p style="text-align: center;">GMO (Genetically Modified Organisms)</p>	<p>Plants and animals that have been genetically engineered to exhibit traits that they would not normally have, like longer shelf-life, resistance to herbicides, pests and/or diseases, or tolerance to adverse conditions such as drought or salinity. Genetic engineering is a technique that copies a genetic trait from the genome of one organism and inserts into the genome of another.</p>
<p style="text-align: center;">Local Food</p>	<p>Food and other agricultural products that are produced, processed, and sold within a certain region, whether defined by distance, state border, or regional boundaries. The term is unregulated at the national level, meaning that each individual markets can define and regulate the term based on their mission and circumstances.</p>

Voices in Justice Quotes:

George Washington Carver (estimated 1864 - 1943)
Agricultural Scientist, Inventor, Professor

Anything will give up its secrets if you love it enough. Not only have I found that when I talk to the little flower or to the little peanut they will give up their secrets, but I have found that when I silently commune with people they give up their secrets also – if you love them enough.



Mahatma Gandhi (1869 – 1948)
Human Rights Activist, Political and Spiritual Leader

As human beings, our greatness lies not so much in being able to remake the world, as in being able to remake ourselves.

Howard Thurman (1899 – 1981)
Author, Philosopher, Theologian, Educator, and Civil Rights Activist

Don't ask yourself what the world needs. Ask yourself what makes you come alive, and go do that, because what the world needs is people who have come alive.

Fourandsixty, CC BY-SA 4.0 via Wikimedia Commons



Grace Lee Boggs (1915 - 2015)
Activist, Speaker, and Writer

We can begin by doing small things at the local level, like planting community gardens or looking out for our neighbors. This is how change takes place in living systems, not from above but from within, from many local actions occurring simultaneously.

Kyle McDonald, CC BY 2.0 via Wikimedia Commons

Fannie Lou Hamer (1917 - 1977)
Food Justice and Civil Rights Activist, Creator of the Freedom Farm Cooperative

The time has come now when we are going to have to get what we need ourselves. We may get a little help, here and there, but in the main we're going to have to do it ourselves.



Sydney J. Harris (1917 – 1986)

Journalist

The three hardest tasks in the world are neither physical feats nor intellectual achievements, but moral acts: to return love for hate, to include the excluded, and to say, “I was wrong.”

James Baldwin (1924 - 1987)

Author, Poet and Activist

I imagine one of the reasons people cling to their hates so stubbornly is because they sense, once hate is gone, they will be forced to deal with pain.

Allan warren, CC BY-SA 4.0 via Wikimedia Commons



Cesar Chavez (1927 – 1993)

Labor Leader and Civil Rights Activist

We cannot seek achievement for ourselves and forget about progress and prosperity for our community...Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.

Joel Levine, CC BY 3.0 via Wikimedia Commons

Maya Angelou (1928 - 2014)

Poet, Civil Rights Activist

We are all at once both a composition and a composer. We have the ability not only to compose the future of our own lives, but to help compose the future of everyone around us and the communities in which we live.

Kingkongphoto & www.celebrity-photos.com CC BY-SA 2.0 via Wikimedia Commons



Martin Luther King Jr. (1929 – 1968)

Civil Rights Activist and Pastor

Power without love is reckless and abusive, and love without power is sentimental and anemic. Power at its best is love implementing the demands of justice, and justice at its best is power correcting everything that stands against love.

Minnesota Historical Society, CC BY-SA 2.0 via Wikimedia Commons

Dolores Huerta (1930 -)

Labor Leader and Civil Rights Activist

We just have to convince other people that they have power. This is what they can do by participating to make a change, not only in their community but many times changing in their own lives. Once they participate, they get their sense of power.

John Mathew Smith & www.celebrity-photos.com CC BY-SA 2.0 via Wikimedia Commons



Audre Lorde (1934 - 1992)

Self-described as “Black, lesbian, mother, warrior, poet”

When I dare to be powerful — to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.

Elsa Dorfman, CC BY-SA 3.0 via Wikimedia Commons

Gloria Steinem (1934 -)

Writer, Lecturer, Political Activist, Feminist Organizer

One of the simplest paths to deep change is for the less powerful to speak as much as they listen, and for the more powerful to listen as much as they speak.



Leonard Zakim (1953 – 1999)

Civil Rights Leader and Activist

We have the power to change things. It doesn't take much to start a revolution of thought and spirit. It takes one person, and then another, and then another. We have to have the willingness to be respectful of each other, to celebrate our differences and not let differences become obstacles. It's a responsibility and a chore. But when it works, it's a work of art.

Malik Yakini (1956 -)

Food Justice and Civil Rights Activist

People aren't talking enough about the root causes of hunger and poor nutrition. The problem is not that we're not producing enough food. The problem is we have political and economic systems that exclude certain people from access and concentrate wealth and abundance in the hands of others.



Charles M. Blow (1970 -)
Journalist

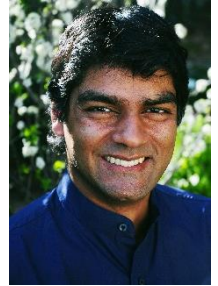
One doesn't have to operate with great malice to do great harm. The absence of empathy and understanding are sufficient.

Larry D. Moore CC BY-SA 4.0

Raj Patel (1972 -)
Writer, Activist, Journalist and Academic

What I miss in the U.S. food movement is an urgent sense of history. History about the soil on which local food is grown. About the blood of first nations and slaves in that soil. About the legacy of settler colonialism that lets some folk obsess over kale while those harvesting it can't afford to buy it.

Jan Sturmman, Raj Patel, CC BY 3.0 via Wikimedia Commons



Ross Gay (1974 -)
Poet, Author, Professor, below is his poem "A Small Needful Fact"

A Small Needful Fact
Is that Eric Garner worked
for some time for the Parks and Rec.
Horticultural Department, which means,
perhaps, that with his very large hands,
perhaps, in all likelihood,
he put gently into the earth
some plants which, most likely,
some of them, in all likelihood,
continue to grow, continue
to do what such plants do, like house
and feed small and necessary creatures,
like being pleasant to touch and smell,
like converting sunlight
into food, like making it easier
for us to breathe.



Roxane Gay (1974 -)
Writer and Activist

I embrace the label of bad feminist because I am human. I am messy. I am not trying to be an example. I am not trying to be perfect. I am not trying to say I have all of the answers. I am not trying to say I am right. I am just trying—to support what I believe in, trying to do some good in this world, trying to make some noise with my writing while also being myself.

Figure 1Eva Blue, CC BY 2.0 via Wikimedia Commons

Malala Yousafzai (1997 –)
Education Activist, Youngest Nobel Peace Prize Laureate

If we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

DFID - UK Department for International Development, CC BY 2.0 via Wikimedia Commons



Amanda Gorman (1998 -)
Poet, Activist, First National Youth Poet Laureate, youngest poet to read at a presidential inauguration

If we're to live up to our own time, then victory won't lie in the blade, but in all the bridges we've made. That is the promise to glade, the hill we climb, if only we dare.

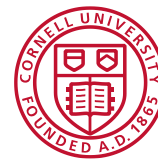
Chairman of the Joint Chiefs of Staff from Washington D.C, United States, CC BY 2.0 via Wikimedia Commons

Greta Thunberg (2003 -)
Climate Activist

We can't save the world by playing by the rules, because the rules have to be changed. Everything needs to change – and it has to start today.

European Parliament, CC BY 2.0 via Wikimedia Commons





Community Food Map

- 1) Draw a map or picture of your local community. Define what this is: your school, community center, neighborhood, town, etc. When mapping, think about your local food system.
 - 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?
- 2) Reflect upon your drawing. What changes would you like to see? Add in the changes to make the food system on your map as you would like it to be for yourself and for others.

A large, empty rectangular box with a black border, intended for students to draw a map or picture of their local community and reflect on it.