

Health Topics



This packet includes...	<p style="text-align: center;">A New Life Café lesson set and project on food and nutrition, including</p> <ul style="list-style-type: none">• getting students talking about food and teaching to read and evaluate food advertisements and labels• an introduction to local food and NYC's greenmarkets, and more
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We Are New York

New Life Café

Lesson Plan Summary

The purpose of this lesson set is to use the New Life Café episode as a leaping off point to explore the power that we have in terms of making healthy food choices.

This lesson set is divided into the following three parts:

Part One: Food: Building Our Vocabulary and Collecting Our Experiences (3 hours)

The goal of this part of the lesson set is to get students talking about their experiences with food. In a class of immigrant students, this is an incredibly rich way for students to draw on their own life experiences and for them to discuss the ways in which their immigration connects with their food choices.

Part Two: What Are We Eating? (5 hours)

The goal of this part of the lesson set is two-fold. Students will be looking at the food that we eat, in particular, the ubiquitous high fructose corn syrup, the “hidden” sugar that has been connected to dramatic rises in rates of obesity and diabetes. The students will also examine the ways that food advertisements are used to manipulate our food choices and obscure our ability to answer this question of what we are eating. The purpose of this line of study is to be conscious of those attempts for the sake of making better food choices for ourselves.

Part Three: Questioning Our Food – Local Food in New York City (5 hours)

The first goal of this part is to define local food as well as to compare the pros and cons of choosing locally grown food. The second goal is to use the ideas of Wendell Berry to think about what people living in cities can do to make better food choices. The third and final goal of this part is to introduce students to the local food that is available to them in New York in the Greenmarket Farmers Markets.

Most of the activities here have been adapted from work that I did with my BE2/NRS 4-6 students in the spring of 2009.

A quick note on newsprint

Throughout this lesson set, I refer to the use newsprint to record student responses. It is not necessary to use newsprint every time. There are many logistical differences in our classrooms. Some of us use only newsprint; some of us have chalkboards or dry erase boards. For ease and readability, I choose not to repeat all three options every time you will be recording student ideas.

I did choose to repeat “newsprint” as opposed to “blackboard,” because I believe there is an advantage to using newsprint. Even if we are not using newsprint, I consider it important to always be mindful of that advantage. One of the goals in my classrooms is to have students generate some of the text that we read. By using newsprint, students’ words can be left in sight and allowed to linger on. This gives students the opportunity to have more control over their learning. When ideas are hanging on the walls students can refer back to them; they can have continuous exposure to new vocabulary; they can reflect on ideas as their understanding deepens; they can make connections between topics more easily. Sometimes leaving newsprint on the wall is not a viable option -- maybe I am out of wall space, or I am teaching in a shared classroom, or maybe I want students to be able to focus on something in their own hands that they can take with them. In all of those cases I type up the notes, either copied from the board or from a piece of newsprint, and I give each student a copy in the next class. It can be time consuming, but also incredibly valuable for our students as well as for ourselves as teachers. It is valuable for students for the reasons mentioned above. It is also empowering to see that their ideas are written, valued and used as learning texts. As a teacher I find it a very helpful resource when going back and reflecting on lessons and classroom discussions. It can be used as an assessment tool – both for students and for me. It also often serves as a source of inspiration for follow-up activities.

Part One: Building Our Vocabulary and Collecting Our Experiences

Materials:

Newsprint (at least 4 sheets), markers, New Life Café dvd

Time: approximately 3 hours

Pre-Viewing Activity

Before watching New Life Café, engage students in a conversation about the episode. Write “**Diabetes**” on the top of a sheet of newsprint and ask students if anyone has any experience with diabetes. Chances are good that you will have at least a few students who have some experience with the disease. Record what they say on the newsprint. What you are creating with the newsprint is a set of class associations with “diabetes” that you can use throughout the activities in this lesson set.

Watch New Life Café (30 minutes)

Class Discussion (40 minutes)

Return to the newsprint brainstorm on “diabetes.” Ask if students want to add anything to the list. Try to engage students even if they have no experience with diabetes by asking them what information they remember about it from the episode.

Next, tell the class you would like to talk a little deeper about some of the ideas that came up in the episode. In the episode, Rosa’s doctor tells her she needs to eat better. At another point, Eddie brings his grandmother “fresh and healthy food.” The next three questions should each be written on top of a piece of newsprint, one at a time. Make your way through each question, recording student responses in their own words under each question.

- 1) **What are some examples of “eating healthy”?**
- 2) **What is difficult about eating healthy in New York City?**
- 3) **What is fresh and healthy food?**

The purpose of the first question is to get a clear sense of what your students know. It also serves as a list that students can add more and more to as they discover more and more. It also allows students to learn from each other.

The purpose of the second question is to begin to name the problems that students face in their own lives when it comes to eating well. The clearer the problems, the easier it is to problem-solve. This is also a question that can tie into later discussion of the farmers markets, since some students will say, “There aren’t any fresh and nutritious fruits and vegetables to be found,” especially when they reflect on the food choices they had in their native countries.

The purpose of the third question is to try to define the ideal when it comes to better food choices. I have had students so down on the tasteless quality of New York vegetables that they have nothing to say. Make sure it is clear to them that this question refers to the freshest and healthiest food they’ve encountered in their lives, not limited to just the U.S.

The purpose for all three questions is for the definitions of these concepts to be in the students’ own words. Do not rush through this step. The longer the class spends talking about these questions, the longer the questions will remain in their heads afterwards. One of the ideas that attracted me to write this lesson set is the idea that food choice is something that requires questioning our food and ourselves. It is important for these lessons to physically embody that idea as well. The answers to the first and the third question will continue to change throughout each of our lives. The answers to the second will help us recognize the nature of the choices that we make everyday in response to the obstacles we face.

A quick note: You may have a student suggest something that you do not consider fresh or healthy. I would recommend adding it to the list of responses anyway. Other students can weigh in, either at that moment or as they go through the activities in this lesson set. You don’t want students to feel like there is a “right” answer that you are looking for. You want them to feel like their combined answer to the question has more to offer than any individual response.

This would be a good place to give students an opportunity to collect their thoughts and write a reflection on the class discussion.

Group Discussion (35-40 minutes)

Tell the students that together you are all going to be learning about ways to eat healthier and deal with the obstacles we face in living in New York. The episode shows a woman facing a health problem with the support of her friends and family. But the episode does not address the three questions from the first class discussion in depth. We are going to learn about why more and more people are suffering from obesity and diabetes. And we are going to learn what we can do about it and how we can make healthier food choices in New York.

For the next activity, break students up into groups of 2-3 students. Write the following three questions on the board and have students share their answers with each other in their small groups.

- *Where did you get your food in your native country?*
- *Where do you buy your food in New York? Why do you buy from there?*
- *How is your experience different buying food in New York?*

These are incredibly rich questions to ask an immigrant population. You may find that some students will have so much to say and spend the whole time answering just one of the questions. It's up to you, but to me, that is not a problem. The goal is really to just get them thinking about their own experiences with food and sharing them with other people. During this activity, it is important that you walk around and spend some time with each group. You'll want to hear what they are talking about, listening for common themes or connections that can be made to the other activities in this lesson set as you get to them.

Writing Assignment (45 minutes)

Finally, once your students have finished their group discussions, ask them to write what was discussed in their group. Have them write their story as an individual. Explain that they can simply write their own answers to the questions they discussed or they can include the stories their classmates told them as well.

Part Two: What Are We Eating?

Materials:

Newsprint, markers; Campbell's Soup advertisement (pg. 13); sugar advertisement (pg. 14); Ingredient labels for three products (pg. 15); "High Fructose Corn Syrup, Obesity, and Diabetes" handout (pg. 16); NYC Dept. of Health and Mental Hygiene advertisement (pg. 17); David Beckham "Got Milk?" advertisement (pg. 18); photograph of dairy factory farm (pg. 19); "What Are We Eating?" discussion questions (pg. 20)

Time: approximately 5 hours

Class Discussion

Write the words "**The Food Industry**" on top of a sheet of newsprint. Ask if anyone knows the definition of industry. Record a couple of answers on the newsprint. Once there is a good working definition, ask the class what they think the two words refer to when they are together.

If they are having a hard time, or if no one knows how to explain the word industry, you can try the following tactic. Ask the class where food comes from. If they say, "a farm", then ask how we eat, given that there are not that many farms in New York City. If they say, "the supermarket", ask them how the food got there. And if they say, "it goes from a farm to the supermarket", ask about a package of tasty Fig Newtons. The point is to get them to put together a list of all the different facets of our food system. And conveniently, it will all be written underneath the heading, The Food Industry.

Next write the following quote on the board. "**The food industry does not want you to know where your food comes from.**" The quote comes from an essay by Wendell Berry entitled, "The Pleasure of Eating." A larger abridged section of this essay will be used in part three of this lesson set. He is a writer and small farm farmer from Kentucky. Share this information with the class. Underneath the quote,

write **True**, **False** and **?** Ask the class to vote, by a show of hands, how many think the sentence is true, how many think it is not true and how many are not sure. Record the tally next to each option. Then ask those who voted either True or False to explain their reasoning, to try and convince those who are undecided. Record their responses under the appropriate option.

Campbell's Soup

Next tell the class they are going to look at a few messages from the food industry. Hand out the Campbell's Soup advertisement (pg. 13). Direct students to take 3-4 minutes to read and look over the picture. Once they've done that, read it out loud a few times with them, and address any vocabulary issues that come up. Don't spend too much time on the vocabulary because a lot of the difficult words are dated (the ad is from the late 1940s).

The goals for this activity are to 1) identify the Campbell's Soup company as the voice of the woman, 2) recognize the target audience, 3) understand the argument the company is making through the advertisement to compel us to buy their product.

Ask the class the identity of the "I" in the "Wouldn't I be silly to make it myself?" If they say it refers to the woman, ask them who she is. You want them to understand that she is merely the face that the company is talking through. Once they all feel comfortable with the idea that this is an advertisement in which the Campbell's Soup company is trying to convince us to buy their product, ask them why they are using this model/actor to convey their message. Then write **"Wouldn't I be silly to make it myself?"** on the top of a sheet of newsprint. You are going to try to get them to list the arguments that Campbell's is making to convince us to buy their product. Ask them what the company is telling us about their soup. Record their responses. Give them time to get used to this question. If they need some prompting you can draw their attention to specific sentences or ask any of the following questions.

How does Campbell's describe making your own soup?

What adjectives does Campbell's use to describe the soup?

What are they promising us if we buy their product?

Why does Campbell's say "garden vegetables"?

Why does Campbell's talk about this imaginary woman's father and husband?

After you have a good list of analysis of the advertisement, write **Canned Soup** and **Homemade Soup** on a sheet of newsprint. Ask students to define "canned" and "homemade". Then ask them which is better, and record their reasons under the appropriate category. If some of them say canned is better, that is fine, because clearly there are advantages to it. But having the two lists next to each other shows that it is a food choice we make. You might use their responses for why homemade soup is better to return back to the advertisement. If there are all of these reasons that make homemade soup better, why does Campbell's call their soup "wonderful," "nourishing," "grand tasting," "garden vegetable"?

There are countless advertisements like this one on-line. I find the food advertisements from the 1930s-1950s to be very unsophisticated in their attempts to manipulate our food choice. What I liked most about this one is that it touches on the issue that many students had brought up in their small group discussions - the memories of students in which their family cooked meals for hours from scratch and now even *sancocho* (a very traditional Latin American stew) can be bought in a can.

"If sugar is so fattening, how come so many kids are thin?"

Hold up a copy of the sugar advertisement (pg. 14) so that your students can all see it. Tell them it is an advertisement from the 1970's. Ask students to guess what the advertisement is going to try to sell. The purpose of starting this way is to emphasize the fact that whatever the text might say about a "balanced diet," the main message of the ad is about a glass of soda being thrust into the viewers face.

Hand out copies of the sugar advertisement. Give students 3-4 minutes to read the text and look over the picture. There is a lot that you can do with this advertisement, but a simple reading of it is good enough for our purposes here. This advertisement is so crazy that you should just start off by asking students to share their thoughts. As in the last advertisement, there is some difficult vocabulary.

Again I would recommend not spending too much time on it, since the message, “sugar and soda is not fattening” is clear enough.

Start off by focusing on the question “title” at the top of the advertisement. Ask students who the advertisers are talking to and make sure to ask them what gives them that idea. If they need a little help, ask them if they think the advertisement is for kids. When they see that it is not, ask them why then it keeps talking about kids. It should then become clear, especially to the parents in your class, that the ad is directed at parents.

Ask students what the advertisers want parents to do. Then ask your students to list every reason the advertisement gives for eating sugar. You might encourage them by having them finish the sentence, “Sugar is a good food because_____.”

High Fructose Corn Syrup, Obesity, and Diabetes

The “If sugar is so fattening...” ad says, “Kids eat and drink more things made of sugar than anybody. But how many fat kids do you see?” and that “sugar is like a little reward that promotes a sense of satisfaction and well-being.” Those sentences are good lead-ins to this next activity. Remind them that Rosa called diabetes “the sugar disease” and tell them we are going to talk about sugar in the food we eat.

Give out copies of the ingredient labels for three products (pg. 15). Give students a few minutes to read the sheet for themselves before reading it out loud as a class.

The first thing you want to make sure they get is the note about the ingredients on food labels. After reading the note together, you can ask a few follow up questions to make sure they are getting it. You can ask things like, “In ketchup, is there more salt or vinegar?” or “Is there more cocoa or more high-fructose corn syrup in Hershey’s Chocolate?”

Write “**We know...**” on a piece of newsprint and ask them to look at the ingredients for the ketchup. Ask them to finish the sentence “We know...” with what we know about the ingredients. Then write “**We don’t know...**” on a sheet of newsprint and ask them to finish the sentence “We don’t know...” with what we

don't know about those ingredients in ketchup. You are looking for things like "we don't know where the tomatoes were grown," or "We don't know what Natural Flavoring" is. You can address the things from the "**We don't know**" sheet. If you choose to do that, I would recommend seeing what they can come up with collectively, as opposed to just "answering" their question. But even if you do not go off on the tangent, the point will be made that the food industry is not entirely transparent or forthcoming about where our food is coming from.

Ask them if there is any sugar in the ketchup or the soda. You will probably have at least one student who knows what high fructose corn syrup is, who will point it out. But all of the students who don't know will learn as soon as you flip the page that sugar is not always called "sugar" on ingredient labels.

Give students some time to read the "High Fructose Corn Syrup, Obesity, and Diabetes" handout (pg. 16). Read the page together, skipping the questions for now, until you've answered any questions about the figures cited. Once they understand what the numbers mean, ask them to discuss the three questions on the page with a partner. Walk around and participate in these conversations. They will see the correlation between high fructose corn syrup, obesity and diabetes. Hopefully, they will also make the connection between the sugar advertisement and the rise in obesity and consumption of high fructose corn syrup. If they do not, help them see it by asking them to remember the sugar advertisement. Ask them what they would say to the person 30 years ago who made the arguments in the ad and said to parents "Kids eat and drink more things made of sugar than anybody. But how many fat kids do you see? If sugar is so fattening, how come so many kids are thin?"

Another interesting way to have them talk about that sugar advertisement is to compare it to an ad campaign currently underway by the NYC Dept. of Health and Mental Hygiene. I am including a photo advertisement and pictograph from this campaign (pg. 17) that you and your students will probably have seen around the city. The pictograph shows a clear correlation between higher calories and amounts of sugar. Ask students how this advertisement is different from the sugar advertisement from the 1970's. (For starters, it is current and not from 30 years ago;

it is from the Department of Health and not from a business; it is saying drinking soda is fattening.) Ask students how two advertisements can say opposite things.

As an effective visual, you might demonstrate the information in the pictograph with realia: a can of cola, a bag of sugar and a teaspoon. According to the chart, cola has 16 ½ tsp of sugar in it, so scoop out that much sugar and let your students see what 16 ½ teaspoons of sugar actually looks like. You could even mix it with 20 oz. of water and see if anyone wants to drink it.

Got Milk?

I like to think of this next activity as the difference between getting caught with your shirt off and getting caught with your pants down.

Give out the Got Milk? advertisement with David Beckham (pg. 18). Give students 2-3 minutes to let their eyes take in the advertisement. Again, as with the Campbell's Soup ad, start off by asking who is talking to us. Once it is clear that the milk industry and not David Beckham are talking to us, ask your class what the milk industry is telling us – what are they promising us if we buy their product?

Next give out the photo from the dairy factory farm (pg. 19) and give students about 5 minutes to examine the picture and write a few sentences about what they see.

Ask the class what is happening in the picture. Once it is understood by everyone that they are looking at a dairy farm, with cows standing with pumps attached to their udders, ask them to share their impressions about where our milk comes from. If from the experiences they shared in Part 1, you think some students might have had cows at some point in their lives, ask them to share their experiences. Among other things, what they will tell you is that you milk a cow 1-2 times a day. Even if you don't have a student with that experience, you might share the fact with the class. Ask them why small farmers only milk a cow 1-2 times a day. Then ask them what a factory farm could do to induce their cows to produce milk for hours and hours on end.

Small Group Discussion

Break the class into groups of 2-3 and ask them to discuss the “What Are We Eating?” discussion questions (pg. 20).

Class Discussion

Go back to the newsprint with the Wendell Berry quote and take the vote again. It is not the goal to have changed anyone’s mind, but you probably will have some skeptical students after these activities. If there is a change in the vote, ask for the reasons that made each student change their mind and record these reasons on the earlier newsprint.

This is a good opportunity to allow students to gather their thoughts and write a reflection on these discussions.

**"WOULDN'T I
BE SILLY TO
MAKE IT MYSELF?"**

**"Go to all that bother . . . when Campbell's is so
homey and nourishing? Not me!"**

"When I was a little girl I remember we always made our own vegetable soup. Mother used to devote just hours to it. But one day when she was rushed, she tried Campbell's Vegetable Soup. My dad's not so easy to please, but he ate a bowlful, and then another. Since then Mother has served Campbell's . . . and Dad's been as pleased as a kid!

"I'm married now myself and — well, we young-marrieds all feel that same way. I mean why bother to make vegetable soup when Campbell's Vegetable Soup is so wonderful—a grand-tasting beef stock and all those fifteen garden vegetables. Why, every time I serve it my husband says: 'Gosh, darling, this is really swell!' And what better music can a wife hear than that? Now I ask you!"

***Campbell's* VEGETABLE SOUP**



If sugar is so fattening, how come so many kids are thin?

Next time you pass a bunch of kids, take a look. Kids eat and drink more things made with sugar than anybody. But how many fat kids do you see?


The fact is, if you constantly take in more food than your body needs, you'll probably get fat. If you eat a balanced diet in moderation, you probably won't. And sugar in moderation has a place in a balanced diet.

For kids, eating or drinking something with sugar in it can mean a new supply of body fuel.

Fuel that can be used in not too many minutes. There's a useful psychological effect, too. The good natural sweetness of sugar is like a little reward that promotes a sense of satisfaction and well-being.

The thing is, good nutrition comes from a balanced diet. And a balanced diet means the right amounts and right kinds of protein, vitamins, minerals, fats and carbohydrates. Now, what's one important carbohydrate? Sugar.

Sugar. It isn't just good flavor, it's good food.

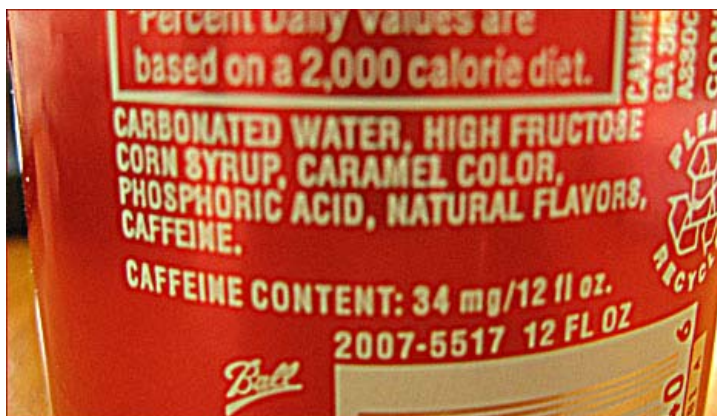


For more facts about good nutrition, and sugar's role in it, write:
Sugar Information, General P.O. Box 94,
New York, New York 10001.



On the left there are three food labels. One is chocolate syrup, one is ketchup and one is soda. Can you tell which one is which?

A note about the ingredient lists on food labels. The ingredients are listed in size order. The ingredients that are listed first are the ones you will find the most of in the product.



For example, look at the list of ingredients on the first product. The first ingredient on the list is “tomato concentrate.” That means there is more tomato concentrate in this product than any of the other ingredients.



Could you figure out which label was which?

The first product is ketchup, the second product is Coke and the third product is the chocolate syrup.

Can you find any ingredient that is in all three of these food products?

High Fructose Corn Syrup, Obesity and Diabetes

High Fructose Corn Syrup is a sugar product that is made from corn. It can be found in hundreds of different food products in the supermarket. It is not just in sweet food like candy or ice cream. High fructose corn syrup can be found in soda, ketchup, jelly, chips, peanut butter, breakfast cereal and many other things. You can even find it in many kinds of bread.

Type II diabetes usually happens to people who have eaten too much sugar. Their bodies can't manage their sugar level. Their bodies have problems managing their sugar level because they get worn out from overuse.

High Fructose Corn Syrup

In 1976, the average American consumed 8 pounds of high fructose corn syrup.
In 1980, the average American consumed 20 pounds of high fructose corn syrup.
In 1985, the average American consumed 40 pounds of high fructose corn syrup.
In 1992, the average American consumed 53 pounds of high fructose corn syrup.
In 1999, the average American consumed 65 pounds of high fructose corn syrup.

What do you notice about the amount of high fructose corn syrup Americans consume?

Why do you think Americans are consuming more high fructose corn syrup today?

Obesity in the United States

Between 1976 and 1980, 15% of the population of the United States was obese.

That means 15 out of every 100 people in the US were obese.

Between 1988 and 1994, 23% of the population of the United States was obese.

That means 23 out of every 100 people in the US were obese.

Between 1998 and 2000, 30% of the population of the United States was obese.

That means 30 out of every 100 people in the United States were obese.

Do you think high fructose corn syrup has anything to do with obesity?



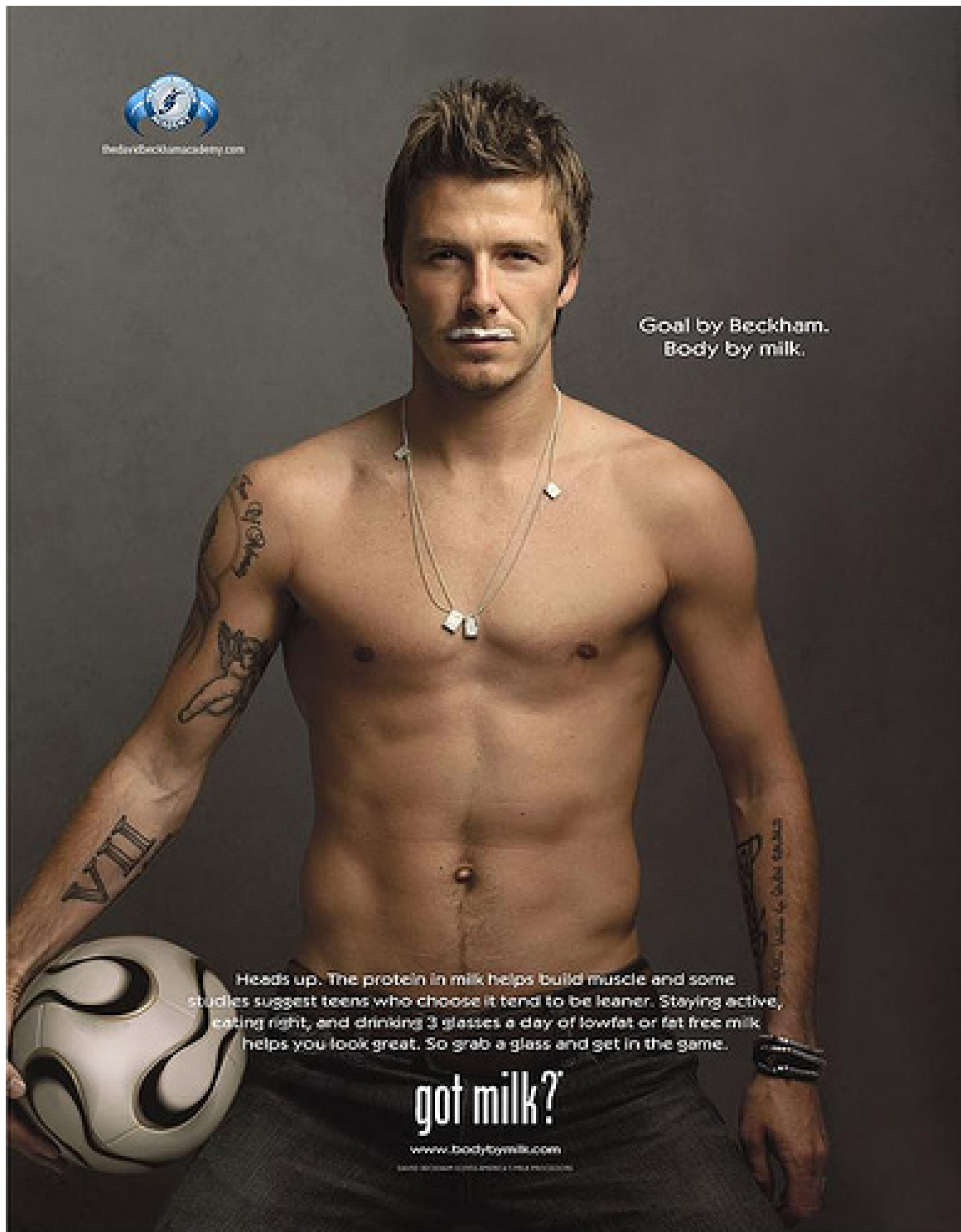
ARE YOU POURING ON THE POUNDS?


DON'T DRINK YOURSELF FAT.
Cut back on soda and other sugary beverages.
Go with water, seltzer or low-fat milk instead.



ARE YOU POURING ON THE POUNDS?

Drink	Number of Calories	Teaspoons of Sugar
Iced White Chocolate Mocha (16 oz)	340	17
Cola (20 oz)	250	12.5
Lemon Lime Soda (20 oz)	240	12
Orange Delight Drink (16 oz)	225	11.25
100% Apple Juice (16 oz)	220	11
Lemon Flavored Iced Tea (20 oz)	210	10.5
Café Latte (16 oz)	190	9.5
Sports Drink (20 oz)	120	6
Water, Seltzer (20 oz)	0	0

A full-page advertisement for the 'got milk?' campaign featuring David Beckham. He is shirtless, muscular, and holding a soccer ball. He has several tattoos, including 'VIII' on his left forearm and 'David Beckham' on his right. He is wearing a necklace and a watch. The background is a dark, solid color.


beinbybeckhamacademy.com

Goal by Beckham.
Body by milk.

Heads up. The protein in milk helps build muscle and some studies suggest teens who choose it tend to be leaner. Staying active, eating right, and drinking 3 glasses a day of lowfat or fat free milk helps you look great. So grab a glass and get in the game.

got milk?

www.bodybymilk.com

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What Are We Eating?

Discussion Questions

1) Why does the milk industry show us pictures of David Beckham? Why don't they show us pictures of the cows and factory farms where we actually get our milk?

2) As we discussed earlier, Wendell Berry said, "**The food industry does not want you to know where your food comes from.**" Do you agree or disagree? Explain your opinion.

3) Write three things you learned that you want to remember.

a.

b.

c.

Part Three: Questioning Our Food – Local Food in New York City (5 hours)

Materials:

Newsprint; markers; “Obamas to Plant Vegetable Garden” article (pgs. 29-31); “Obamas to Plant Vegetable Garden” question sheet (pgs. 32-33); Abridged section of “The Pleasure of Eating” by Wendell Berry (pgs. 34-37); “The Pleasure of Eating” reading comprehension and discussion questions (pgs. 38-39); Greenmarket Farmers Market reading (pg. 40); NYC Greenmarket Farmers Market map (pg. 41); Greenmarket Farmers Markets question sheet (pg. 42); “Local Food at the Greenmarket Farmers Market” (pgs. 43-45); “Local Food at the Greenmarket Farmers Market” question sheet (pgs. 46-47)

Time: approximately 5 hours

The Obama Garden

Ask if any students have heard about the garden that Michelle Obama planted on the lawn of the White House. Tell them that they are going to be learning a little more about that garden. Give out the adapted version of “Obamas to Plant Vegetable Garden” article (pgs. 29-31), from an article in the *New York Times*, written by Marian Burros, published on March 20, 2009. The reading is 2 ½ pages long. Ideally you should give it out as homework for students to read a few times on their own before they get to class. If that is not possible, ask them to read the article to themselves and underline any sentences they think are interesting. If they read it at home, or just in class, you should read it out loud.

After reading, break students into groups of 2-3 and hand out one “Obamas to Plant Vegetable Garden” question sheet (pgs. 32-33) to each group. Have them work in groups to discuss the answers. It is up to you if you want them to write down their answers. I would recommend giving them the time to talk it all through, since you will be making a whole class response on newsprint.

Bring the class back together and go through the questions one at a time, recording their responses on newsprint. Just in terms of space, I would recommend the following as “Headers” for each question.

- 1) Why did Michelle Obama plant a garden? (the sentences that they cite are useful for them as developing readers, but I don’t think you need to record them)

- 2) “Local Food”
 - 3) “Fresh and local food tastes better.”
 - 4) “More food should be grown in our own communities.”
- 5) In terms of this question, I would recommend making a chart. Here’s an example of what I did with one of my classes.

Our Dream Garden

<i>Vegetable</i>	<i>Reasons for Growing</i>
<i>1) tomatoes</i>	<i>- there have been problems with salmonella in tomatoes and if you grow them yourself, you know it will be safe</i>
<i>2) eggplants</i>	<i>- they are delicious and easy and fast to cook and my family likes them</i>
<i>3) broccoli</i>	<i>- it is very healthy – it is like medicine – it is good for cancer - you can cook it or eat it raw - my children like it and I want to feed them organic food with a good taste</i>
<i>4) onions</i>	<i>- they give taste to food and they are medicine for the heart and the blood</i>
<i>5) string beans</i>	<i>- they are healthy and good for the body - “String Bean” was Mark’s nickname when he was younger when he wore his green pants</i>
<i>6) sweet peppers</i>	<i>- they are tasty, juicy and in the supermarket they are expensive so I would like to grow them</i>
<i>7) mint</i>	<i>- you can make a drink with mint and yogurt that is good for the stomach and for digestion - you can make herbal teas</i>

Of course, it is possible to get at a lot of these same ideas of local food if you just write a questionnaire using the quotes that the questions refer to, and not have to use the reading at all. But, if you do use the reading, your class conversations will be richer. There is also more of an opportunity for students to respond to more and take the class in those wonderful unpredictable directions.

One opportunity that is not at all unpredictable is the identification of some of the vegetables and herbs mentioned in the article. Many of your students may not

know what black kale, collard greens or chard look like, or what you do with anise hyssop. One way to deepen students understanding of fresh produce is to introduce them to new vegetables. A great way to address unfamiliar vegetables is to have students create a picture dictionary of vegetables – start with the unknown ones from the article and add any that come up when students talk about what they'd like to grow. If your students or program have access to the internet, have students do as much research into each vegetable as you want. I would say the most basic way to direct students would be to search for an image of each vegetable. Then they could print out the image or draw it. You might even have them make written descriptions of each vegetable, which could lead to an assortment of teaching opportunities, from descriptive vocabulary building to activities on figurative language – “kale is the green of the reflection in el Rio de la Plata.” Another option to consider, especially if internet access is a problem, is to order seed catalogs. Seed catalogs are free and full of color pictures of vegetables. The catalog for “Johnny’s Selected Seeds” can be found at <http://www.johnnyseeds.com/>. Students could use the pictures to create a “wall glossary” of vegetables.

The Pleasure of Eating

Ask students to write one of the following stories:

- a) Describe learning to cook with someone in your family
- b) Describe a special meal in your life and explain why it was special to you
- c) What does “the pleasure of eating” mean to you?

Tell the class they are going to be reading part of an essay by Wendell Berry called “The Pleasure of Eating” (pgs. 34-37). You can read the brief bio on the top of the reading to them. Before handing out the article, ask them to brainstorm the title and hypothesize on what he will say. Record their responses on newsprint.

Give out the reading. As with the Obama garden reading, the ideal would be to give it to them to read the night before. If that is not possible, proceed as directed with the Obama article. After they have read it solo and heard it read out loud,

break them into groups of 2-3 and have them work on the reading comprehension and discussion questions (pgs. 38-39). Walk around and participate in those discussions. Again, as with the Obama garden article, bring the class together and record their responses to the questions on newsprint.

The Greenmarket Farmers Market

The last question with the Wendell Berry reading is about his advice. Tell the students they are now going to be talking about a place in the city where they can accomplish some of the goals he suggests.

Ask the class if they have ever been to a farmers market. If they are not sure what it means, tell them it is a place where you can go to buy food directly from the farmer who grew it. Ask them how to say it in different languages and come up with a class list on a sheet of newsprint. The farmers market in Poland and Bangladesh is called a bazaar. The farmers market in Mexico is called a mercado campesino. The farmers market in Brazil is called a ceasa. The farmers market in Turkey is called a pazar. The farmers market in Poland is also called a rynek.

Give out the Greenmarket Farmers Market reading (pg. 40). Read the history of the markets on the front page and then tell the class they are going to be using a NYC map of all the farmers markets in the city to answer a few questions. The questions are geared towards my students, with most of the questions about the farmers markets in Queens. If your program is in another part of New York, I would suggest changing the neighborhoods in the questions to reflect the communities in which your students live.

Break the class into groups of 2-3 students, give out the NYC Greenmarket Farmers Market map and question sheets (pgs. 41 and 42), and have them work on the questions together. As you walk around through the groups, talk to your students about the closest community garden to their home or work.

Eating Seasonal Food

The next activity is to emphasize to students that eating locally means eating seasonally. This is an important distinction to discuss with students when it comes

to food choices. Many of the foods our students eat which connect them and their families to the countries they have left are not available locally. This is a rich conversation to get into with students. Give out copies of the chart titled, “Local Food at the Greenmarket Farmers Market” (pgs. 43-45). Ask them to take a few minutes to read the text on top of the page. Read it out loud to them and discuss the words “climate” and “in season” to make sure every student is clear. Then break the students into groups of 2-3 and give them about 10 minutes to look over the chart and to try to understand the way the information is presented. It is a complicated chart, but do not be tempted to explain too much. Give students an opportunity to work on it with their classmates, and they will be able to figure it out. After a group seems to have at least somewhat of a handle on it, ask them a few questions like:

What kind of information can I find in this chart?

What do the different colored boxes mean?

What does the chart tell you about celery?

If they cannot answer, give them a few more minutes and continue rotating through the class. If you feel confident in their ability to read the chart, hand out a copy of the “Local Food at the Greenmarket Farmers Market” question sheet (pgs. 46-47) to each member of the group. Tell them to work together and do their best to answer the questions based on the information in the chart.

Once the groups have completed the questions, go over their answers. The last question is an important one. On a piece of newsprint write, **How is the farmers market different from the supermarket?** Ask the question and record their answers. As with any of the class-responses to these open-ended questions, make sure to really push the class to come up with as many as they can. If there is a minute or two of silence, that is ok. I subscribe to the popcorn method of collecting student responses. When you make popcorn in a pot with butter and oil, you don’t want to burn the popcorn, but the worst thing is leaving unpopped kernels. Just like with making popcorn, it takes practice, but also like making popcorn, anyone can learn to do it.

I am including some responses that I have gotten from students so you can have a sense of what your students might say. These came from a low level 2 BE class.

How are Farmers Markets Different from Supermarkets?

- 1) all the fruit and vegetables are fresh at the farmers market
- 2) in the farmers market, we can only buy fruit and vegetables when they are in season, and in the supermarket we can buy any vegetable year round
- 3) at the farmers market, the person who sells it to you is the person who harvested it, but supermarkets buy the vegetables from different people and then sell it to us
- 4) the vegetables at the farmers market are more nutritious because the farmers use compost and natural fertilizers – the supermarket vegetables might look better, but they are less nutritious because they use chemicals, hormones and they are frozen for transportation
- 5) supermarkets are inside and the people who work there do not feel the sunshine in the summertime and at farmers markets it is outside and people feel the natural weather
- 6) sun and ground give us energy and when we eat that food from the farmers market we can eat less but the food from the supermarket it empty in a way and so we need to eat more of it
- 7) there is natural storage in the greenmarket but not at the supermarkets
- 8) the fruits and vegetables from the supermarket have less vitamins and you have to eat more of them
- 9) our bodies absorb vitamins and minerals better from fresh fruits and vegetables – vitamins from the pharmacy are not the same and our bodies do not absorb them as well
- 10) some people use fruits and vegetables as a kind of medicine and the ones from the farmers market are more nutritious
- 11) one tomato from the farmers market is natural and is as good as three tomatoes from the supermarket
- 12) the farmers are responsible for their product and make sure it is fresh
- 13) farmers markets and supermarkets are both trying to make money, but the farmers at the farmers markets are more concerned with quality and the supermarkets are more concerned with quantity and availability
- 14) the farmers at the farmers market have traditions that they have learned that they are sharing with us
- 15) you can ask the farmers at the farmers market questions about how they grow their food – at the supermarket, those people have no idea about how the vegetables were grown
- 16) the fruit and vegetables from the farmers market are so fresh – the farmer usually reaped them early that same morning or the night before
- 17) you can eat a tomato (for example) from the farmers market by itself – it is so sweet and delicious you can eat it alone – a tomato from the supermarket needs pepper, meat, salt or something else to make it tasty
- 18) farmers markets only sell fruits, vegetables, eggs, yogurt, milk, meat, cheese, bread, pies, jams, preserves – they do not sell oil, cereal or other things you need year round from the supermarket

- 19) supermarket fruits and vegetables come from different countries and different states and they are picked early so they grow in boxes – but at the farmers market, everything grows in the soil and is harvested at the right time
- 20) vegetables from the farmers market grow in the best place – the fruits and vegetables that grow in the place where they are eaten are the best
- 21) it is better to eat food that is in season – our bodies have cycles, just like nature does and we are supposed to eat in cycles too – for example, times like March and April (when there is little locally grown food available in this climate), it is good for our bodies to because it gives our bodies time to be clean
- 22) when we eat food that is in season, our body gets different vitamins and minerals at different times of the year – from the supermarket we can eat anything we want anytime we want to eat it

If you created some kind of vegetable picture dictionary when students were discussing the Obama garden, this would be a great time to return to it.

Undoubtedly, there will be more unfamiliar vegetables that come up from the seasonal availability chart from the Greenmarket, and students can add pictures to the dictionary.

A follow-up class project is to create a picture calendar of the vegetables which are available during each month. It can be visually stunning as well as a really helpful way for students to understand the seasonal quality of eating local food. There are many ways to organize this project. I offer the following as one possibility. Break your students into 12 groups and assign each group a month. Give each group a piece of newsprint and have them write the name of the month on the top. Give each group a seed catalog and tell them to find a picture of every vegetable available at the farmers markets during their month. After they have cut and pasted pictures of every vegetable available during that month, have them decorate any blank spaces with drawings of things they associate with that month. When all the groups are done, have them hang them on the wall and allow each group a chance to present their month, their vegetables and their drawings.

What Did We Learn

Write the following three questions on separate pieces of newsprint.

What is one thing you learned about local food?

What is one thing you learned about the food industry?

What is one thing you learned about diabetes and obesity?

Give students about 15 minutes to share with a partner.

Bring the class back together and collect a class list of responses for each question. The more they come up with, the more they will be helping themselves for the next and last activity. One of the advantages to having used all of the newsprint during these lessons is that you can point to the walls to encourage students to remind themselves of what was talked about before.

Dear Rosa

For the final activity, you will connect all that students have learned back with Rosa and her New Life Café. Ask your students to imagine they are friends with Rosa. Ask them to remind you about the problems that Rosa was facing. If they just say, “She has diabetes,” push them deeper by asking why that is such a big problem.

As a final activity, you are going to have students consider all that they have learned, and the problems that Rosa is facing, and write her a letter of support. You might even remind them of the sixth piece of Wendell Berry’s advice “Learn as much as you can about the art of farming and share what you learn with other people.”

Write a letter to Rosa about her diabetes. What did you learn that you would like to share with her? Would you recommend that she shop at the 175th Street Greenmarket Farmers Market? Why do you think she would be interested in the farmers market?

Obamas to Plant Vegetable Garden at White House *Adapted from a New York Times Article by Marian Burros*

WASHINGTON — Michelle Obama has planted her own vegetable garden. The garden will be on the lawn of the White House. This garden will be the first garden at the White House since Eleanor Roosevelt's victory garden in World War II. Eleanor Roosevelt was a very important First Lady. Eleanor was married to Franklin Delano Roosevelt, who was President of the United States from 1933-1945.

The garden will grow food for the Obama family's meals and formal dinners. Another important goal of the garden will be to educate children about healthy, locally grown fruit and vegetables. Michelle Obama said this type of education is very important today, because obesity and diabetes have become national concerns.

Michelle Obama said, "My hope is that if we educate the children, they will begin to educate their families and that will begin to educate our communities."

The garden is more than just a place to grow food. The garden is a symbol. Many people believe that growing food locally is very important. Locally grown food is food that is grown in your own community.

The first lady has never had a vegetable garden before. Her idea for this garden came from her experiences as a working mother. She was trying to feed a good diet to her daughters, but the family had a busy schedule. They used to eat out three times a week, order a lot of pizza. Sometimes they would eat a sandwich for dinner. All of those meals were starting to have a negative affect on the health of her daughters. Their doctor told Mrs. Obama that she needed to think more about nutrition.

"He brought our attention to an important issue and we made a change," she said. Within months the girls had lost weight.

Dan Barber owns a restaurant in Pocantico Hills, N.Y. called "Blue Hill at Stone Barns." The restaurant is on a farm. The farm grows many of the vegetables and herbs that they cook in the restaurant. They also raise the cows, pigs, chicken, geese and turkeys. When Dan Barber heard about the Obama's garden he said, "The power of Michelle Obama and the garden can create a very powerful message about eating healthy and more delicious food. It could translate into real change."

When Bill Clinton was president, the Clinton family grew some vegetables in pots. They kept the pots on the roof of the White House. The Obamas' garden will be much bigger than that. They will grow 55 kinds of vegetables. People will be able to see the garden when they are walking by the White House.

The Obamas love to eat Mexican food so they will grow cilantro, tomatillos and hot peppers. The family also loves salad. They will grow different kinds of lettuce. There will be spinach, chard, collards and black kale. For desserts, they will grow different kinds of berries. They will also grow herbs like anise hyssop and Thai basil. Charlie Brandts is the White House carpenter. He also works as a beekeeper. Charlie will take care of two hives of bees in the Obama garden.

The total cost of seeds, mulch and so forth is \$200, said Sam Kass. Mr. Kass is an assistant White House chef. He cooked meals for the Obama family in Chicago. Mr. Kass will be in charge of the garden. He believes strongly that more food should be grown in our own communities.

The soil in the garden will be fertilized with White House compost. Helpful bugs like ladybugs and praying mantises will help control other bugs that cause problems for plants.

Mrs. Obama said, "There's nothing cooler than coming to the White House and harvesting some of the vegetables and being in the kitchen with everyone, and cutting and cooking and actually experiencing the food that we grew."

Mrs. Obama said, "For children, food is all about taste, and fresh and local food tastes better.

"A delicious heirloom tomato is one of the sweetest things that you'll ever eat," she said. "And my children know the difference, and that's how I've been able to get them to try different things.

"I wanted to be able to bring what I have learned about local food to more people. And what better way to do it than to plant a vegetable garden in the South Lawn of the White House?"

Mrs. Obama also had some advice for people who live in cities, and who have no backyards. She says they should think about joining a local community garden. There are more than a million community gardens in the United States.

But the first lady also wanted to make it clear that she did not want people to feel guilty if they did not have the time for a garden. Mrs. Obama believes there are still many changes they can make.

“You can start in your own refrigerators and cupboards,” she said, “try to get rid of processed food, try to cook a meal a little more often, try to cook with more fruits and vegetables.”

Obamas to Plant Vegetable Garden at the White House

Reading Comprehension and Discussion Questions



- 1) Why is Michelle Obama planting a vegetable garden?
Look through the article and find at least three reasons.

Reason why Michelle Obama is planting a garden	The sentence that gave me that idea

- 2) What is local food?
- 3) Michelle Obama said, “Fresh and local food tastes better.” Do you agree with her? Give an example from your own experience.
- 4) Sam Kass believes strongly that **“more food should be grown in our own communities.”** Do you agree or disagree? Explain your answer.

5) If you had a garden, what are three things you would grow? Explain why you would grow each of them.

I would grow _____ because

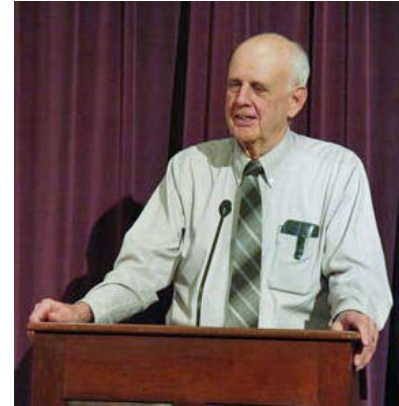
I would grow _____ because

I would grow _____ because

Adapted from The Pleasure of Eating *by Wendell Berry*



*Wendell Berry is a farmer in Kentucky. He has written many books of essays, fiction and poetry. This essay comes from the book, **What Are People For?** by Wendell Berry. In this essay, Wendell Berry shares his experience and opinions as a farmer.*



I give many speeches

about the problems that American farmers have. Many people in the audience ask me, “What can city people do?”

I tell them to “Eat responsibly.” I try to explain what I mean, but there is never enough time. After they are gone, I always think of other things I should have said. Now, I would like to take my time and try to write a better explanation.

I start with the idea that eating is a part of agriculture. Eating is part of farming. Eating is the end of a process that begins with planting and birth.

Most people know food is a product of farming. But people do not see themselves as being a part of agriculture. They think of themselves as “consumers.” People buy what they can get. People pay what they are charged for food. But most people do not ask certain important questions about their food: How fresh is it? Were dangerous chemicals used? How far away did it come from? How much did that transportation add to the cost? How much pollution was caused to transport this food? Did the chemicals used in the food affect the nutrition?

Can you imagine asking those questions to someone who works at the supermarket?

Most city shoppers can tell you that food is produced on farms. But most of them do not know what farms their food was grown on. Most of them do not know what kind of farms, or where the farms are, or what knowledge or skills you need to be a farmer. Most people believe farms will always be there to grow food, but they

do not know anything about the obstacles that farmers must overcome. Most people do not think about food until they see it in the supermarket or on their table.

I think that is dangerous. It is very important for people to think about the farm or the land where that food came from. We do not think about it and we are suffering a cultural amnesia. Nature and agriculture have been changed into products of industry. People today are disconnected. People are disconnected from understanding where their food comes from. People are now separated from their food in a way that has never happened before in human history. People today think of food as a business deal between themselves and the supermarket.

The food industry does not want you to know where your food comes from. They want people to ignore the way our food is produced. It would not be good for the food industry if shoppers knew that the hamburger they are eating came from a cow that spent its life standing deep in its own waste. They don't want shoppers to know that that cows' waste pollutes the local streams. They don't want shoppers to know that the veal they are eating was once a baby cow that spent its life in a box too small for it to turn around. They don't want you to know how they grow vegetables on factory farms using toxic chemicals. They don't want you to know that all the antibiotics, hormones and drugs affect that they put into cows and chickens go into the humans that eat them.

The industrial farms want to produce more and more food. As they produce more and more, the food is less natural and less healthy. As the food becomes less natural, it needs more and more chemicals to grow. They replace the natural fertility of soil with chemicals. The industrial farms look for any shortcut to increase their profit. Then it is the business of the advertisers to convince shoppers that the food that is produced on industrial farms is good, delicious, and healthy.

What does the word “culture” mean to you? Is that an important word? Amnesia is a condition where you lose your memory. What memories about food are we losing?

Our great-grandparents would not recognize a lot of the food we eat today.



What we decide to eat influences the way that we use our world. This is simple, but true. To eat responsibly means to understand the connection between the food we eat and how we use our world. To eat responsibly means to make the best choices as we can about the food we eat. What can we do?

- 1) Participate in any food production that you can: Grow something you eat in any space you can. You can use your backyard, a fire escape, a window box, or even just a pot in a sunny window. You can work with a neighbor, or join a community garden. You can put pots on your roof. You can try to find empty space in your neighborhood. When you grow food for yourself you can understand the energy cycle that goes from soil to seed to flower to fruit to food to decay and around again. You will be responsible for any food that you grow by yourself, and you will know all about it. You will appreciate it completely, having known it all its life. Teach your children.
- 2) Prepare your own food: You will refresh the art of kitchen in your own mind. You will be able to eat cheaper. You will have more control over the quality of what you eat. You will also have more control over what is added to your food.
- 3) Learn the history of the food you buy. Buy the food that is produced closest to your home. Whenever possible, buy directly from a local farmer: This will allow you to eat the freshest food and learn the most about how that food was grown. It also cuts out the middle man. When you buy food directly from the farmer, you do not have to deal with merchants, transporters, processors, packagers and advertisers.
- 4) Learn as much as you can about all the things that are added to our food that are not food
- 5) Learn about the healthiest and safest way to farm and gardening and look for food grown in that way
- 6) Learn as much as you can about the arts and tradition of farming and share what you learn with other people

The pleasure of eating should be a complete pleasure. The memory of how your food grows is one of the pleasures of eating it. The knowledge of how your food grows is one of the pleasures of eating it. Learn everything you can about the food that you eat. If you know that your food was grown in good health, you will feel better and more comfortable. For me, the pleasure of eating comes from an understanding where our food comes from. I think people who live in cities can experience this pleasure if they try.

Eating with complete knowledge is one of the most beautiful connections we can feel with our world. In this pleasure of eating we experience and celebrate our dependence and our gratitude. We are living from mystery, from creatures we did not make and powers we can never fully understand.

6) Do you think it is important for people to think about where their food comes from? Explain your answer.

7) Wendell Berry wrote about 6 things that people who live in cities can do. Do any of his suggestions sound interesting to you?

Greenmarket Farmers Markets

In the 1970s, New Yorkers complained that they could not find fresh and healthy fruit and vegetables. At the same time, small local farms were struggling because they had no place to sell their harvests. Those small farms were losing money and their farms.

An organization called Greenmarket was a natural solution to everyone's



problem. They organized farmers markets all across the city. Farmers have an opportunity to sell their food in the city. Greenmarket supports farmers and preserves farmland for the future.

Those farmers markets give New Yorkers a chance to buy local



and fresh food in city neighborhoods. They also gave farmers the opportunity to sell their homegrown crops in New York City.

New Yorkers have an chance to meet and talk with the farmer who grows the food they are buying. If you have a question about the food you are eating, you can ask the farmer at the farmers market. The fruit and vegetables are incredibly fresh at the farmers market. When you buy food at the market, it was probably picked that morning or the day before.

The first Greenmarket farmers market was only twelve farmers in an empty lot in 1976. The Greenmarket has over 49 farmers markets, making a connection between small local farmers and the communities of New York City.

GREENMARKET 2009

			S	M	T	W	T	F	S
MANHATTAN									
1.	Staten Island Ferry/Whitehall	Inside Terminal Building	Year Round	8-7				T	F
2.	Bowling Green	Broadway & Battery Place	Year Round	8-5				T	T
3.	Zoootti Park	Cedar St - Broadway & Church	April - Dec	8-6				T	T
4.	City Hall Park	Broadway & Chambers	Jun - Dec	8-4				T	F
5.	TribeCa	Greenwich St & Chambers	Apr - Dec Year Round	8-3				W	S
6.	LEB/Grand Street	Norfolk & Grand Sts	July - Nov	8-4					
7.	Tompkins Square	E 7 St & Ave A	Year Round	8-6					S
8.	St. Mark's Church	E 10 St & 2 Ave	May 25 - Dec	8-7				T	
9.	Stuyvesant Town	Sagevassant Town Oval 14th St loop & Ave A	Jun - Nov	9:30-4					S
10.	Abingdon Square	W 12 St & 8th Ave	Year Round	8-2					S
11.	Union Square	E 17 St & Broadway	Year Round	8-5				M	W
12.	Murray Hill	2 Ave & E 33 St	Jun 27 - Nov	8-3					S
13.	Dag Hammarskjold Plaza	E 47 St & 2 Ave	Year Round	8-4				W	
14.	Rockefeller Center	Rockefeller Plaza - 50 St	July 29 - Sept 4	8-5				W	F
16.	67th Street	W 57 St & 2 Ave	Apr - Dec May 15 - Dec	8-8				W	S
18.	Tuoker Square	W 65 St & Columbus	Year Round	8-5				T	S
17.	77th Street	Columbus - W 77 & 79 Sts	Year Round	8-5					S
18.	82nd St/St Stephens	E 82 St - 1st & York Ave	Jul 11 - Dec	9-3					S
19.	82nd Street	1st Ave - E 92 & 93 Sts	Jul - Nov	9-5					S
20.	87th Street	W 87 St & Columbus	Year Round	8-2					F
21.	Mt Sinai Hospital	E 99 St - Madison & Park Aves	Jul 8 - Nov	8-5				W	
22.	Stranger's Gate	W 100 St & Central Pk W	Jun - Nov	8-3					S
23.	Columbia	Broadway - W 114 & 115 Sts	Year Round	8-6					T
24.	178th Street	W 175 St & Broadway	Jun 18 - Nov	8-6				T	
25.	Inwood	Inham St - Seaman & Cooper	Year Round	8-3					S
26.	Port Authority NYNJ Bus Terminal	8th Ave & W 42nd Street Inside North Wing main concourse	Year Round	8-6					T
BRONX									
27.	Poe Park	Grand Concourse & 192 St	Jul - Nov	8-3				T	
28.	Bronx Borough Hall	Grand Concourse & 161 St	Jun 30 - Nov	8-6				T	
29.	Lincoln Hospital	149 St & Morris	Jul 7 - Nov	8-3				T	F
30.	New York Botanical Garden	Karwinhof Blvd - Bedford Pk & Mosholu Inside NY Botanical Garden	Jun 17 - Nov 11	9-5				W	
31.		Metro North parking lot	Jun 20 - Nov 14	8-4					S
QUEENS									
31.	Astoria	14 St - 31 Ave & 31 Rd	Jul 8 - Nov	8-3				W	
32.	Jackson Heights	34 Ave - 77 & 78 Sts	Jun - Nov	8-3					S
33.	LIC/Hunter's Point	48 Ave btw Vernon & 59 St	Jul 11 - Nov	8-3					S
34.	Sunnyside	Skilman - 42 & 43 Sts	Jun - Dec	8-4					S
35.	Atlas Park/Glendale	Cooper Ave & 80 St Inside shopping plaza	Jun - Nov	8-3					S
36.	Corona	Roosevelt Ave & 103rd St	Jul 10-Nov	8-5					F
BROOKLYN									
37.	Greenpoint - McCarren Park	Bedford & Lorimer	Year Round	8-3					S
38.	Williamsburg	Havermeier & Broadway	Jul 9 - Nov	8-4				T	
39.	Fort Greene Park	Washington Pk & Dekalb	Year Round	8-5					S
40.	Brooklyn Borough Hall	Court & Montague	Apr - Dec Year Round	8-6				T	T
41.	Carroll Gardens	Carroll - Smith & Court	April 19 - Dec	8-4					S
42.	Grand Army Plaza	Fleetsch & Prospect Park W	Year Round	8-4					S
43.	Windsor Terrace	Prospect Pk W & 15 St	May - Nov	8-3				W	
44.	Cortelyou	Cortelyou & Rugby Rds	Year Round	8-4					S
45.	Borough Park	14th Ave - 49 & 50 Sts	Jul 9 - Nov	8-3					T
46.	Sunset Park	4th Ave - 59 & 60 Sts	Jul 11 - Nov	8-3					S
47.	Bay Ridge	3rd Ave & 95 St	May - Nov	8-3					S
STATEN ISLAND									
48.	St. George	St Marks & Hyatt St	May - Nov	8-2					S
49.	Staten Island Mall	Richmond Ave Entrance Parking Lot	May - Nov	8-4					S

*Red apples denote Greenmarkets that accept Food Stamps/EBT July - November

GREENMARKET is a Program of the Council on the Environment of NYC
www.cenyc.org 212-788-7476

The Greenmarket Farmers Market

Use the map on the back to answer these questions

- 1) What is the closest Greenmarket to where you live?
- 2) How many Greenmarket farmers markets are “year round”?
- 3) What are the hours of the Sunnyside farmers market?
- 4) During what months is the Jackson Heights farmers market open?
- 5) Can I go to the Astoria farmers market tomorrow? Explain your answer.
- 6) How do farmers markets help New Yorkers?
- 7) How do farmers markets help small local farmers?

Local Food at the Greenmarket Farmers Market

Eating local food means eating food that is grown in your communities, or on farms that are close to the city. Part of eating local food from the farmers market means that you only eat food that grows in the **climate** where you live. You will not find oranges, bananas or coffee at any farmers markets in New York because those things do not grow in our area. Eating local also means eating foods that are **in season**. Asparagus grows in the New York area, but only in May and June.

This chart lists the many different fruits and vegetables that are available at the farmers markets during the year. The chart also shows which months those fruits and vegetables are available. For example, on the chart you can see that asparagus is available from May until June. Locally produced eggs, milk, cheese, yogurt and bread are also available year round.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Vegetables:												
Asparagus					■	■						
Beans, String *							■	■	■	■		
Beans, Shell	■	■	■	■	■	■	■	■	■	■	■	■
Beets	■	■				■	■	■	■	■	■	■
Beet Greens					■	■	■	■	■			
Broccoli						■	■	■	■	■	■	
Brussels Sprout								■	■	■	■	
Cabbage	■	■	■			■	■	■	■	■	■	■
Carrots	■	■	■				■	■	■	■	■	■
Cauliflower								■	■	■	■	
Celery								■	■	■	■	
Collard Greens							■	■	■	■	■	■
Corn *							■	■	■	■		
Cucumbers *							■	■	■			
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Eggplant *								■	■	■		
Fennel										■	■	
Herbs						■	■	■	■	■		
Kale									■	■		

Lettuce *												
Leeks												
Lima Beans *												
Mesclun												
Onions												
Parsnips												
Peas *												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Peppers *												
Potatoes												
Pumpkins												
Radishes *												
Rhubarb												
Scallions												
Spinach												
Squash, Summer*												
Squash, Winter												
Swiss Chard												
Tomatoes												
Turnips												
Turnip Greens												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Fruits:												
Apples												
Blackberries												
Blueberries												
Cantaloupes												
Cherries												
Currants												

8)

Choose three vegetables that you enjoy	In the New York area, this vegetable is harvested from... until ...
<i>For example: Swiss Chard</i>	From June until October

9) Both peppers and potatoes are harvested from July until October. Why are potatoes available all year round when peppers are only available during those 4 months?

10) Describe two ways that a farmers market is different from the supermarket.

a.

b.

Additional Ideas

- 1) Have students create a cookbook of healthy recipes. They can share/find healthy recipes or they can try to take a recipe they already know and make it healthier. A good lead-in to this activity could start with a look at the “Go Green East Harlem Cookbook” edited by Manhattan Borough President, Scott Stringer. The cookbook came out of Borough President Springer’s attempts to change unhealthy eating habits in East Harlem, where “obesity rates are 10 times higher than that of the Upper West Side; the obesity rate among children is among the highest in the city; and grocery stores that carry fresh fruits and vegetables are few and far between.” The following two articles are from the NY Times and talk about the project. I offer them as informational for the instructor. They would probably have to be adapted if they were to be used with students.

“Sweet Potatolicious, and Other Healthy Recipes for East Harlem” by
Timothy Williams on January 15, 2008
<http://www.nytimes.com/2008/01/15/nyregion/15cookbook.html?fta=y>

“In East Harlem, Sharing Ways to Eat Better” by Florence Fabricant on
March 5, 2008.
<http://www.nytimes.com/2008/03/05/dining/05harlem.html>
- 2) Take a class trip to a Greenmarket farmers market. You could have students figure out what vegetables they can expect to be there, based on the seasonal availability chart. Have students generate questions about a vegetable they are interested in and have them ask the farmers about that vegetable. Then they can come back and share what they learned. You might also ask to see if any of your students are interested in buying vegetables or fruit from the market and cooking them and seeing what they (or their families) think.
- 3) You can bring in, or have students bring in, fruits and vegetables both from the farmers market and from the supermarket. You can have a taste test. You can also have a discussion on the cost of each and connect it to a larger discussion on family budget and food choice.
- 4) I have also written a Special Project for teachers to use in conjunction with the “New Life Café” episode. The project involves three steps. Step one has students doing research in their communities about challenges, questions and needs around food choice in their neighborhoods. Step two has students interviewing farmers and gathering information. Step three has students creating a method to share what they learned with the larger community.

We Are New York

Special Project: Exploring the Greenmarket Farmers Market

This lesson set is designed to take 9 hours, with activities inside the classroom, in the communities where students live, and at a farmers market(s) in New York. This special project was designed to develop more fully the idea of “fresh and healthy food” that is central to the resolution in the WANY episode, “New Life Café” in which the main character Rosa is diagnosed with diabetes.

There are two main goals for this project. The first is to increase students understanding of their access to fresh and healthy food to allow them to make more informed food choices. The second goal is for students to work together to identify and address a need in their communities, and have a structure to learn and then share what they’ve learned with their friends, families and neighbors.

This project is divided into three parts.

Part one is a discussion about fresh and healthy food and extends to student interviews with members of their communities.

Part two is a discussion about the results from student community interviews and extends to student interviews with farmers at a farmers market.

Part three is a discussion about what students have learned and what they want to share with their communities, and extends into student art work and/or pamphlets for community consumption.

Part One: “Fresh and Healthy Food” and Community Interviews

Time: approximately 3 hours

Materials:

Newsprint, markers, class set of “The City that Ended Hunger” and class set of unhealthy food cartoons

Step 1: Connecting with the WANY episode, “New Life Café”

During the episode, Eddie brings his grandmother a bag of groceries after she is diagnosed with diabetes. He tells her it is “fresh and healthy” food. Remind your students of this. Then pose the following questions:

- 1) What does “fresh and healthy food” mean? What makes a food “fresh and healthy”?
- 2) Is it important to eat fresh and healthy food? Explain your opinion.
- 3) Where do you go to buy “fresh and healthy” food?
- 4) What is hard about buying “fresh and healthy” food? What concerns do you have about buying “fresh and healthy” food?
- 5) If you could talk to the farmer that grew your food, what would you ask them?

Write each question at the top of a piece of newsprint. You can have your students discuss the questions in small groups first, followed by a whole class discussion, or you can go through the questions as a whole class. Either way, for the whole class discussion, go through the questions one at a time and record their answers under each question. This is an important foundation for this project because it prepares the students by rooting your inquiry into buying healthy food in their own experiences. Definite push your students deeper into their responses. If they say, fresh food is vegetables, ask them what about vegetables makes them “fresh”. Pushing them deeper will draw out better answers and encourage students towards new vocabulary.

For some added support, I am including some cartoons that comment on some of what makes our food unhealthy. If your students have a hard time defining “fresh and healthy food”, you can distribute the cartoons and discuss what each is saying about what makes food unhealthy. From that discussion, students will be able to define healthy by what is not healthy.

Step 2: Communities in Action: “The City that Ended Hunger”

Ideally, this reading is something students could have done for homework before this class. If not, gives students ample time to read the story by themselves during class, and ask them to underline any sentences they find interesting. As they are reading, walk around the room and see to make sure they are underlining. If a student has finished and did not underline, ask them quietly if they found anything interesting in the article. When they give you a few ideas of what left an impression on them, ask them to go back and find those sentences in the story and underline them. A lot of students are used to only underlining new vocabulary. Having them underline things that they do understand and which are important to them help students engage deeper in the text, by focusing on the positive of their reading experience. It also can provide a great foundation for discussing the text.

Next, read the story out loud as a class. This could be done by you, by students, or started by you and then finished by students. The idea is to let them hear the text. Then break them into groups and ask them to discuss the sentences that they underlined and explain to each other why that sentence was interesting/important to them. As they work in their groups, circulate and take a passive role in their conversations. If they ask you questions, before you answer, kick the question back to the whole group. Sometimes students will forget the classmates in their group when the teacher is within earshot. Part of what you want to do is encourage them to listening and questioning each other. Of course, if an entire

group is struggling with the comprehension of a key part of the story, try to give them just enough to be able to figure it out for themselves. But remember, the goal is for them to be sharing the things they do understand.

Next, bring the class together and write **Problems of the Problems of People in Belo Horizonte** across the top of a piece of newsprint. Ask the class to brainstorm the problems faced by the people in the community they just read about. Push them beyond the problems described in the first section of the text. It will require some inference on their part. If they do not do it on their own, direct them to the solutions and ask what problem they can imagine. For example, point them to the sentence about driving fresh food out to the poorer, rural areas and ask what problem that seemed to address. <A lack of access to fresh and healthy food in those outlying communities>.

Next ask the class what the people of Belo Horizonte did to address the problems students just listed. Try to point to each problem on the newsprint and see if students can find a solution developed by the community/city government. Make note if the class comes up with a problem that the community did not address.

Step 3: Lead-in to the class project

Tell students that together, the class is going to work on a student leadership project to help their communities and to learn more about food buying in New York City. The first part of this project will be for them to interview some of the people who live in their neighborhoods. The idea is to start to try and learn what problems/successes/concerns people in their neighborhoods have when it comes to buying fresh and healthy food. You can point to the way the class discussed the situation in Belo Horizonte as a model. First the class listed the problems and then the class looked at some solutions and resources. Suggest that we will go through a similar project with our class project.

Step 4: Generating Interview Questions

Explain to student that you are all going to be working on a project to talk to people in our communities and local farmers to learn more about what our communities can do to eat more fresh and healthy food. Propose to them that, as you asked them about their experiences with buying healthy food, their first activity will be to ask their neighbors about their experiences with buying fresh and healthy food.

Depending on the level of your class, you could write the questions yourself. In a pinch, you could use the questions you posed to students in step 1. But this activity could be even more enriching for students if you support them in generating their own questions. You might break them into groups of 2-3 students and ask them to come up with 5 good interview questions. After they've done that, you could have the groups share their questions, and make one master-list on a piece of newsprint. You can then have a class vote (if they want to ask the same interview questions) or have each student choose 5 or so questions to ask on their interviews.

Step 5: Deciding on Targets

The most important part of this activity is that students are comfortable. Students have different comfort levels and you want to be both cognizant and respectful of that. Some students will be able to go up to strangers and just ask them. Others will not be able to do that. You definitely want to have a class discussion in which you ask them to generate a list of people they could interview. You'll get a "these are the people in my neighborhood" list like "strangers, next-door neighbors, co-workers, other parents, members of mosques, etc." You should encourage students to be confident about talking to anyone, but you should also be clear that talking to people they are familiar with, like "the mothers of my children's friends" is just as exciting and useful as asking a stranger. You don't need to have students commit to a targeted interviewee, but the more they decide in class, the more likely they will be to do their interviews. Public interviews can be such a rewarding experience for our students, but it can also be intimidating,

and we should do what we can to allow them to take the comfort they feel with you and their classmates outside of the classroom. If it is logistically possible, you might even have students go out and do their interviews in pairs. I know some ESL programs are located in the communities in which all of their students live. If this is the case with your class, having a class trip into the neighborhood for students to do their interviews is another possibility.

A note on numbers

The number of questions I'd recommend having students ask depends on the size of your class. I would say the more students you have, the fewer questions and interviews they should do. On the other hand, if you have a small class, I would have each student ask more questions or talk to more people (though not both).

Step 6: Interview Skills and Practice

There are a lot of worthy materials that delve into how to prepare your students for interviews. The one thing I would mention and model with them is note taking skills. They won't be able to write every word of every response they get, and they should know that up front, and know that they shouldn't even try.

Give students time in class to practice interviewing. Break them into pairs and let them practice on each other. If possible, you might have them interview other students from another class in your program. Or have them wander the halls of your program site, close to your classroom. The goal is to let them build confidence, have fun and to practice their note taking skills. If possible, allow them to come back together and share their feelings on how it went. This will give you one more chance to get them feeling positive about their assignment before they do it. I'd give them a week or so to do their interviews. Ask your students to take notes during their interviews, and then try to write them up in more complete sentences afterwards. If it is possible, it would be helpful if you gave them some time to do this in class.

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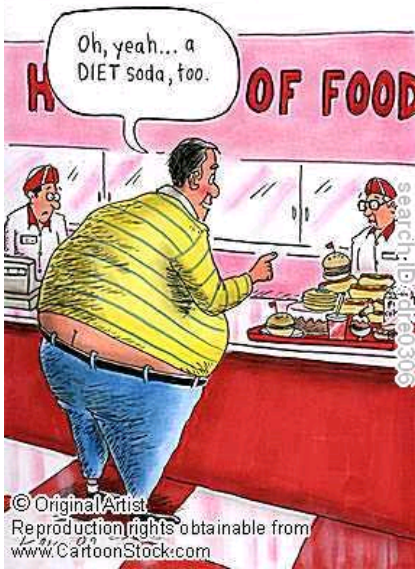
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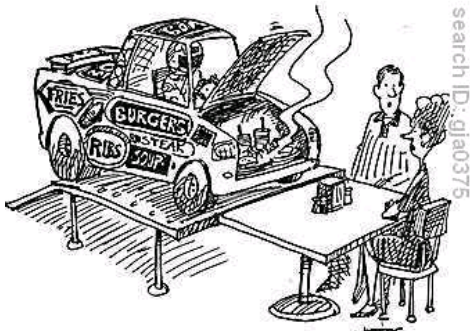
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"Don't you know how bad those things are for you?"



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PITSTOP RESTAURANT



IT'S SUPPOSED TO LOOK & SMELL GREASY.

Part Two: *Sharing Community Responses/Farmer Interviews*

Time: approximately 3 hours

Materials:

Newsprint, markers

A Note about Part Two

It is difficult to script what should essentially be a conversation with your students. Here is one way to structure that conversation. Feel free to change things around, but keep in mind the following six goals for this part of the project: (1) to collect information from student interviews and share and categorize the responses, (2) to identify questions about food that are interesting and shared by the people in your students' communities, (3) determine which questions will be used in farmer interviews, (4) give students the opportunity to give a lot of input into the direction of the project, (5) have students reflect on their own interest and understanding of food, compared with the first part of the project, (6) plan and carry out the interviews with farmers

Step 1: Sharing Community Responses

In groups of 2-3, have students share the responses from their community interviews. Allow them to report back to their classmates without too much structure at first. Let their conversations flow naturally. If you want to give them a general question to consider, ask them to discuss what they learned about healthy and fresh food from talking to their neighbors.

Then give each group a piece of newsprint and ask them to make two columns - "Shared Questions" and "Individual Questions". In the "Shared Questions" column, ask students to record the questions that their interviewees had in common. Tell them that if at least 2 students have a similar response to a question, that counts as a common question. In the "Individual questions" have them record the questions that only one of their interviewees brought up.

When every group is finished, have each group present their newsprint to the whole class. Ask if there were any questions which were "Individual" in a smaller group, but are "shared" when brought together with the whole class discussion.

On a piece of newsprint, write "**Things we learned from our community**" and ask them to look around at all the newsprints from their group work, and think about what they learned from the interviews. Ask them "What did you learn about fresh and healthy food in your community?" Ask them to consider the responses to all of the interview questions they asked. To draw out more responses, ask "What do the people in your neighborhood think about fresh and healthy food?"

Step 2: Lead-in to Farmer Interviews

Tell your students that they did a great job in reaching out to their neighbors and community members. They have gathered a lot of important information about what regular people are thinking and worrying about when it comes to fresh and healthy food. The next step in the class' special project is to use what we learned from our neighbors and write some questions that we can ask local farmers.

Get a working class-description of "farmers market", draw from students experience, from the reading about Belo Horizonte, or from the words themselves. Start by asking if anyone has ever been to a farmers market and move forward from there. Whatever understanding students have in this conversation, the most basic and essential detail for them to know is that farmers markets are a place where you can buy fresh local produce from the farmers themselves.

The logistics of the farmer interviews will depend on several factors. The most important question you have to answer is if you will do the interviews as a class trip, or if you will ask students to do

them on their own (or in smaller groups). Once you figure that out, you can start to ask questions like... Is there a farmers market near your program? Is it open during class time? Do your students live in roughly the same neighborhood? If students live in a different neighborhood from the program, is there a farmers market in the neighborhoods where they do live?

Step 3: Farmer Interview Questions

The questions will depend on the responses of the interviewees and the interests of your students. Obviously, the questions generated by their interviewees are your first well-spring. Most likely you will have more than you will need.

To focus the questions, ask the class which ones seem to be the most common. Rewrite the list on another piece of newsprint. Ask them to look at the newsprint from their group work and pick out any questions that they think are interesting, even if they are not that common. Add these questions to the newsprint.

From that list of questions, you have a few options:

If you want your students to all ask the same questions, have them vote on which ones should be asked. While they are discussing which questions should be asked, ask them to consider whether their neighbors they interviewed would be interested in the answer.

If they are going to be asking different questions, decide how many, and then give them some time to choose which ones they are most interested to ask.

Remember, you do not need to decide which option to do yourself. Ask your students to decide if everyone should ask the same questions or if people should ask different ones. Write "Asking the Same Questions" and "Asking Different Questions" across the board (or a piece of newsprint). Take a preliminary vote. When voting, add a third category of "Undecided", but there is no need to write a column for it. Have people explain their reasoning for their vote, alternating between the two categories. Record their ideas in the appropriate column. After the discussion, take another vote. If "Asking the Same Questions" wins, and someone wants to ask a question that is not chosen by the group there's no problem. They can add the question to their list.

Step 5: Interview Skills

Give them time in class to practice asking the questions. Break the class into pairs and have them alternate roles, one being the interviewer, and the other pretending to be the farmer. Encourage your "farmers" to use their imaginations to answer the questions. Make sure to have the interviewers practice their note taking.

It is also a good idea to give your students sometime to talk about the interviewing process. Either in small groups or as a whole class discussion, ask your students

What was fun/interesting about interviewing your neighbor?

What was hard about the interview?

What can we do to be even more comfortable for our next interview?

Part Three: *Sharing What We've Learned*

Time: approximately 3 hours

Materials:

Victory Garden posters, newsprint, markers, any and all tools of creation available (poster boards, markers, crayons, colored pencils, computers, magazines for collage...)

Step 1: The Victory Garden Propaganda Posters

This step is designed to get students thinking about propaganda with positive messages. It is not necessary to delve that deeply into the history of these signs. Students can infer who they were written by, who they are talking to, and what their message is just by looking at the posters. Just for the knowledge of the teacher, these posters were created by the United States government during WWII to encourage people in the US to grow their own food for the purposes of eating healthier, eating cheaper and supporting the war effort.

Give out the posters and give students five minutes and ask them to look at the posters. It is not necessary for students to write anything, but to give their eyes time to take in the posters.

After five or so solid minutes of quiet looking, ask if the posters have anything in common.

Someone will say something like "They are all about food".

Push them deeper with, "What are they trying to tell us about food?"

Someone will say something like "They want us to grow our own food."

Ask "Who wants us to grow our own food?"

If anyone can answer, ask them how they know. If none is sure, have them look back at the posters, until they can.

Ask, "Why does the government want us to grow our own food?"

Someone might say, "Because it is healthier"

Ask them, "Why is it healthier?"

The purpose of this line of question is to get students to confront three key questions:

- (1) Who made the posters?
- (2) What are they trying to get us to do? (Why did they make the posters?)
- (3) How do they convince us to do that?

Ask for a volunteer to say which sign they like the most. Ask them to explain why they were drawn to that poster. Ask other students if anyone else was drawn to that poster for other reasons. Do this for each of the posters. The purpose of this conversation is to get students thinking about things they like and things they didn't like. Those opinions will help them in Step 5 when they are creating their own signs/posters.

Step 2: Impressions of the Farmers Market

Have students discuss the following three questions in groups of 2-3.

- 1) What did you see at the farmers market?
- 2) What did you learn from the farmers market?
- 3) What interesting things did the farmers tell you?
- 4) How is the farmers market different from a supermarket?

Step 3: What does the farmers market have to do with fresh and healthy food?

After students have discussed these questions bring the class back together.

Write question #2 on a sheet of newsprint and ask students to share their ideas for questions #1, 2 and 3, recording their answers on the newsprint. This is an important step, because it is from this list

of what we say and learned at the farmers market that students will use in later steps to decide what they want to share with the people in their communities. Make sure to ask students to draw on the answers the farmers gave as part of what they learned. Ideally you'll still have the newsprint up that has the questions for the farmers that you decided on in Part two. You can point students to those questions to keep their responses coming.

Write question #4 on a sheet of newsprint and ask students to share their thoughts, recording their answers on the newsprint. Really encourage them to go as deep as they can. Comparing the farmers market to our local supermarket is a really good way for all of us to think about the food we buy. This question is an excellent umbrella under which students can organize what they have learned.

Step 4: Sharing What We Learned

This step is the fruit of this project. The logistics of the form this step takes will depend upon the resources of your program. In its least hi-tech format, students will create hand-written and drawn posters and pamphlets. For programs with access to computers, and/or copy machines, mass production of student work is possible. Regardless of the technology available to you and your students, this activity is empowering, even if it is the low-tech creation of hand-written signs.

I would break your class up into groups. First get a sense of who is interested in (and comfortable with) creating a more drawing oriented sign - something along the lines of the Victory Garden posters. Divide those students into groups of 3 or 4. Do the same with the students who are more interested in (and comfortable with) creating a more text oriented sign.

Once in groups, ask each group to discuss and decide on specific things they learned that they want to share with the people in their communities. Make the connection with your discussion of the Victory Garden posters. Although now the questions are, "What does your group want people in your community to know or do?" and "How will you convince them to do/believe that?" Refer them to the newsprints from Step 3, if they need a little help getting started. As they are planning, make sure you are walking through the class and listening to each group. Some of the groups may need you to ask some open -ended questions to get them over a hump of vagueness. If it is a little vague, like "Eat Healthy Food", ask them to imagine the person they interviewed. Offer something like, "Keeping that person in your mind, what advice would you give them and what did you learn they you want to share with them?" You are only trying to support your students, so ask and then walk away. Leave them to discuss it amongst themselves so that it does not become a situation where they are asking you for approval, instead of each other. Another way you might help students is to compare what they are doing to setting up two friends on a blind date. The people in their communities have specific things that they are interested in... do any of the farmers have the answers their neighbors are looking for?

Once they have the ideas they want to express, have them discuss and plan out the form and content of their poster. Again, walk through the groups and support them with things like spelling (though remind students that the newsprints on the walls will have a lot of the vocabulary they are looking for). Remind students that their ability to speak English and another language(s) is a resource. They should feel free to make the signs multi-lingual (as long as one of the languages is English). Another option is to have them create two versions - one in English, the other in another language - of the same message.

Once they have their poster/pamphlet planned, give students any tools of creation you have access to and time to work their magic.

Step 5: Brainstorm Distribution

The goals of this step are to ask students how they want to distribute their materials. They could hang them where your program is located, they could hang them in local supermarkets, libraries, schools, churches, mosques, temples, laundromats. The possibilities are endless. Some of where you

hang the signs will be dependent upon the resources of your program. But there is no better or worse situation here. If you students produce single copies of hand-written posters that get hung up where other people in your program can see them, that is excellent. If your students can distribute hundreds of photocopies of their posters in their neighborhoods, that too is excellent. One is not better than the other, because both were created by a group of students who went out and educated themselves for the purpose of teaching something to other people. And that is a power form of expression to have been a part of. It is important for students to have this planning conversation and decide as a group how best to get their messages out.



