Dear Educator,

Welcome to the WE Movement. We are so glad you’ve joined us in our mission to inspire, education and empower students to find their place in the world. Throughout the last two decades, educators have stood by us. With over 12,000 schools thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools method of experiential service-learning, students engage in collaborative learning and independent reflection. As a result, your students will become more engaged in local and global issues.

We have been delivering equally impressive results in our international work. Through Free The Children’s WE Villages sustainable development model that provides access to the Pillars of Impact—Education, Water, Health, Food and Opportunity—to empower a community with the means to forever lift itself from poverty. All the projects and programs of WE Villages are owned and maintained by the community and are designed to be self-sustaining after the initial project implementation.

The WE Villages Pillars of Impact lesson packages provide students with insight into the issues and barriers that, combined, prevent children from attending school in developing communities. They then learn how the WE Villages sustainable development model is applied to each community’s needs. Whether you are beginning a fundraising campaign for WE Villages and want to help students understand why funds are needed, where they are going and what they will be used for or if you are interested in increase student knowledge on sustainable development, we hope these lesson packages serve you well.

Together, we have the power to reignite the fundamental purpose of education: increasing student initiated learning and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and passion to bring WE into your classroom. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,

Craig and Marc Kielburger
Co-Founders, WE
WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and take action to create meaningful change. Delivered in 12,300 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

The Four Steps of WE Schools

1. INVESTIGATE AND LEARN
   Students explore topics related to a real-world challenge or opportunity.

2. ACTION PLAN
   Students develop a plan to implement their service-learning project, including one local and one global action.

3. TAKE ACTION
   Students implement their action plan.

4. REPORT AND CELEBRATE
   Students present the results of their service-learning initiatives.

What is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It’s a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community’s needs.

Setting Students Up For Success: In school, the workplace and in life.

WE Schools Introduction: WE.org/we-at-school/we-schools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflict and make responsible decisions.

Global Mindset is the ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools prograning promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students’ attention to new interpretations of events and provide a lens through which service can be studied.

Essential Question:

What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?
WE Villages: Food Pillar Overview

Free from poverty and exploitation, free from disease, thirst and hunger. These five freedoms are the driving force of the WE Villages holistic and sustainable development model, which unlocks the basis for change in the international communities we partner with. One of the most pressing issues directly affecting poverty alleviation today is the growing challenge of food security, the availability of and access to an adequate amount of healthy, nutritious food that meets populations’ dietary needs and food preferences. Thanks to Nutrien for continued support for WE Villages Food pillar.

The Food pillar focuses on innovative farming techniques and water management projects to help ensure developing communities have access to self-sustaining food sources, directly improving health, access to education and life outcomes. This lesson package was created to provide educators with comprehensive lessons on the purpose and inner workings of the Food pillar. With this knowledge, students will learn the value of their participation in the WE Villages programming and understand the contribution they have made to address the problem of global hunger. The lessons are grounded in the WE Learning Framework, ensuring students develop core skills that help them achieve the learning goals and outcomes that contribute to becoming a global citizen.

This lesson package is made possible thanks to support from Nutrien.

This lesson plan package is meant to be informative, generative and empowering for teachers and students. Once completed, continue exploring social issues through one or more experiential service-learning supports:

- **Frontline Support**: Professional needs-based support for your classroom and extracurricular needs.
- **Global Voices**: A weekly lifestyle column linked to global issues, that includes educator resources.
- **Customized Leadership Training**: Additional support for students who wish to grow their leadership capabilities.
- **Service-Learning Trips**: Opportunities to explore the impacts of WE Villages service work.

**RATIONALE**

Free The Children’s WE Villages is a sustainable development model that provides access to Pillars of Impact—Education, Water, Health, Food and Opportunity—to empower a community with the means to forever lift itself from poverty. Why these pillars? Because together they can achieve a greater impact. All the projects and programs implemented under the WE Villages model are owned and maintained by the community, and designed to be self-sustaining after the initial project implementation.

**Nutrien and WE Villages partnership**

Nutrien helps growers increase food production in a sustainable manner. We are the world’s largest producer of potash and are among the top producers of nitrogen and phosphate. These are the three key nutrients farmers use to produce healthier, more abundant crops. We supply crop nutrients, inputs, and services through our extensive network of 1,500 retail locations. We are committed to working with our stakeholders on our economic, environmental and social priorities. This is why we partnered with WE to develop and support the Food Pillar of their WE Villages development model. Through this pillar, communities can grow the food they need and plant strong roots for the future.

Together, we’re taking on the challenge by shining a spotlight on the need for better agriculture around the world and engaging young people to be part of the solution.

**ASSESSING THE LEARNING**

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this lesson package successful. Ensure a commitment to respectful behaviour that is reflective of cultural appreciation and sensitivity.

In this lesson package the teaching strategies include independent writing, peer learning, group work, word wall, matching, active listening, class discussion and gallery tour. Strategies to assess learning include written reflection, student-generated discussion, poster creation and visual timeline development.

**Explore our resources and current campaign offerings at WE.org**
WE VILLAGES:
FOOD PILLAR

SUBJECT(S): English Language Arts, Social Studies, Science, Health and Physical Education

GRADE LEVEL: Grades 9 to 12

ESTIMATED TIME: 195 minutes

ESSENTIAL QUESTIONS:

• How does the health of a plant that bears food—and the soil it grows in—relate to the health of our bodies?
• Why is food security defined as available, accessible and applicable food?

LEARNING GOALS:

Students will:

• Learn what food security entails
• Study the three key elements of food security
• Discover the complexities of the plant growth and nutrition cycle including the importance of water, soil nutrients and energy to healthy plant development
• Find out how extreme weather affects the plant growth and nutrition cycle around the world
• Explore different types of gardens in WE Villages communities and what is grown in each
• Work towards cultivating their own school garden or individual plant pots

WORD BANK

Accessibility—having physical and economic access to nutritious and culturally acceptable foods

Application—applying knowledge of basic nutrition, safe food use and care with clean water, proper sanitation and health care to achieve well-being

Availability—having sufficient quantities of food available to all people at all times

Nitrogen (N)—Nitrogen comes from the Earth’s atmosphere. It keeps cells vibrant and dividing for strong growth. Nitrogen helps plants absorb soil nutrients to maintain their healthy green appearance. It also makes the food we eat healthier by increasing the plant’s protein content

Phosphorus (P)—Phosphorous comes from the fossilized remains of ancient marine life that is found in rock deposits. It helps plants grow by capturing light and harnessing water during photosynthesis. Phosphorous helps fight external stress like heat and drought to prevent disease. Additionally, it helps plants produce seeds for more plants to grow from

Potassium (K)—Potassium comes from ancient dried up seas and oceans. It signals the pores on leaves to open and close, creating water balance. Potassium also regulates chemical intake for strong growth, improves root strength and disease resistance, and enhances the taste, colour, and texture of food

MATERIALS AND RESOURCES

• Front board
• Paper and writing utensils, colouring utensils
• Computer with Internet capabilities
• Poster making supplies (optional: students may do this part of the activity at home)
• Nutrition guides
• Ingredients for WE Villages Partner Communities
• Appendix 1: Assessment Rubric
• Blackline Master 1 – Environmental Factors Affecting Plant Growth Cycle
• Blackline Master 2 – Recipes From WE Villages Communities

Core Skill Sets

Look for these icons at the top of each lesson. The icons identify the most relevant core skills being developed. Learn more about the WE Learning Framework at www.WE.org/we-schools/program/learning-framework.
INTRODUCTORY LESSON:
THE THREE KEY ELEMENTS OF FOOD SECURITY

Objective: Students will apply their knowledge of the three key elements of food security to the construction of a diorama that illustrates the geologic advantages and disadvantages of their assigned regions.

COMMON CORE CONNECTIONS:
CCSS.ELA-LITERACY.RH.11-12.7 (History/ Social Studies)
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.CCRA.SL.1 (Speaking and Listening)
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Instructional method(s): Word wall, class discussion, graphic organizers

Differentiated instruction:
• Have students define the three key elements of food security in their notes individually or by using think-pair-share format
• Answer the follow-up questions as a class with a brainstorming session
• Have students trace the origins of their favorite snack products. Invite students to use the tables of their snacks for that day as a starting point

Course connections: English Language Arts, Social Studies, Science, Health and Physical Education, the Arts

Estimated time: 25 minutes

Investigate and Learn

Steps:
1. Introduce the definition of food security and the three key elements of food security by creating (or adding to) a word wall. Write “Food Security,” “Availability,” “Accessibility” and “Application” on four pieces of paper, making small signs. Use the shape of a triangle to illustrate the interconnectedness of each element as they relate to food security. Use the three elements as points on a triangle placing “Food Security” in the middle when working with students to define the terms and when displaying the words on the word wall (see figure 1).

2. First, ask students what “food security” might mean. Working with their suggestions, establish a clear definition.
   • Food Security—A condition in which all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

3. Then ask what each of the words “Availability,” “Accessibility” and “Application” might mean.
   • Availability—Having sufficient quantities of food available to all people at all times.
   • Accessibility—Having physical and economic access to nutritious and culturally acceptable foods.
   • Application—Applying knowledge of basic nutrition, safe food use and care with clean water, proper sanitation and health care to achieve well-being.

4. In order for students to understand the concepts of availability, accessibility and application have students share situations relating opposing scenarios.
   a. Describe a situation in which food is readily available. A situation in which food is not readily available.
   b. Describe a situation in which food is readily accessible. A situation in which food is not readily accessible.
   c. Describe a situation in which food is fit for a healthy lifestyle/cultural preference. A situation in which food is not fit for a healthy lifestyle/cultural preference.

5. To help students make real-life connection with the terms, create a farm-to-table timeline on the front board. Ask students to think of a typical dinner (e.g. fish, corn, broccoli, rice and milk). Have students suggest the process their foods need to take to get from their origin to the dinner plate. Ask students how this dinner is available, accessible and applicable. Do they live with food security or insecurity? Is someone who uses a food bank food secure or insecure? (Someone who uses a food bank is considered food secure. Through government and private support, food is available, accessible and acceptable.)

6. Now that students understand food security, have students research the food security, agricultural realities and geological specifics of the land in WE Villages partner communities. Tell students they will be creating a diorama that illustrates geologic advantages and disadvantages for agriculture.

7. Working in groups of two or three, have students choose a country and region that WE Villages works in:
   a. Ecuador
      • Chimborazo region

EDUCATOR’S NOTE: Definitions are based on food security definitions from the World Health Organization and Ryerson University’s Centre for Studies in Food Security.
b. Haiti
   • Central Plateau region
c. India
   • Rajsamand district, Rajasthan state
d. Kenya
   • Maasai Mara, Narok South Constituency
e. Nicaragua
   • Carazo department
f. Rural China
   • Northern provinces of Hebei, Gansu and Liaoning
   • Central southern provinces of Jiangxi and Sichuan
g. Sierra Leone
   • Kono district
h. Tanzania
   • Maasai Mara, Longido and Arusha districts

8. Next, students should look up the geology, general soil nutrient composition types of flora and fauna and types of agriculture in this area. Students will need to discover local agricultural and food security challenges and what it takes to cultivate successful crops in the region. How available is food in the country and region? What food is available? Is food accessible to all year-round?

9. Outline expectations for students' dioramas before they begin their research and planning. Ask students for suggestions. Models may include, but are not limited to, the following:
   • An aerial view or a side view
   • Visual representation of common flora, fauna, water sources, etc.
   • A three dimensional representation of the landscape
   • Creative demonstration of knowledge through the use of various materials

10. Allow 20 to 30 minutes of class time for research and assign completion of the diorama for homework. Assign a due date.

11. On the project due date, have students present their diorama to the rest of the class. The diorama should illustrate the geologic advantages and disadvantages of the region. Ensure students demonstrate their understanding of the specific area, identify viable crops for the area and show what it takes to cultivate successful crops in the region.

EDUCATOR’S NOTE: WE Villages is designed to empower communities to break the cycle of poverty and support themselves over the long term by identifying and creating initiatives that address the needs of the community in a holistic way. Sustainability is the goal from the outset of project planning. All development plans are informed by a needs and assets assessment performed at the beginning of each new community partnership. Each Pillar of Impact is implemented when a community is ready for and needs it through a process that usually begins with our Education pillar. The Food pillar may not yet be in place in each of the WE Villages partner communities. For the purposes of this activity, have students research, create the diorama and report as though each community will have full implementation of all WE Villages pillars.
CORE LESSON:

GROWING THE FOOD WE NEED

Objective: Students will create a poster that details the effect extreme weather conditions have on plants by combining knowledge of both plant life cycle and climate factors in order to generate an accurate depiction of catastrophic weather conditions.

COMMON CORE CONNECTIONS:

CCSS.ELA-LITERACY.CCRA.W.1 (Writing)
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.8 (Writing)
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.7 (Writing)
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8 (Writing)
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Instructional method(s): Class discussion, group work, research, gallery tour

Differentiated instruction:
- Rather than having students create a poster, have students develop dioramas that simulate the effect of an extreme weather condition on crops
- Have students work independently rather than in partners or small groups

Course connections: English Language Arts, Science, Health and Physical Education, the Arts, Social Studies

Estimated time: 110 minutes

Steps:

1. For homework the night before this lesson, ask students to bring a container of water to school. For diversity, encourage students to be creative when selecting the container, the amount of water and the source of the water (e.g. rain water, from a drinking fountain, from a tap, bottled water, river water, etc).

2. To begin the class, have each student take out their container of water. Allow each student to stand up, present their container and tell the class where they got the water from.

3. ASSESSMENT FOR LEARNING: When everyone is finished, ask students a few follow-up questions:
   - Whose water in the class do you think is the freshest?
   - Whose water is the newest?
   - Whose water is the oldest?

4. Have students vote for their favorite answers and come to a class consensus.

5. Tell students that while each of their water collections comes from different sources, it is all actually the same age. Every ounce of water, no matter where it comes from on earth, has been here since the beginning of the earth. Ask students if they think it is the same with soil:
   - What are some different types of soil?
   - Can new soil be created?
   - What makes “new” soil?
   - What in the soil helps plants grow? (E.g., soil nutrients like nitrogen, phosphorus and potassium.)
   - Where might soil nutrients come from?

6. Soil that has the proper nutrients helps grow healthy plants which, when consumed, are a part of a nutritious diet. Tell students that the rotation and revitalization of water and soil nutrients combined with the energy from the sun are essential for growing healthy plants.

7. Go through a basic nutrition and plant growth cycle with the class (use Blackline Master 1: Environmental Factors Affecting Plant Growth Cycle as reference), ensuring they understand the process before moving onto the next step, which will build on this knowledge.

8. ASSESSMENT FOR LEARNING: Ask students to predict the growth of a plant if the three elements (water, soil nutrients and sunlight) are typical, using the following questions:
   - What would happen to a bean plant that is kept in the dark?
   - What would it look like?
   - How would that affect the amount of beans it would produce?
   - How do soil nutrients affect a bean plant’s growth?
   - Why is it important to have nutrient-rich soil for plants?
   - If a corn plant is not watered, what happens?
   - What happens if it gets too much water?
   - What happens if it gets too hot? Too cold?

9. Have students divide into groups of two to three. If possible, keep the same groups from the introductory lesson. Students will then continue to study their selected country and region to see how extreme weather conditions affect plant growth in these areas. To ensure there are no repeats, limit the number of groups to 14.

10. Write the following 14 extreme weather conditions on scraps of paper: hurricane, flood, tsunami, drought, typhoon, cyclone, tropical storm, earthquake, fire, unseasonable frost, ice storm, torrential rains, mudslides, storm surge. Place the scraps of paper in a container. Circulate through the room, allowing each group to select one from the container; this will be their topic for the exercise.
11. Instruct each group to create a poster that describes the extreme weather condition assigned to them. The poster must illustrate the effects on a plant’s life in the growth and nutrition cycle in and after that weather condition, and reveal the effects on agriculture grown in the region as a whole before, during and after the weather condition.

12. On the front board, as a class, create a list of elements each poster should incorporate. This list may include, but is not limited to:
   a. A catchy title
   b. An explanation of the assigned extreme weather condition
   c. A visual representation of the plant growth cycle with the effects of the extreme weather condition
   d. A soil nutrients breakdown of the affected soil (e.g. levels of nitrogen, phosphorus and potassium)
   e. A clear description of the consequences the extreme weather has on agriculture in the affected region and how it thus affects food security
   f. Regions of the world that are most affected by the extreme weather condition
   g. A historic example
   h. A proposed solution for better preparedness to save crops from this severe weather condition (e.g. irrigation in regions affected by drought, proper soil nutrients for more drought resistant crops, mulching to protect against frost, etc.)
   i. Labeled pictures or photos
   j. List of sources

13. Give students 20 to 30 minutes in class to conduct research using trusted Internet websites and sources, encyclopedias, classroom textbooks, newspapers, etc.

14. Suggest students create a rough draft to organize ideas. Provide students 20 to 30 minutes to create the posters. Assign the remainder of the work for homework.

15. On the due date, hold a gallery tour for students to share their work with their classmates. Move desks to the outer edges of the classroom. Have students display their posters around the room. Encourage students to take pride in their work and share their new knowledge with their peers. Instruct groups to take turns touring the classroom so each poster has a presenter ready to explain their weather condition, plant growth and nutrition cycle and how the weather condition affects agriculture to visitors. Open the tour to other classes and guests in the school.

16. **ASSESSMENT OF LEARNING:** After the gallery tour, have students hand in their posters for grading. To ensure students have a firm understanding of the connection between weather conditions, soil nutrients and food security, finish with a brief discussion question: What might happen to people in developing countries who are affected by weather patterns and extreme conditions when alternative food sources are not easily accessible? (E.g., no nearby grocery stores, markets, etc.) Display posters in the hallways of the school to spread the word.

**EDUCATOR’S NOTE:** What is a gallery tour? This gallery tour consists of student-created presentations with written and visual content. Student groups take turns circulating in a room set up like a gallery. Students stationed with their posters describe their work and answer any questions their peers may have.

**EXTENSION:** Use the questions from step 8 as a guide for a plant growth experiment. Help students understand the effects of light, water and soil on the health and vitality of growing plants.
Objective: Students will apply their understanding of healthy nutrition options by researching the growth cycle factors of nutritious food in order to produce visual timelines that reflect the various stages their selected food takes during its journey to their plates.

COMMON CORE CONNECTIONS:
CCSS.ELA-LITERACY.CCRA.W.9 (Writing)
Draw evidence from literary or information texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.SL.1 (Speaking and Listening)
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Instructional method(s): Individual research, visual timeline

Differentiated instruction:
• Have students create a timeline independently rather than as a class
• Have students create a visual diagram or flow chart

Course connections: Social Studies, Health and Physical Education, Science

Special materials: The Food Guide Pyramid. Order hard copies from the Center for Nutrition Policy and Promotion USDA website or display the electronic version on an overhead/smartboard.

Estimated time:
• Part 1: 30 minutes
• Part 2: 90 minutes

Steps:
Part 1
1. We all know what we should do to be healthy: eat well, stay active, get plenty of sleep. But what does that really mean? Is eating well just sticking to low-fat, no-carb, zero-calorie food? Does staying active mean going to the gym every day to run on a treadmill? And how much sleep is enough? No one has all the answers, but the Center for Nutrition Policy and Promotion USDA has resources to help us figure out what is best. One thing is for sure: it will be different for each person. For most of us, eating whole foods, being active through simple daily movements and getting a good night’s sleep is just right. In order to know which foods are healthy, refer to The Food Guide Pyramid.

2. Distribute a copy of The Food Guide Pyramid to each student, or project the electronic version on the board. Go through the guide with students, highlighting the four food groups, the different nutritional needs of different age groups and genders, the number of servings appropriate for students’ ages, and what qualifies as a serving. Ask students to individually read the parts you did not go over as a class.

Action Plan

4. Instruct students to make a list with an accompanying diagram of what the garden or garden-like plot looks like. What soil nutrients are needed to grow a garden? What does each soil nutrient do for your garden? While fruits and vegetables are natural home garden considerations, allow students to think outside of the produce box. Would they include a chicken coop for fresh eggs, a dairy cow for milk products, soya beans for tofu and soy milk, etc.?

5. Tell students that a healthy diet is not always easy to follow, especially for those affected by one of the three key elements of food security: availability, accessibility and application. (See the introductory lesson for definitions, and review these definitions with students if necessary.) It is essential for children to get the nutrition they need to grow up healthy. For this reason, around the world, during different times in history, programs were developed to help those in need get proper nutrition. Some examples include:

   • WIC: The Special Supplemental Nutrition Program for Women, Infants and Children (WIC) is a federal assistance program of the Food and Nutrition Service (FNS) of the United States Department of Agriculture (USDA) for health care and nutrition of low-income pregnant women, breastfeeding women, postpartum women and to infants and children up to age five who are found to be at risk for poor nutrition.
   • The National School Lunch Act in the United States. Passed by Congress in 1946, the program was led by President Truman to help school-age children focus on their studies rather than their hunger. It has since expanded to include breakfast, snack and summer programs.
   • Food banks that provide supplemental food for individuals and families. A national program, Feeding America, works to meet short-term needs while looking for long-term solutions. They are largely supported by donations from the local community.
Part 2

6. MyPlate is a reminder to find your healthy eating style and build it throughout your lifetime. The guide, which stems from the former My Pyramid adopted in 2005, focuses on building a healthy lifestyle. Tell students they will be learning about the food they eat, from its start to when it makes its way onto their plates and how healthy lifestyle choices can help them lead more fulfilling lives.

7. Students should select a food group: vegetables and fruit, grain products, milk and dairy alternatives, or meat and protein alternatives. Make sure there is a good balance of food groups represented. Instruct students to choose a food from their category that they like to eat or would like to know more about. Have students share their knowledge of the journey food takes from the field to their plate with a visual timeline.

8. As a class, create a timeline by brainstorming a list of stages food takes during its journey (see example below). Write them on the board. The timeline should be easily understood by people just passing the display while also having content for those who stop to learn more. The overarching theme of the timeline should be “what makes a healthy person?” Visuals may include but are not limited to the following key moments:
   - **Plate:** at mealtime, the food we eat
   - **Store shelves:** while waiting to be purchased. In the store, or on its way between the store and the farm, does food lose any of its nutritional value? What happens to it? How can you ensure it is at its peak healthiness?
   - **Farmer’s field:** growing up healthy
   - **Soil and seed:** healthy beginnings

9. Timelines should answer the following questions and follow a similar flow:
   - **What makes a person healthy?** Nutritious food [insert student selected food item]
   - **What makes this food nutritious?** Vitamins, protein, antioxidants, etc.
   - **Why do we need these to be healthy?**
   - **How did it become nutritious?** It gets nutrients while it grows.

10. Students will need to have a combination of visuals and writing in their timeline that accurately illustrates the field-to-plate food journey.

11. Allow students time in class to work on the research and timeline development. Assign what is not finished in class for homework. Set a due date.

12. Display the finished timelines in a busy hallway or in your classroom to share food’s nutritional journey with the rest of the student body.

**Educator’s Note:** A visual timeline is a chronological catalog that uses words and pictures.
CONCLUDING LESSON:

NUTRITION WORKS

Objective: Students will create a nutritional and engaging meal experience by combining their knowledge of the elements of the Food pillar with current trends in nutritional research in order to produce an authentic meal that’s reflective of the foods found in WE Villages.

COMMON CORE CONNECTIONS:

CCSS.MATH.CONTENT.HSN.Q.A.2
Define appropriate quantities for the purpose of descriptive modeling.

CCSS.ELA-LITERACY.CCRA.SL.1 (Speaking and Listening)
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Instructional method(s): Class discussion, guided research, demonstration, experiential learning

Differentiated instruction:

- Add in an element of math. After providing students with the recipe cards, have students calculate the quantity of supplies they will need to prepare the dish for themselves and their classmates. Encourage students to calculate the estimated costs of the dish as well.

Course connections: English Language Arts, Social Studies, Science, Health and Physical Education, Arts

Estimated time: 60 minutes immediate classroom time, plus more time for gardening project or potted plant experiment throughout the year.

Steps:

1. Nutrition is a large part of the Food pillar, as WE Villages works toward ensuring communities are healthy and sustainable. Inform students how the Food pillar promotes nutrition through multiple programs:
   a. Education concerning proper nutrition, food preparation and agriculture techniques through classes, clubs and demonstration is a vital part of implementing the Food pillar.
   b. School gardens help support lunch programs with the help of environmental clubs. If there is a water source nearby a school farm may be established.
   c. With the support of WE Villages, women’s groups create kitchen gardens, which help supply household nutrition. If there is abundance it may also be used to generate income for the family.
   d. Medicinal gardens, used as demonstration gardens for entire communities, show the nutritional properties of different plants. At Baraka Health Clinic in Kenya, the Moringa tree is used for education and is also used by the staff at the clinic.
   e. Tree nurseries provide seeds and seedlings for plants that are native to the region in addition to offering new crops that are viable to the conditions in the area, providing affordable and nutritious produce.
   f. Kitchens and dining halls are used in some communities to ensure food preparation is sanitary.

2. Tell students they will discover the importance of nutritional diets and what different diets from around the world consist of through the study and preparation of a traditional meal from a WE Villages community.

3. Divide students into eight groups. Provide each group with a recipe card.

4. Have students find the nutritional information for the dish by consulting the food guide. Distribute photocopies or have students reference the guides online. Instruct students to find out if there is a food guide provided by the government of the country the recipe is from. Compare and contrast with nutritional guides.

5. Answer the following questions:
   - What is the dish called?
   - Where is it from?
   - What does it consist of?
   - What food groups does it cover?
   - How would this dish fit into the diet of someone living in the community? (E.g., main dish, supplementary, etc.)

6. Once students have finished the nutritional study of the recipe, take students to a classroom equipped with kitchen equipment.

7. Go over basic kitchen safety rules by having students suggest what is proper and improper behavior in a kitchen. (E.g. properly wash hands before and after handling food, knives are for cutting food only, etc.).

8. Designate specific equipment, ingredients and areas for each group. Allow students to begin preparing their dish while keeping a close eye on behavior and progress.

9. Encourage students to keep their work areas clean by cleaning up as they work.

10. Once students have completed their dishes, have them congregate at a large table. Students who are finished early should cover their dish so it stays warm. Have them set the table so it is ready for the meal.

11. Have the class sit together to enjoy the fellowship that sharing a meal provides. Lead a discussion about the food the class is eating. Ask students how they like it, did they enjoy preparing the food, etc.
Connect with your WE Schools Coordinator or contact weschools@WE.org for fundraising posters and more information on the Food pillar.

Let us know what you think. We are always working to make our educational resources better for teachers and students. Answer the short survey and help shape the educational content we offer.

Additional Resources

In addition to the lesson plans, share these resources with your students:

- Free The Children's WE Villages story: www.WE.org/we-villages/story/
- WE Villages Food Pillar: www.WE.org/we-villages/food/
- Canadian Fertilizer Institute's resource hub Nutrients for Life: www.nutrientsforlife.ca
- World Health Organization, Food Security: www.who.int/nutrition/topics/foodsecurity/en/
- Ryerson University Centre for Studies in Food Security: www.ryerson.ca/foodsecurity/
- Green Bronx Machine: greenbronxmachine.org
- U.S. Hunger Relief Organization Feeding America: www.feedingamerica.org
This assessment rubric is based on Bloom’s taxonomy, a multi-tiered model to classify cognitive levels of complexity to evaluate students’ comprehension of issues and participation with the lessons.

<table>
<thead>
<tr>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>Level 1: 50-59%</th>
<th>Level 2: 60-69%</th>
<th>Level 3: 70-79%</th>
<th>Level 4: 80-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates limited knowledge and understanding of the relationships among facts, ideas and concepts</td>
<td>Demonstrates some knowledge and understanding of the relationships among facts, ideas and concepts</td>
<td>Demonstrates considerable knowledge and understanding of the relationships among facts, ideas and concepts</td>
<td>Demonstrates thorough knowledge and understanding of the relationships among facts, ideas and concepts</td>
</tr>
<tr>
<td>APPLICATION AND ANALYSIS</td>
<td>Uses critical and creative thinking processes and develops examples with limited effectiveness</td>
<td>Uses critical and creative thinking processes and develops examples with some effectiveness</td>
<td>Uses critical and creative thinking processes and develops examples with considerable effectiveness</td>
<td>Uses critical and creative thinking processes and develops examples with a high degree of effectiveness</td>
</tr>
<tr>
<td>SYNTHESIS AND EVALUATION</td>
<td>Demonstrates knowledge and makes connections with limited effectiveness</td>
<td>Demonstrates knowledge and makes connections with some effectiveness</td>
<td>Demonstrates knowledge and makes connections with considerable effectiveness</td>
<td>Demonstrates knowledge and makes connections with a high degree of effectiveness</td>
</tr>
<tr>
<td>ORGANIZATION AND COMMUNICATION</td>
<td>Expresses and organizes information while using appropriate language for different audiences and purposes with limited effectiveness</td>
<td>Expresses and organizes information while using appropriate language for different audiences and purposes with some effectiveness</td>
<td>Expresses and organizes information while using appropriate language for different audiences and purposes with considerable effectiveness</td>
<td>Expresses and organizes information while using appropriate language for different audiences and purposes with a high degree of effectiveness</td>
</tr>
</tbody>
</table>
Blackline Master 1: Environmental Factors Affecting Plant Growth Cycle

Environmental Factors Affecting Plant Growth Cycle

- Condensation creates clouds
- Precipitation
- Transpiration
- Heat from sun causes evaporation

Soil nutrients absorbed by plant roots include: Potassium, Phosphorus and Nitrogen

Decomposing plant matter
UGALI

Ugali is served with meat, fish or vegetable stews. To eat ugali, pull off a small ball of the mush of white maize/cornmeal with your fingers, form an indentation with your thumb and use it to scoop up tasty stews and other dishes. This recipe is for four to six people.

**INGREDIENTS:**
- 6 cups water
- 4 cups of finely ground white maize meal/cornmeal

**DIRECTIONS:**
1. Boil the water in a heavy cooking pot. Stir in the cornmeal slowly.
2. Reduce heat to medium-low and continue stirring regularly, smashing any lumps that may form with a cooking stick.
3. As ugali continues to cook, it gets very thick. You can continue adding flour until it is thicker than mashed potatoes.
4. Leave it cooking for about 15 minutes, but make sure you keep turning it so that it does not get burned.
5. Using the cooking stick, mash it into a dome shape. Tip out your ugali into a serving bowl.

**SUKUMA WIKI**

To accompany the Ugali, cook an east Kenyan stew called sukuma wiki.

**INGREDIENTS:**
- 1 bunch kale
- 2 small onions, chopped
- 2 cloves garlic
- 2 cups tomato (about 4 plum tomatoes)
- 1 - 2 cups water
- 1 tsp paprika
- 2 tsp olive oil
- salt and pepper

**DIRECTIONS:**
1. Heat up a pot with olive oil and toss in the onions and spices. Add the garlic once the onions are translucent. Add tomatoes, water and kale.
2. Cook in a covered pot for 30 minutes, then eat!

**CHAPATIS**

Chapati is an Indian flatbread that is great to serve with various Indian dishes, such as curries or stews. Many poorer communities will only have chapatis with a bit of weak curry or pickles. This recipe does not take very long, and makes about 10 chapatis.

**INGREDIENTS:**
- 2 cups wholemeal flour
- ¾ cup water
- 1 tsp salt
- 2 tbsps olive oil

**DIRECTIONS:**
1. In a large bowl, stir together the flour and salt. Use a wooden spoon to stir in the olive oil and enough water to make a soft dough that is elastic but not sticky. Knead the dough on a lightly floured surface until it is smooth. Divide into 10 parts, or less if you want bigger breads. Roll each piece into a ball. Let rest for a few minutes.
2. Heat a skillet on medium until hot; grease lightly. On a lightly floured surface, use a floured rolling pin to roll out the balls of dough until very thin like a tortilla. When the pan starts smoking, put a chapati on it. Cook about 30 seconds until the underside has brown spots then flip and cook on the other side. Continue with remaining dough.

**SWEET POTATOES**

In rural villages of China, many parents do not have substantial fresh vegetables or meat to provide healthy meals to children. Only a few times a year do communities have access to meat, dairy or fresh vegetables.

**INGREDIENTS:**
- Sweet potato
- Syrup or oil

**DIRECTIONS:**
1. Cut sweet potato into chunks.
2. Put pan over inside oven (open fire) and fill with oil or syrup.
3. Wait until boiling then put chunks of sweet potato into pan.
4. Cook until fried and serve.
SUAN CAI

Suan cai, or pickled vegetables, are often eaten in colder communities of rural China. This dish can be served with steamed buns or potatoes and is most commonly in the form of pickled cabbage or pickled beans.

**INGREDIENTS:**
- Napa cabbage
- Vegetable oil
- Dry red chili peppers
- White vinegar
- Chinese chili oil
- Sugar and salt

**DIRECTIONS:**
1. In a large colander, add shredded cabbage, sprinkle it with salt and toss it to distribute the salt. Place colander over a bowl and drain for 30 minutes.
2. In another bowl stir vinegar and sugar together until sugar dissolves.
3. In a skillet, heat vegetable oil, the remaining salt and chilli peppers. Add drained cabbage into hot oil.
4. Add vinegar and chili oil and cook for a few seconds. Transfer the cabbage into a large bowl.
5. Before serving, keep it in the refrigerator for two weeks.

LABOUYI BANNANN

Bananas and plantains in any form are very popular in Haiti. This dish is hearty and filling and is often served in the evenings for supper; however, it is so good that it could be served at breakfast or lunch as well. Serves four.

**INGREDIENTS:**
- 1 green plantain
- 12 oz evaporated milk (or soy milk)
- 2 cups water
- 2 or 14 oz canned coconut milk (may use light)
- 1 ripe banana
- coconut milk or 1 cup milk
- 3 cinnamon sticks
- ½ cup sugar (white or brown)
- 2 whole anise stars
- ½ tsp grated lime rind or ½-inch whole lime rind
- Nutmeg

**DIRECTIONS:**
1. Peel the plantain and cut into ½-inch slices. In the blender, purée plantain pieces, 2 cups water, and ripe banana. Or, grate the plantain, mash the banana and mix both with 2 cups water to get a purée.
2. In a saucepan, add plantain purée and bring to a boil on low-medium heat. Add evaporated milk, vanilla extract, cinnamon sticks, anise stars, nutmeg, sugar and lime rind. Cook for 15-20 minutes, stirring occasionally so that it does not stick to the bottom of the pot. The consistency should be like that of oatmeal.