

Outside In! A Participatory, Inquiry-based Approach to Food Security

Workshop at the Outdoor Learning Conference, Banff, 2023

Friday, May 5th, 2023

Presenters: Dr. Michelle Superle & Michelle Basran; Camryn Longmuir & Sophia Weitowitsch

Organizations: University of the Fraser Valley & Barrowtown Elementary, Abbotsford School District

Introduction—Michelle Superle:

We're here today to guide you through the participatory, inquiry-based processes we're facilitating with elementary and middle school children in the Abbotsford School District this year in the "Dig for Your Rights!" pilot program. This is an agricultural literacy program that connects picture books about agriculture and food systems with children's rights from the UNCRC; child participants express their learning through creative arts projects. Overall, the Dig for Your Rights program aims to inspire children to contribute to food security in their communities by participating in their local food system.

I piloted the first iteration of Dig for Your Rights! in the Spring of 2022. This year's Outside In! iteration has expanded from an indoor rights-based literary program to include tackling two prevalent challenges in educational settings: creating participatory, inquiry-based learning opportunities that lead to outdoor learning, and creating outdoor learning opportunities in unconducive settings (i.e., urban school with chain link fence surrounded by major roads). Research shows the efficacy of each of these practices, and school districts are beginning to encourage them, but teachers are often unable to facilitate such experiences due to resource scarcity of several kinds. We believe we have found possible solutions for this conundrum and are eager to share our findings with you.

We believe that this synthesized approach could provide many benefits, especially helping children experience their world as a foodscape they belong to. The case study we're sharing with you today is Barrowtown Elementary School in Abbotsford.

Barrowtown Elementary, Michelle Basran:

Vision for [Barrowtown](#)

Inspiration from [New Humble Community School](#)

Challenges of outdoor learning, inquiry-based learning, implementing agriculture focus, piloting Dig for Your Rights

Rewards of outdoor learning, inquiry-based learning, implementing agriculture focus, piloting Dig for Your Rights

**Workshop participants* brainstorm/mindmap their own reasons/anticipated challenges/hopes for outdoor and inquiry-based learning.

Inquiry-based learning—the Reggio Emilia approach and the BC Early Learning Framework, Bev Superle:

The [Reggio Emilia approach](#) to inquiry-based learning

[The Hundred Languages of Children](#) Reggio concept

Pedagogical narration

The [BC Early Learning Framework](#)

**Workshop participants* try a practice round of “[provocation](#)” with the question, “What makes a perfect school?”

[Inquiry-based resources](#) developed for Canadian public-school teachers by Trevor Mackenzie, Victoria teacher.

Pedagogical narration, Sophia Weitowitsch:

See Sophia’s [slides here!](#) Or click the button on the website for a PDF version.

Includes checklist prompts for practicing pedagogical narration 😊

*Workshop participants reflect on observation in sample pedagogical narration

The Dig for Your Rights! Program, Michelle Superle:

Describe the Dig for Your Rights! program**

Explain the Food Museum + Challenge inquiry**

*Workshop participants try a practice round of “Food Sovereignty Bingo” during picture book read-aloud.

**See below for resources

Crime Prevention Programs and the Dig for Your Rights! program, Camryn Longmuir:

See Camryn’s research findings [here!](#)

Includes reflection questions 😊

Time for Q & A!!!

Dig for Your Rights! A Rights-based Literary Program to Support Food Literacy, Security, and Security

**Developed by Michelle Superle: Associate Professor, University of the Fraser Valley;
Research Associate, Food and Agriculture Institute, UFV**

Contact Dr. Superle: michelle.superle@ufv.ca

PURPOSE:

The Dig for Your Rights! program uses the educational potential of picture books in a rights-based literary program to engage children in problem-based learning around food justice—including food literacy, security, and security¹.

An extensive body of research confirms that picture books are highly effective tools for influencing children’s attitudes and behaviour. The Dig for Your Rights! program builds on these findings by employing visual and textual representations of agriculture in picture books to help students understand, participate in, and improve their local food systems. Since food security is a rights-based movement that depends upon its proponents to practice and promote its values actively, the program incorporates the context and practice of human rights.

Accordingly, and in the best interests of students, the program is anchored by the United Nations Convention on the Rights for the Child and can be customized to age/grade level (including senior secondary), socioeconomic groups, or/or demographic profiles—including specialized resource material to support Indigenizing initiatives.

RELEVANCE:

¹ “Food security is 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.”
<https://foodsecurecanada.org/who-we-are/what-food-security>

This project meets all the needs outlined by the BCTF in the November 2020 report, *Planting the Seeds: The Role of Teachers and the Union in Food Security in BC*². Students in the BC school system need to understand and appreciate the importance of land use, agricultural practices, and consumer behaviour in local food systems—and how these affect household and regional food security. Ultimately, this understanding should propel students to action by encouraging them to engage with food justice initiatives that support food security and security in their community.

Dr. Superle and the Dig for Your Rights! program can support the goals outlined in the report's "Extend" section by helping to

- "Create a 'making the case' toolkit for teachers to advocate for rights-based, universal, place-based, and culturally relevant school food programs in their communities.
- Develop a 'food justice lens' to guide teaching and learning.
- Develop professional development workshops and other union-created resources on food security issues.
- Include food security in existing structures within school districts (e.g. a helping teacher on food security, link food security to mentorship, connect with community experts to bring food literacy into classrooms)." (p 7)

VALUE:

The impact of the coronavirus pandemic, along with the demands of mitigating and surviving climate instability, make transforming agricultural practices and food systems increasingly urgent. Students' education and early enculturation in food justice via food literacy, security, and security through school programs is vital, as children and youth will mature into the very consumers and policy makers who perpetuate these movements.

Currently, resources and programs to support such initiatives are scattered, lacking a unified focus and approach. This makes them cumbersome to navigate and implement for teachers who are already time poor and/or resistant to this content area. Further, many existing resources simply incorporate this "new" content into "traditional" pedagogy (such as worksheets and teacher-led discussions), which not only fails to differentiate food justice from other content areas but also fails to create the sense of wonder, urgency, purpose, and potential necessary to engage learners.

In contrast, the Dig for Your Rights! program incorporates creative materials and activities to invite individual and collective engagement with food security topics using experiential, rights-based, student-centered, and participatory methodology.

² <https://files.eric.ed.gov/fulltext/ED610491.pdf>

Methodology:

Using carefully selected picture books that support food security and security principles, the Dig for Your Rights! program first immerses students in literacy circle style activities that connect ideas and images in the books with principles from the UNCRC. Next, students develop their own creative responses to and/or artistic interpretations of the book and human rights principles—either individually or in their literature circle group. Once these projects are complete, they share their creations and findings with the entire class. Finally, students create research questions about a food justice topic of interest to them, which could lead to them developing action plans and/or projects to implement—either individually, in small groups, or as a class. With support and funding, these plans/projects could actually be implemented. In these ways, the Dig for Your Rights! program bridges from food literacy to food security using picture books about agriculture alongside the United Nations Convention on the Rights of the Child.

In the pilot stage, the Dig for Your Rights! program can be delivered and supervised by Dr. Michelle Superle and her research team or independently by classroom teachers whom Dr. Superle will train and support remotely. Once the pilot data has been collected and analyzed and the program fully developed, any teacher will be able to incorporate the program into their regular teaching by using whichever of the fully prepared Dig for Your Rights! Food Security Kits is most suitable for their class (i.e., depending on age/grade, demographic, etc).

The pilot for the Dig for Your Rights! program launched in February 2022 in two Chilliwack elementary schools. To measure the impact of children’s engagement with the picture books during the pilot, Dr. Superle and her research team will administer pre- and post-program questionnaires to assess children’s knowledge of, attitudes towards, and interest in participating in food systems issues. We will also collect field observations of the children’s discussions in the literature circles, as well as the research questions, creative projects, and local food system improvements they generate in the program.

Dig for Your Rights! Pilot—Primary/intermediate grades

***Prior to Session 1: Students complete knowledge assessment measure**

Session 1

Program Introductory Activities

- 1) Icebreaker questions
 - a. Do you like food?
 - b. Do you like stories?
 - c. Think-pair-share connections between food and stories
 - d. Where does our food come from?
 - i. Is this how everyone gets food? Is this how people have always gotten food?
 - ii. What are some of the problems we cause by getting our food this way?
 - e. What are some better ways for us to get our food?
- 2) Introduce Dig for Your Rights! program
- 3) Read aloud *Right this Very Minute* to the class
- 4) Questions and discussion
- 5) Introduce UNCRC
 - a. <https://www.youtube.com/watch?v=COjVj9czgrY>
 - b. How does this relate to farmers and farming?
 - c. Students connect ideas from book to relevant human rights concepts using the 4 articles from the UNCRC on the “4-in-1 chart” with images + keywords
- 6) Introduce Dig for Your Rights program books and creative projects
 - a. Creative projects: Primary grades: Mural; Intermediate grades: Food system model
 - b. Invite students to collect materials/supplies for their project and bring to school for Session 2

Connect books with articles from the UNCRC (use 4-in-1 handout):

“3. Best interests of the child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

4. Making rights real

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

24. Health, water, food, environment

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

32. Protection from harmful work

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.”

Definitions from <https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

Session 2

Book: *Wild Berries*

Read book aloud

Quick discussion (in small groups) on what grows in the Fraser Valley.

- Wild/foraging food
- Cultivated/agriculture food

Discussion to connect to UNCRC article #30: Minority culture, language and religion

“Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.”

Creative Activity:

Begin creative activity that will accumulate over the 3 weeks...

Primary—mural of what we know about food and farming.

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Day 1: Students draw/add 1 thing that grows “wild” + 1 thing that grows on farms to start the mural

Intermediate—Model food system (i.e., farms, trains, trucks, barns, storage, warehouse, shops, food, etc)

Day 1: Students build farm buildings/fields

Discussion (whole class): what could we grow at our school?

Session 3

Book: *Grow, Raise, Catch!*

Read book aloud

Read to the end of “Raise” section

*Edit for length where necessary—leave out some details, examples, if children are losing focus

Discussion to connect to UNCRC article #24

Health, water, food, environment

“Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.”

Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

Primary—Cut pictures out of magazines and add 1 animal that is “raised” as livestock for food to mural.

Intermediate—Students add livestock and fencing to model food system.

Discussion (whole class): could students raise livestock at the school?

Read story aloud to group—from “Raise” section to the end

*Edit for length where necessary—leave out some details, examples, if children are losing focus

Connect to UNCRC article #30

Minority culture, language and religion

“Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.”

Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

Primary—Cut pictures out of magazines and add 1 food that is “grown” and 1 food that is “caught” to mural.

Intermediate—Students add crops and bodies of water to model food system.

Discussion (whole class): could students catch fish in the river to help feed families at the school?

Session 4

Book: [*Apple Cake: A Gratitude*](#)

Read book aloud

Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

Primary—Students add roads, paths, and railway lines to mural.

Intermediate—Students add roads, paths, and railway lines to model food system.

Discussion (whole class): Where does most of the food we eat come from? How does it get here?

Watch video about food systems:

<https://www.youtube.com/watch?v=cU8ngTFXK7I>

Discussion to connect: How does the transportation element of the food system relate to article 24 from the UNCRC?

Session 5

Book: [*What to Do with What You Grew*](#)

Read book aloud

Discussion (whole class): It takes a lot of cooperation to get food into our fridges and onto our shelves. Who helps to make this happen?

Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

Primary—Students add “helpers” to mural—pollinators, sunshine, water, farmers, farmhands, truck drivers, warehouse and grocery store staff.

Intermediate— Students add “helpers” model—pollinators, sunshine, water, farmers, farmhands, truck drivers, warehouse and grocery store staff.

Discussion (whole class): How does cooperation in the food system relate to articles 3 and 32 from the UNCRC?

Writing exercise: write a thank-you note to a helper (any of the above) that contributes to getting food into your fridge and cupboards!

Session 6

Book: [*Right this Very Minute*](#)

Read book aloud

Discussion (whole class):

What would we eat if we didn't have farmers to grow our food?

After the farmers grow our food and the truck drivers take it to the warehouse and the train takes it across the country and the truck drivers take it to the grocery store, how does it get onto our tables and into our lunch boxes as meals?

Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

Primary—Students add stores, shoppers, and cooks to mural.

Intermediate— Students add stores, shoppers, and cooks to model.

Discussion (whole class): How does getting meals onto the table and into your lunch box as meals relate to articles 3 and cooperation in the food system relate to articles 3 and 24 from the UNCRC?

Final/wrap-up Session

Put all Dig for Your Rights! program books on tables with paper and pencils.

Children look through books and copy words, draw pictures. etc

Also, “What do you remember? Draw me a picture! Write me a story!” review activity

Write/draw in reflection journals about which stories they liked and why; what they learned and how, etc...

Students complete “handy food security action planner” chart!

Students complete knowledge assessment.

DIG FOR YOUR RIGHTS! Middle school pilot

Prior to Session 1: Students complete knowledge assessment measure

Dig for Your Rights! pilot program details:

Program Anchor Book:

Right this Very Minute by Lisl H. Detlefsen

<https://www.amazon.ca/Right-This-Minute-table-farm/dp/1948898004>

Program Introductory Activities

- 7) Icebreaker questions
 - a. Do you like food?
 - b. Do you like stories?
 - c. Think-pair-share connections between food and stories
 - d. Where does our food come from?
 - i. Is this how everyone gets food? Is this how people have always gotten food?
 - ii. Does the way we get our food cause any problems?
 - e. Are there better ways for us to get our food?

- 8) Food sovereignty bingo
 - a. Introduce food sovereignty
 - i. Concepts of FOOD + SAVE + RENT + YEE!
 - b. Read aloud *Right this Very Minute* while students play bingo

- i. Students connect ideas from book to relevant food sovereignty concepts using the Seven Pillars of Food Sovereignty images and key words on a bingo chart

Session 1

- Introduce Dig for Your Rights! program
- Do icebreakers etc
- Read aloud *Right this Very Minute* to the class
- Questions and discussion
- Introduce UNCRC
- UNCRC scavenger hunt/food sovereignty bingo activity*
 - i.e., read through all UNCRC articles (in child-friendly language version)* and circle the ones that relate in any way to *Right this Very Minute*
- Book talk lit circle book options:
 - [Bring Me Some Apples](#)
 - [One Hen](#)
 - [Chef Roy Choi](#)
 - [Farmer Will Allen and the Growing Table](#)
 - [Sandor Katz](#)
 - [The Good Garden](#)

***Connect books with articles from the UNCRC (use handout):**

“3. Best interests of the child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

4. Making rights real

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

24. Health, water, food, environment

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

32. Protection from harmful work

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.”

Definitions from <https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

***Connect books with 7 Pillars Food Sovereignty (use laminated cards):**

Seven Pillars of Food Sovereignty

From <https://foodsecurecanada.org/who-we-are/what-food-sovereignty>

“The first six pillars were developed at the [International Forum for Food Sovereignty in Nyéléni \(link is external\)](#), Mali, in 2007. The seventh pillar – Food is Sacred - was added by members of the Indigenous Circle during the People’s Food Policy process.”

*Child friendly translation by Michelle Superle

1. Focuses on Food for People

- Puts people’s need for food at the centre of policies
- Insists that food is more than just a commodity

*Child friendly translation:

Everyone needs to be able to get healthy food. This is the most important thing to remember when laws are made.

Food is more than just something to buy and sell in stores. It is a human right that keeps our bodies alive and connects us with our community.

2. Builds Knowledge and Skills

- Builds on traditional knowledge
- Uses research to support and pass this knowledge to future generations
- Rejects technologies that undermine or contaminate local food systems

*Child friendly translation:

The old ways our ancestors grew food were good ways.

Scientists can help us combine old and new ways of growing food into the best ways of growing good food.

If new ways of growing food cause problems for people or the environment, then they are not good ways.

3. Works with Nature

Optimizes the contributions of ecosystems
Improves resilience

*Child friendly translation:

Good ways of growing food make the earth healthy.

4. Values Food Providers

Supports sustainable livelihoods
Respects the work of all food providers

*Child friendly translation:

Farmers and farm workers must earn enough money to take good care of themselves and their families.

Good ways of growing food include ways to make sure that everybody who helps get food into our bellies is treated well.

5. Localizes Food Systems

Reduces distance between food providers and consumers
Rejects dumping and inappropriate food aid
Resists dependency on remote and unaccountable corporations

*Child friendly translation:

The best places to get our food are places close to where we live.

No food should be wasted.

Big companies and far away companies should not be in charge of our food.

6. Puts Control Locally

Places control in the hands of local food providers
Recognizes the need to inhabit and to share territories
Rejects the privatization of natural resources

*Child friendly translation:

The people who grow our food near where we live should make the rules about that food.

We all need to share where we live—including people of all cultures, plants, animals, water, and soil.

Nobody should own water or wind or sun.

7. Food is Sacred

Recognizes that food is a gift of life, and not to be squandered
Asserts that food cannot be commodified

*Child friendly translation:

Food is a precious gift from the earth. We must not waste it.
Food should not be a product that is bought and sold.

ECE “translation” + key words for bingo & scavenger hunt activities

FOOD SOVEREIGNTY PILLARS IN CHILD FRIENDLY LANGUAGE

Pillar 1

Healthy food is for EVERYBODY!

Pillar 2

Elders and scientists teach us HOW to grow healthy food!

Pillar 3

Growing healthy food in a healthy way makes the EARTH healthy!

Pillar 4

Healthy farmers and farm workers are IMPORTANT for healthy food!

Pay farmers and farm workers healthy wages!

Pillar 5

Healthy food means LOCAL food with NO food waste!

Pillar 6

We ALL share the earth, so we ALL need to keep the earth healthy!

Pillar 7

Healthy food is a precious GIFT from the earth!

*****AFTER Session 1 but BEFORE Session 2—students choose their lit circle books and roles 😊**

Fantastic resource for lit circle roles:

https://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf

Session 2

Books: Each lit circle group works with its own book

- Students find and ideas according to their lit circle roles
 - Then share with their lit circle group
 - Then write individual reflections in their Dig for Rights journals
- Groups completes Rights & Responsibilities chart for their book
- Groups brainstorm potential creative projects in relation to their story
 - Projects can be in any creative format and/or combo of formats, including, but not limited to:
 - Play/skit
 - Song
 - Poetry
 - Story
 - Poster
 - Mural
 - Etc, etc

Dr. Michelle's Handy Dandy Dig for Your Rights!

Rights & Responsibilities Connector Chart 😊

UNCRC Article #	Child's right	Child's responsibility	Caretakers' responsibility	Connection to your story book

Session 3

Book: Each lit circle group works with its own book

- Lit circle groups review brainstorming + options for creative project
- Fill in creative project brainstorming worksheet
- Vote to decide which project will be completed
- Prepare action steps and supply list for creative projects

Dr. Michelle's Handy Dandy Dig for Your Rights!

Creative Project Planner 😊

Story title: _____ _____	Article # _____	Connections between the story and the children's right...	Ideas for a creative project that connects
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This story is about...	This children's right is about...		the story and the children's right...

Session 4

Books: Each lit circle group works with its own book

- Unfamiliar veggie tasting + reflection
- Lit circle groups work on their creative projects

Session 5

Book: Each lit circle group works with its own book

- Unfamiliar fruit tasting + reflection
- Lit circle groups work on their creative projects

***One additional work session may be necessary for groups to be able to complete their projects!**

Session 6

Book: Each lit circle group works with its own book

- Lit circle groups wrap up projects
 - Finish the work
 - Write an Intro that
 - Describes why you chose this project
 - Explains how your project connects with at least one article in the UNCRC
 - States one thing you hope your audience will understand and/or do differently as a result of your project
 - Elect a speaker from the group who will read the Intro
 - Practice running through presenting your project

Session 7

Book: Each lit circle group works with its own book

- Lit circle groups practice performing/showcasing their creative projects
- Lit circle groups perform/showcase their creative projects
- Students write reflections in journals
- Students brainstorm their involvement using the handy dandy food sovereignty helper

Dr. Michelle's handy food sovereignty helper

Brainstorm ideas about how food sovereignty can make the world a better place...

FOOD! SAVE! RENT! YEE!

FOOD	SAVE

RENT	YEE!
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Dr. Michelle's handy food sovereignty action planner

The food sovereignty action I think will help feed everyone and heal the earth is...

This action relates to Food Sovereignty Pillar # _____

The steps I can imagine taking to include this action in my life at home or school are...

- 1)

- 2)

3)

My idea for my community to take food sovereignty action is...

This action relates to Food Sovereignty Pillar # _____

The steps I could take to create food sovereignty action in my community are...

1)

2)

3)

Session 8

Book: Right this Very Minute + each lit circle group works with its own book

- Read aloud Right this Very Minute to whole class again
 - Questions and discussion
- Students complete final reflections in Dig for Rights journals
- Students map out SMART goals for the food sovereignty ideas they developed in Session 7—use handy dandy chart
- Students complete knowledge assessment

Dr. Michelle's Handy Dandy Dig for Your Rights!

SMART Food Community Goals 😊

I, _____ have developed goals for participating in my local food community because my Dig for Your Rights! story inspired me to take action.

Here's how/why my story inspired me:

Here's how I plan to achieve my food community goals:

Specific <u>What</u> will I do?	Measurable <u>How</u> will I know it's done?	Actionable <u>How</u> will I do it?	Relevant <u>Why</u> will I do it?	Timebound <u>When</u> will I do it?

***Bonus day!**

Field trip to ReFeed Canada Circular Farming facility in Langley!

ReFeed Canada + Dig for Your Rights! Field Trip Question Sheet

On World Food Day 2022, experts said that if you can do **ONE** thing to help heal the earth, it's **compost your food waste**. If you can do **ONE MORE** thing, then **volunteer at the food bank** to help everyone get enough healthy food. And, if you can add **ONE MORE** thing, then **grow food** to eat and share!

These are great solutions that **YOU CAN DO RIGHT NOW** to help fix some of the biggest problems in the world. These solutions also help every child live their right to healthy food, clean water, and a safe earth to live on (Article #24 of the UNCRC).

At ReFeed Canada, Stuart the Food Rescuer Superhero “reimagines our broken food system” with a great solution: he saves food waste and uses it to feed people, livestock, and worms. He is helping heal the earth and helping ensure that every child lives their right to Article #24 of the UNCRC.

YOU can be a superhero too!

How do YOU reimagine our broken food system to feed everyone and heal the earth?

What is ONE idea YOU have to do FOOD SAVE RENT YEE in your life?

What steps will YOU take to turn your FOOD SAVE RENT YEE idea into action at home or at school?

Step 1

Step 2

Step 3

Dr. Michelle's handy food security action planner

The food security action I think will help feed everyone safely and help heal the earth is...

This action relates to UNCRC article # _____

The steps I can imagine taking to include this action in my life at home or school are...

1)

2)

3)

My idea for my community to take food security action is...

This action relates to UNCRC article # _____

The steps I could take to create food security action in my community are...

1)

2)

3)

Dr. Michelle's Handy Dandy Dig for Your Rights!

SMART Food Community Goals 😊

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Outcomes:

The results from this program will enable Dr. Superle and her research team to develop the Food Security Tool Kits and Reading Lists that we will share as open source material via the UFV Food and Agriculture Institute website and other government and non-profit platforms. We will also develop Dig for Your Rights! program resources for distribution in the Chilliwack School Districts. If the pilot Dig for Your Rights! program proves effective, then it will be implemented more widely across the Fraser Valley, in collaboration with BC Agriculture in the Classroom.

Ultimately, the program should encourage widespread development in the form of children's increased social engagement through food justice initiatives, cultural development through engagement with and artistic response to high quality children's literature, and environmental development through a strengthened commitment to long-term food systems improvements that support the local food system in a sustainable manner.

The core goal of this program is for the children who participate to become involved in and advocate for improving household and regional food security by implementing food security practices.

Qualifications:

Dr. Superle brings extensive experience developing and facilitating school-based programs using picture books. In preparation for developing the Dig for Your Rights! program, she assessed more than 300 picture books about agriculture and more than four dozen peer-reviewed research articles and books about food literacy, agricultural literacy, children's contributions to food security, children's engagement in food justice activism, children's historical involvement in agriculture, children's rights, and the efficacy of picture books for inspiring social change.

Previously, Dr. Superle developed and supervised the "Deroche After School Arts Club" (2012-2015), which used Canadian Indigenous picture books as the basis for extra-curricular creative activities for Indigenous children in a rural school. Dr. Superle later developed and supervised "Read for Your Rights!" (2017-2019), a rights-based literary mentorship program using picture

books to help Kindergarten and Grade Five children understand and mobilize their rights to reduce bullying at their school.

Between these two programs she has hired, trained, and supervised five undergraduate Research Assistants, seven undergraduate Work Study students, and fifty-four undergraduate student mentors to complete program development, delivery, and assessment.

Dr. Superle is also the new coordinator of the Chilliwack Students' Garden program (formerly the Chilliwack Schools Garden Program—founded in 1904!!!) 😊

Dig for Your Rights! pilot, pre/post-unit Knowledge Measure

K/1—Verbal

Children respond by raising their hand for “yes” responses (with eyes closed)

- 1) Have you heard about food security?
- 2) Do you think farmers work really hard?
- 3) Have you heard about children's rights?
- 4) Do you have the right to clean drinking water, fresh air, and good food?
- 5) Does everybody have the right to clean drinking water, fresh air, and good food?
- 6) Is it okay if a farmer uses chemicals to grow your food?
- 7) Is it okay if the chemicals the farmer uses to grow your food make you sick?
- 8) Is it okay if people don't have enough good food to eat?
- 9) Do farmers earn lots of money for growing our food?
- 10) Have you heard about food sovereignty?
- 11) Should we try to protect the land that farmers use to grow food for us?
- 12) Should we let people build lots of houses and stores on the land where farmers grow food for us?
- 13) Does everybody have enough food to eat?
- 14) When there is extra food that people don't eat, should it go to the garbage dump?

15) Do you think we should make the soil healthier and safer on the farms where food is grown?

16) Do you think farmers need lots of land to grow food for us to eat?

17) Do you think we should help farmers?

18) How should we help them?

Grades 2-5—Written

NAME: _____

Answer each question YES or NO by making a circle around your answer.

1) I have heard about food security YES NO

2) I think farmers work really hard YES NO

3) I have heard about children's rights YES NO

4) I have the right to clean drinking water, fresh air, and good food YES NO

5) Everybody has the right to clean drinking water, fresh air, and good food YES NO

6) It's okay if farms that grow food to eat make my clean drinking water unhealthy
YES NO

7) It's okay if people don't have enough good food to eat YES NO

8) I think farmers earn lots of money for growing our food YES NO

9) I have heard about food sovereignty YES NO

10) I think we should try to protect the land where farmers grow food for us YES NO

11) I think people should be allowed to build lots of houses and stores on the land where
farmers grow food for us YES NO

12) Everybody has enough food to eat YES NO

13) When there is extra food that people don't eat, it should go to the garbage dump
YES NO

14) I think we should make the soil healthier and safer on the farms where our food is grown

YES NO

15) I think farmers need lots of land to grow food for us to eat YES NO

16) I think we should help farmers YES NO

Ways we could help farmers:

1)

2)

3)

Answer this question by writing 1 or 2 sentences and drawing a picture...

When you hear the words “food security”, what do they make you think about?

Grades 6- 8—Written

NAME: _____

1) What are your favourite things to eat?

2) Have you ever been to a farm? YES / NO

If you circled yes, tell a little more about that. For example, what type of farm was it? Did you visit with your class and teacher? With your family while on vacation? Etc.

3) Do you know any farmers? YES / NO

If you circled yes, tell how you know the farmers.

4) Have you heard the words “food sovereignty” before? YES / NO

5) If you have heard about food sovereignty, where did you hear about it? Circle “YES” for all of the information sources that provided you with information about food sovereignty.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Somewhere else? Please write it here:	

6) What do you think food sovereignty might mean?

17) Have you heard the words “children’s rights” before? YES / NO

18) If you have heard about children’s rights, where did you hear about it? Circle “YES” for all of the information sources that provided you with information about children’s rights.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Another source? Please write it here:	

19) What do you think children’s rights are?

20) Have you heard the words “food security” before? YES / NO

21) If you have heard about food security, where did you hear about it? Circle “YES” for all of the information sources that provided you with information about food security.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Another source? Please write it here:	

22)What do you think food security might mean?

23)Where does our food come from?

Here are some examples of places our food could come from. Please circle “Yes” if you think our food comes from there. Circle “No” if you do not believe our food comes from there.

There are no right or wrong answers! We are interested in what you think. If you do not know, then do not guess. It is absolutely OK to say, “Don’t Know”.

Examples	Response:		
Supermarkets/stores	YES	No	Don’t Know
Farms	YES	No	Don’t Know
Food Bank	YES	No	Don’t Know
Farm stores	YES	No	Don’t Know
Factories	YES	No	Don’t Know
Our gardens	YES	No	Don’t Know
Another place? Please write it here:			

24) Is it important to know where our food comes from? YES / NO

Why?

25) What sorts of things might make it harder for farmers to do their job of growing food?

Here are some examples of problems that farmers might have. Please circle “Yes” if you think something is a problem. Circle “No” if you do not believe something is a problem.

There are no right or wrong answers! We are interested in what you think. If you do not know, then do not guess, it is absolutely OK to say, “Don’t Know”.

Examples	Response:		
There is always bad weather where the farmer lives.	YES	No	Don’t Know

The farmers do not have enough money to buy seeds for growing crops or food to feed their animals.	YES	No	Don't Know
The farmers do not have enough workers to help them grow food.	YES	No	Don't Know
The farmers do not have enough customers to buy their food.	YES	No	Don't Know
The supermarkets do not pay enough money to the farmers for the food that they grow and produce.	YES	No	Don't Know
The farmers do not have enough land to grow their crops or allow their animals to graze because the land costs too much money.	YES	No	Don't Know
The government has taken over the farmer's land.	YES	No	Don't Know
Houses and apartments were built on the farmland.	YES	No	Don't Know
There is too much global warming.	YES	No	Don't Know
The farmers do not know how to grow things very well.	YES	No	Don't Know
The farmers do not like their job.	YES	No	Don't Know
The farmers are lazy.	YES	No	Don't Know
Another reason? Please write it here:			

For the next questions...

Choose whether you agree or disagree with these ideas by circling either "Agree" or "Disagree".

If you aren't sure, then circle "Don't Know". Remember it is OK to choose "Don't Know". It is better to say "Don't Know" than to guess. We are interested in what you think and believe.

26) It is important that we take good care of our farmers in Canada so that they can grow our food.

Agree	Disagree	Don't Know
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27)It is important that we take good care of farmers in other countries so that they can grow our food.

Agree	Disagree	Don't Know
-------	----------	------------

28)If we do not take good care of farmers in other countries, then we will not have enough food in Canada.

Agree	Disagree	Don't Know
-------	----------	------------

29)Most of our food come from factories.

Agree	Disagree	Don't Know
-------	----------	------------

30)Most of our food come from farms.

Agree	Disagree	Don't Know
-------	----------	------------

31)We should try to grow our own vegetables instead of buying them from the supermarket.

Agree	Disagree	Don't Know
-------	----------	------------

32)We should buy food from farms close to where we live instead of from other countries.

Agree	Disagree	Don't Know
-------	----------	------------

33) I have read books about farming YES / NO

34) I think we should help farmers YES NO

Ways we could help farmers:

1)

2)

3)

Answer this question by writing a few sentences and/or drawing a picture...

When you hear the words “food security”, what do they make you think about?